Regular School Board Meeting

Monday, July 20, 2026 5:30 PM
Central Office Training Room , 490 E. College Ave. , Batesville, Arkansas 72501

A.	**PRELIMINARY MEETING:**	
A.1.	Call the meeting to order:	**Speaker(s):** Board President Scott Fredricks
A.2.	Roll Call:	
B.	**PUBLIC COMMENT:**	
C.	**PROCEDURAL MATTERS:**	
C.1.	Media presence	
C.2.	Pledge of Allegiance	**Speaker(s):** Mrs. Karen Beller
C.3.	Approval of Regular Agenda	
D.	**(IO) RECOGNITIONS:**	
D.1.	BHS Advanced Placement Report	**Speaker(s):** Mr. Kevin Bledsoe
D.2.	Teacher Merit Pay	**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.	School Resource Officer - MOU	**Speaker(s):** Mr. David Campbell
F.2.	2026-2027 Disposable products for the BSD Food Service Program	**Speaker(s):** Mr. David Campbell
F.3.	Auto Insurance renewal for the 2026-2027 SY	**Speaker(s):** Mrs. Shelley McCormick
F.4.	Licensing Agreements for the 26-27 SY	
G.	**EDUCATIONAL SERVICES DIVISION:**	
G.1.	(IO) Student Performance Report	**Speaker(s):** Mrs. Rachel Horn
G.2.	Preschool Calendar	**Speaker(s):** Mrs. Mindy Shaw
G.3.	2026-2027 K-12 Capacity Determination and Public Pronouncement	**Speaker(s):** Mrs. Rachel Horn
G.4.	2026-2027 School Improvement Plans	**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 SUPERINTENDENT:**

K. **ADJOURNMENT:**

2026 AP EXAM RESULTS

Batesville High School

Participation • Performance • Priorities

Summary

A snapshot of 2026 AP participation and performance

75
STUDENTS TESTED

217
AP EXAMS TAKEN

78%
SCORES OF 3+

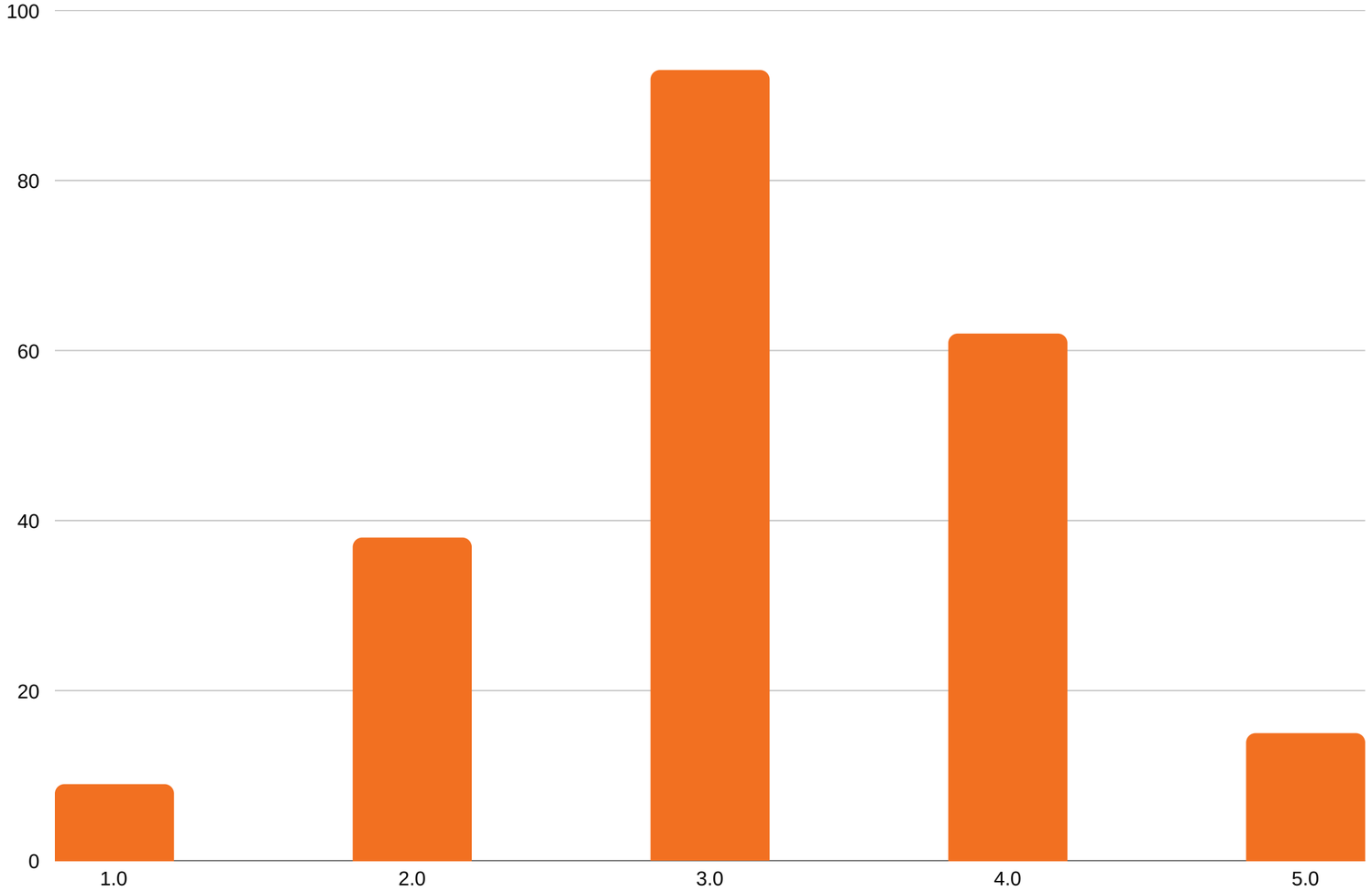
3.17
MEAN SCORE

14
AP SUBJECTS REPRESENTED

15
SCORES OF 5

Overall Score Distribution

Distribution across all reported AP exams



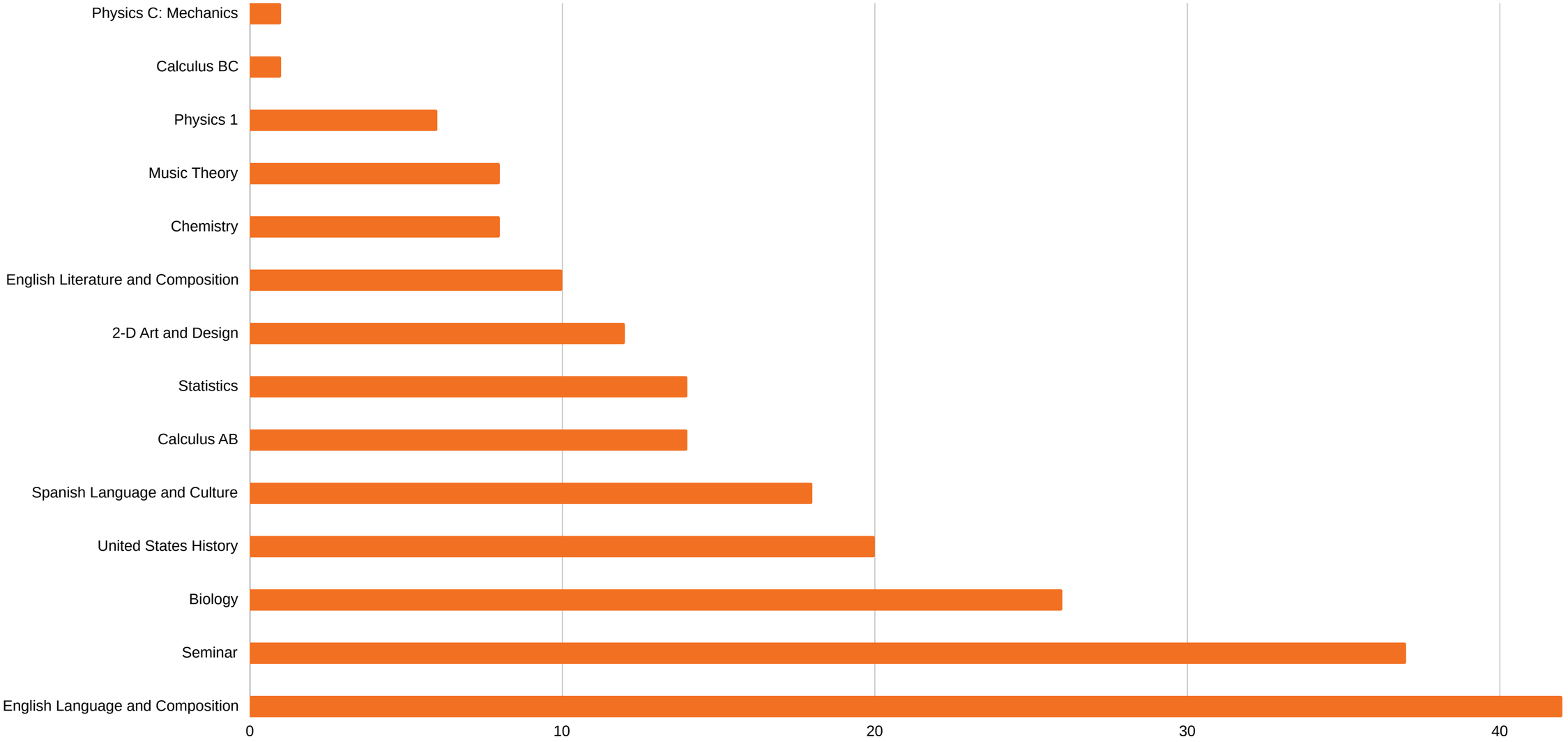
170

QUALIFYING SCORES

78% of all exams earned a 3, 4, or 5.

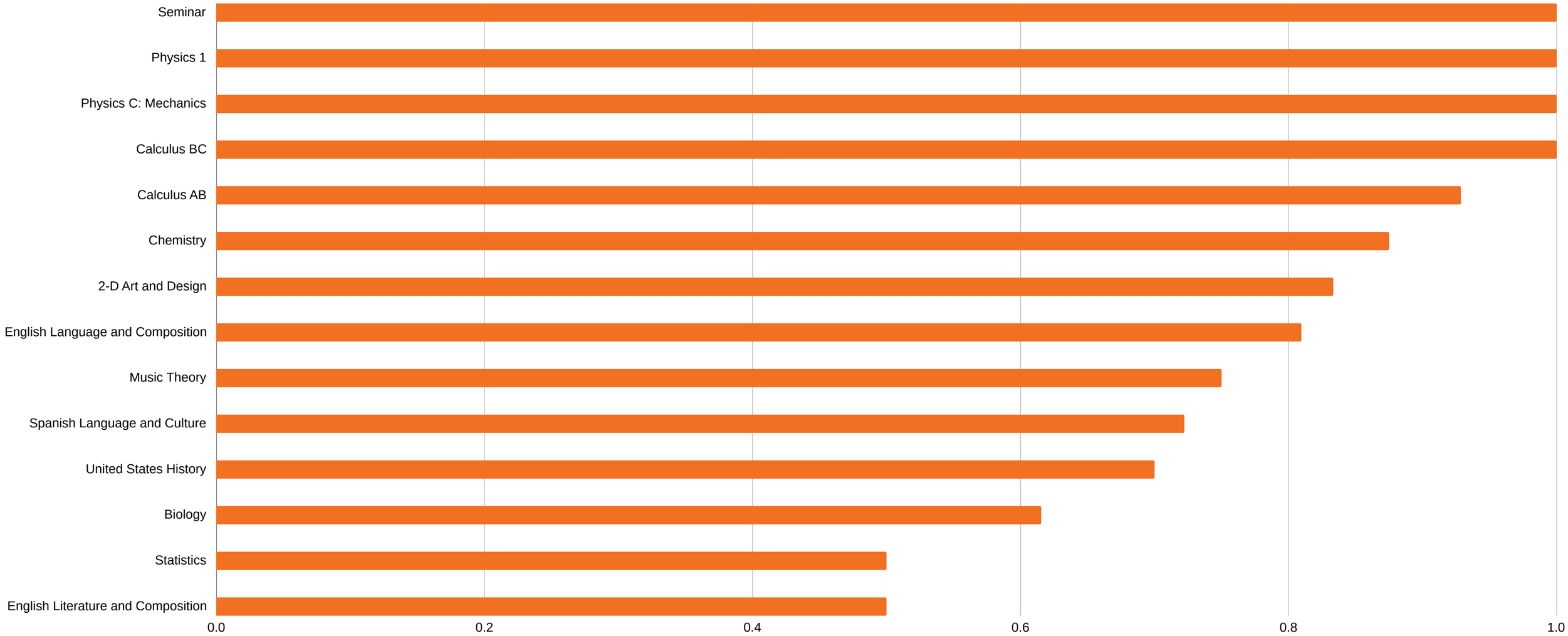
AP Participation by Subject

Number of exams reported in each AP subject



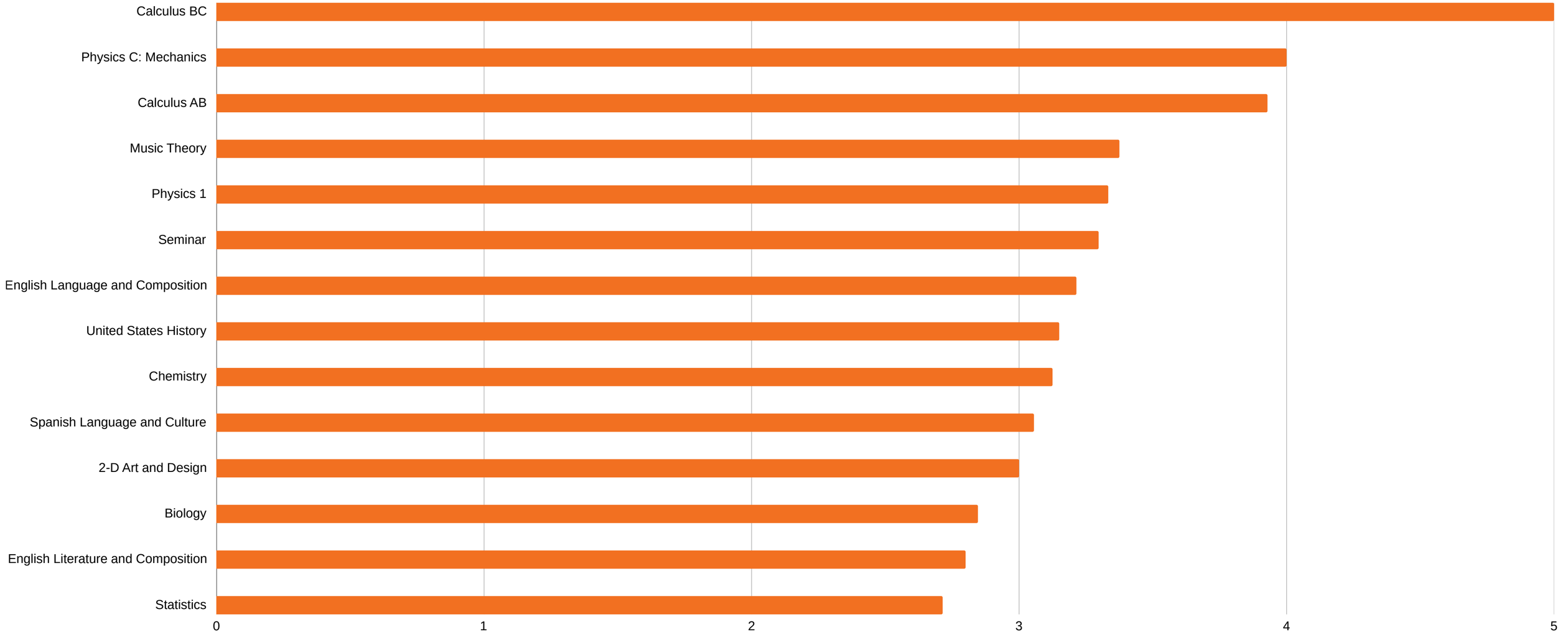
Qualifying Score Rate by Subject

Percentage of scores at 3 or higher



Mean AP Score by Subject

Average score for each reported AP subject



Performance Highlights

Courses with the strongest 2026 outcomes

1	**Physics 1**	100% 3+	Mean 3.33	n=6
2	**Seminar**	100% 3+	Mean 3.30	n=37
3	**Calculus AB**	93% 3+	Mean 3.93	n=14
4	**Chemistry**	88% 3+	Mean 3.12	n=8
5	**2-D Art and Design**	83% 3+	Mean 3.00	n=12

Participation Leaders

Subjects reaching the largest number of students

42
ENGLISH LANGUAGE AND COMPOSITION

37
SEMINAR

26
BIOLOGY

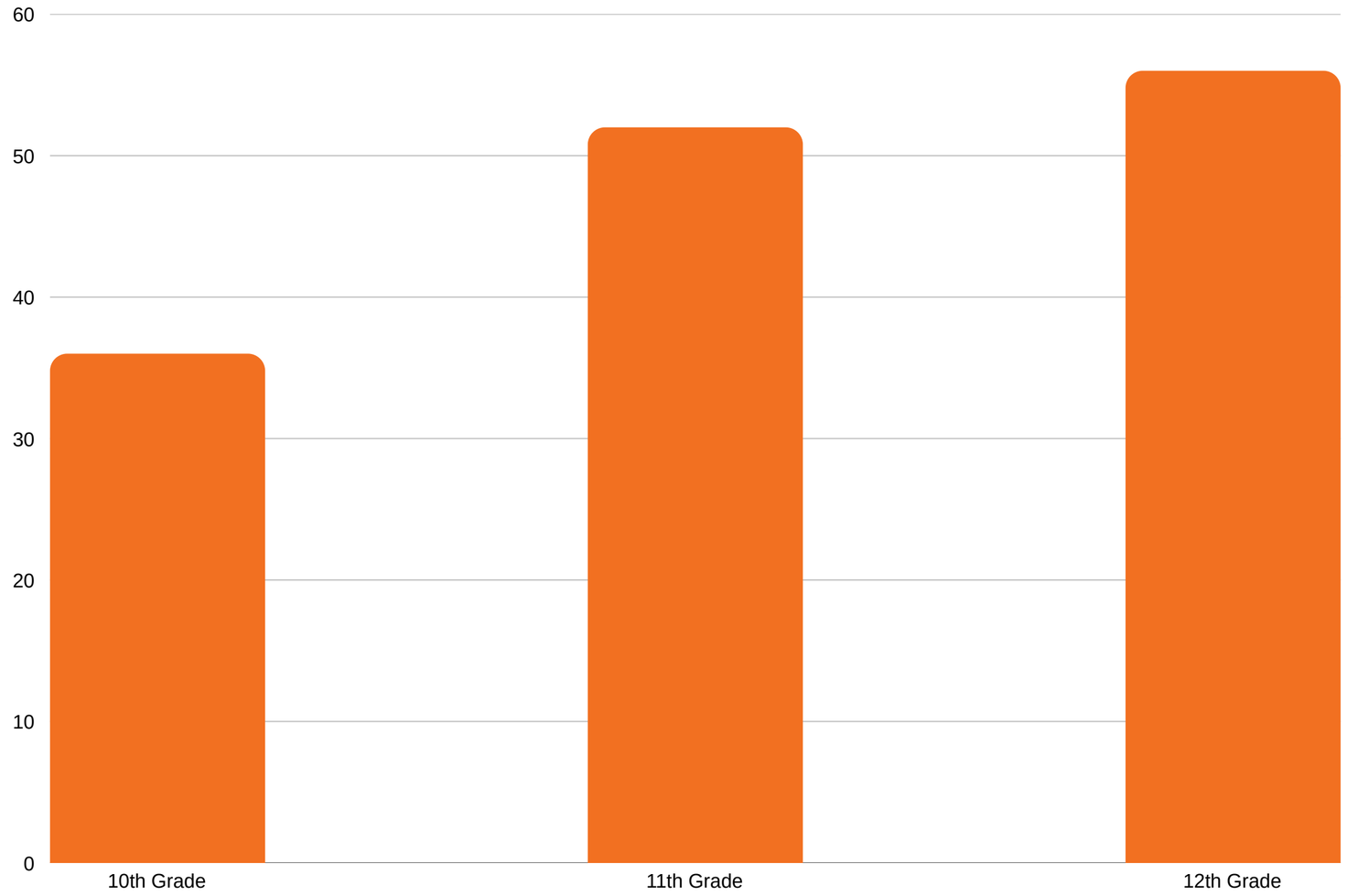
20
UNITED STATES HISTORY

18
SPANISH LANGUAGE AND CULTURE

14
CALCULUS AB

Participation by Grade Level

Unique students with at least one reported AP exam



ACCESS MATTERS

Participation data can help identify where AP access is broad—and where recruitment can expand.

Participation, Growth, and Access to AP Coursework

Three Year Summary of BHS AP Participation

2024

Exams 163
Students 119

Overall Pass Rate
(All Exams)
85%

2025

Exams 194
Students 145

Overall Pass Rate
(All Exams)
78%

2026

Exams 217
Students 180

Overall Pass Rate
(All Exams)
78%

34% Increase in number of students were enrolled and completed AP Coursework

Course Performance Dashboard

All reported AP subjects

AP Subject	Exams	Mean	Scores 3+	3+ Rate
English Language and Composition	42	3.21	34	81%
Seminar	37	3.30	37	100%
Biology	26	2.85	16	62%
United States History	20	3.15	14	70%
Spanish Language and Culture	18	3.06	13	72%
Calculus AB	14	3.93	13	93%
Statistics	14	2.71	7	50%
2-D Art and Design	12	3.00	10	83%
English Literature and Composition	10	2.80	5	50%
Chemistry	8	3.12	7	88%
Music Theory	8	3.38	6	75%
Physics 1	6	3.33	6	100%
Calculus BC	1	5.00	1	100%
Physics C: Mechanics	1	4.00	1	100%

2026 AP Scholar Recognition

AP Scholar with Distinction

Taylor L. Bishop (12th)
Gwendolyn N. Goodwin (12th)
Mai-Lan Ho (12th)
Victoria E. Nelms (12th)

Students who receive an average score of at least 3.5 on all AP Exams taken, **and** scores of 3 or higher on five or more of these exams.

AP Scholar with Honor

Lisbet Castillo-Rodriguez (12th)
George S. Falwell (12th)
Asher M. Stroud (12th)
Hayden Taylor (12Th)

Students who receive an average score of at least 3.25 on all AP Exams taken, **and** scores of 3 or higher on four or more of these exams.

AP Scholar

Lam V. Duong (12th)
Anderson M. Fisher (11th)
Yuridia I. Ochoa (12th)
Johnathan A. Roberts (11th)
Collin E. Shaw (12th)
Braxton L. Smith (12th)
Zachary N. Vaughn (11th)
Liberty G. Wood (12th)

Students who receive scores of 3 or higher on three or more AP Exams.

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: **June 15, 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:
Mr. Josh Swinea

A.1. Call the meeting to order:
Mr. Josh Swinea
Vice President Josh Swinea called the meeting to order at 5:30 PM.

A.2. Roll Call:

B. PUBLIC COMMENT:
Nobody demonstrated their right to Public Comment.

C. PROCEDURAL MATTERS:

C.1. Media presence
Nobody from the media was present at this meeting.

C.2. Pledge of Allegiance
Mr. Josh Swinea

C.3. Approval of Regular Agenda

Move to approve the Regular Agenda as presented. This motion, made by Heather Fulbright and seconded by Andy Walmsley, Carried.

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

Yea: 6, Nay: 0, Absent: 1

D. (IO) RECOGNITIONS AND PRESENTATIONS:

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

D.2. Health and Wellness presentation
Mrs. Ann Walmsley

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 meeting(s)

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 Dwight Ford and seconded by Chris Milum, Carried.

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

Yea: 6, Nay: 0, Absent: 1

F. DISTRICT OPERATIONS:

F.1. 2026-2027 Athletic Insurance
Coach Stu Smith
Move to approve the Student Accident Athletic Coverage from Educational Benefits (Players Health) for the 2026-2027 SY. This motion, made by Karen Beller and seconded by Andy Walmsley, Carried.

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

Yea: 6, Nay: 0, Absent: 1

F.2. Community Eligibility Provision

Mr. David Campbell

Move to approve the participation in the Community Eligibility Provision Program (CEPP). This motion, made by Dwight Ford and seconded by Heather Fulbright, Carried.

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

Yea: 6, Nay: 0, Absent: 1

F.3. ASBA Policy Updates

Mr. David Campbell

Move to approve the ASBA policy updates for 2026-2027. This motion, made by Heather Fulbright and seconded by Karen Beller, Carried.

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

Yea: 6, Nay: 0, Absent: 1

G. EDUCATIONAL SERVICES DIVISION:

G.1. (IO) Student Performance Report

Mr. James Housdan and Mrs. Amber Plyer

G.2. School Bullying Annual Report

Mr. David Campbell

Move to approve the report on bullying for the 2025-2026 SY. This motion, made by Dwight Ford and seconded by Chris Milum, Carried.

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

Yea: 6, Nay: 0, Absent: 1

G.3. 2026-2027 Student Handbooks

Mr. David Campbell

Move to approve the 2026-2027 school handbooks as presented. This motion, made by Andy Walmsley and seconded by Heather Fulbright, Carried.

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

Yea: 6, Nay: 0, Absent: 1

G.4. AR Application and GEPA Statement

Mrs. Mychelle Spivey

Move to approve the 2026-2027 Batesville AR App as presented. This motion, made by Dwight Ford and seconded by Karen Beller, Carried.

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

Yea: 6, Nay: 0, Absent: 1

G.5. (IO) 2026-2027 School Choice In & Out

G.6. (IO) School Improvement Plan - First Reading

G.7. Computers for BJHSC

Mrs. Casey Burnside

Move to approve the purchse of 30 desktop computers for BJHSC from White River Services and Solutions as presented. This motion, made by Dwight Ford and seconded by Heather Fulbright, Carried.

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

Yea: 6, Nay: 0, Absent: 1

G.8. Resolution for Appointment
Mr. David Campbell

H. BUSINESS SERVICES DIVISION:

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

I. HUMAN RESOURCES DIVISION:

I.1. Executive Session

J. (IO) REPORTS AND COMMUNICATIONS FROM SUPERINTENDENT:

K. ADJOURNMENT:

Time: 7:07 PM

_____
Mr. Scott Fredricks, President

_____
Mrs. Heather Fulbright, Secretary

_____
Mr. David Campbell, Interim Superintendent

Motion to adjourn the meeting. This motion, made by Heather Fulbright and seconded by Andy Walmsley, Carried.

Karen Beller:	Yea

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

Yea: 6, Nay: 0, Absent: 1

FOR IMMEDIATE RELEASE

Citizens Bank, Batesville School District honor Heather Hudson for going 'Above & Beyond'

BATESVILLE, Ark. (June 15th, 2026) – Heather Hudson, member of the Transportation Department for the Batesville School District, was honored as the June "Citizens Bank Above and Beyond Award" winner during the Batesville School Board Meeting held Monday evening.

Since 2012, Citizens Bank and the Batesville School District have recognized staff members who go "above and beyond" to realize the district's mission to empower today's students for tomorrow's challenges. Staff in all schools and departments throughout the district nominate award recipients, who receive a Certificate of Excellence, a $25 gift card and a customized 20-ounce insulated cup from Citizens Bank.

With compassion and patience, Heather creates a safe and supportive environment that empowers her students as they make their way to school each morning and ensures they are cared for as they head home after a full day of learning.

Here is what some of her peers had to say about Ms. Hudson.

- "Heather Hudson is one of the most dedicated and compassionate people I know. Every day, she safely transports around 120 children and greets each one by name with a smile. Her students adore her, and whenever she misses a route, they always ask, 'When will Ms. Heather be back?'"

- "Heather is much more than a bus driver. She goes above and beyond to make every child feel safe, valued, and supported. Her patience, kindness, and genuine care for others are evident in everything she does."

- "Ms. Hudson is always willing to help those in need and consistently puts others before herself. Her dedication, selflessness, and positive impact on the children and families she serves make her truly deserving of recognition."

ABOUT CITIZENS BANK

Citizens Bank, headquartered in Batesville, Ark., is a community-focused financial institution with assets of more than $1.5 billion. The bank was established in 1953 by a group of business and civic leaders on the belief that banking should help people succeed. Its People First mission combines personalized customer care with modern technology to meet the evolving needs of individuals and businesses with a full range of financial services. Committed to strengthening the communities it serves, Citizens Bank supports local growth while fostering a culture that empowers both customers and employees to succeed.

###

Health and Wellness Report

June 15, 2026
Batesville School District

Committee Members

Preschool
Mindy Shaw
Aspen Treadway

Eagle Mountain
Mychelle Spivey
Stephen Roberson

Sulphur Rock
Tina Baker
Terri Ann Ford

West Elementary
James Housdon
Chasity Hastings

Batesville Jr. High
Casey Burnside
Julie Williams

Batesville High School
Jace Dunegan
Nicole Ross

WRA
Briley Strecker

What is the School Health Index (SHI)?

The **School Health Index (SHI)** is a self-assessment and planning tool developed by the CDC.

The SHI Helps Schools:

- Evaluate health and wellness policies and practices
- Identify strengths and areas for growth
- Develop action plans for improvement
- Support a healthy learning environment for students and staff

Administrators along with Ms. Horn take the information to complete the Health and Wellness component on the AR App.

SHI Assessment Framework

The School Health Index examines multiple components of a healthy school environment, including:

- Health Education
- Physical Education & Physical Activity
- Nutrition Environment & Services
- Family Engagement
- Community Involvement
- School Policies and Environment

Each component is reviewed using evidence-based indicators and rating scales.

Districtwide SHI Process

Step 1
Each campus completes the modules

Teams worked collaboratively to assess current practices.

Step 2
Review the results

Teams analyzed strengths and opportunities for improvement.

Step 3
Review Results

Teams analyzed strengths and opportunities for improvement.

Step 4
Create Action Plans

Goals were developed based on campus-specific data and priorities.

Common Strengths Identified

Across the district, campuses reported strengths in areas such as:

- School Policies and Environment
- Physical Activity Opportunities
- Health Education Instruction
- Nutrition Environment and Services

Growth Opportunities

Identified growth opportunities for the upcoming school year:

Family Engagement

Increasing family engagement in wellness initiatives

Community Involvement

Increase Community-Based wellness activites

Goals for 2026-2027

1. Promote healthy food and beverage choices
2. Implement Farm to School activities at elementary campuses.
3. Implement opportunities for all students to participate in before and after school physical activities.

Key Takeaways

Full Participation: Every campus completed the School Health Index process.

Data-Driven Assessment: Campus teams used SHI results to assess current practices.

Strategic Insight: Schools identified strengths and opportunities for growth.

Forward Planning: Actionable goals were developed for the upcoming school year.

The SHI process supports a healthier environment for students and staff.

Questions?

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: **May 18, 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:
Mr. Scott Fredricks
Mr. Josh Swinea
Mr. Andy Walmsley
Mr. Dwight Ford
Mrs. Heather Fulbright (virtual)
Mrs. Karen Beller

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

C. PROCEDURAL MATTERS:

C.1. Media presence
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 Dwight Ford and seconded by Karen Beller, Carried.

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

Yea: 5, Nay: 0, Absent: 2

D. (IO) RECOGNITIONS:

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

D.2. Recognition of Retiring Classified Staff

Teresa Goforth, 29 years - West Elementary
Darrel Munnerlyn, 6 years - Maintenance and Operations
Vicky Smith, 10 years - Preschool

D.3. Recognition of Retiring Certified Staff

Paul Barrett, 33 years - White River Academy
Deena Bruce, 27 years - White River Academy
LeeAnn Conyers, 31 years - Sulphur Rock Elementary
Suzette Cowden, 32.75 years - Batesville High School
Stan Fowler - 38 years - Batesville High School
Tina Fowler, 36 years - Batesville High School
Michele Gerhardt, 36.5 years - Batesville High School
Melanie Martin, 21 years - Batesville Jr. High School Charter

D.4. Master Teacher Educators
Mrs. Rachel Horn

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 meeting

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 Dwight Ford and seconded by Andy Walmsley, Carried.

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

Yea: 5, Nay: 0, Absent: 2

F. DISTRICT OPERATIONS:

F.1. Disposal of Fixed Assests
Mr. David Campbell
Move to approve the disposal of fixed assets as presented. This motion, made by Karen Beller and seconded by Dwight Ford, Carried.

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

Yea: 5, Nay: 0, Absent: 2

G. EDUCATIONAL SERVICES DIVISION:

G.1. (IO) Preschool Campus Update
Mrs. Mindy Shaw

G.2. (IO) District Curriculum Report
Mrs. Rachel Horn

G.3. (IO) MOU with Lyon College - Undergraduate Educator Preparation Programs
Mrs. Rachel Horn

G.4. (IO) MOU with Lyon College - Master of Arts in Teaching
Mrs. Rachel Horn

G.5. Gizmos Renewal and Expansion
Mrs. Rachel Horn

Move to renew and expand access to Gizmos from Explore Learning. This motion, made by Dwight Ford and seconded by Andy Walmsley, Carried.

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

Yea: 5, Nay: 0, Absent: 2

G.6. myON and Accelerated Reader Renewal

Mrs. Rachel Horn

Move to renew myON and Accelerated Reader. This motion, made by Karen Beller and seconded by Dwight Ford, Carried.

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

Yea: 5, Nay: 0, Absent: 2

G.7. Career and Technical Education Plan

Mrs. Rachel Horn

Move to approve the BSD's Career and Technical Education Plan. This motion, made by Dwight Ford and seconded by Karen Beller, Carried.

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

Yea: 5, Nay: 0, Absent: 2

G.8. 2026-2027 Professional Development Plan

Mrs. Rachel Horn

Move to approve engage2learn and Bailey Education Group as vendors to provide training for the BSD. This motion, made by Andy Walmsley and seconded by Josh Swinea, Carried.

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

Yea: 5, Nay: 0, Absent: 2

G.9. iReady Curriculum
Mrs. Rachel Horn
Move to approve the renewal of i-Ready for the BSD. This motion, made by Dwight Ford and seconded by Josh Swinea, Carried.

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

Yea: 5, Nay: 0, Absent: 2

G.10. (IO) First Reading 2026-2027 Handbooks
Mrs. Rachel Horn

H. BUSINESS SERVICES DIVISION:

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

I. HUMAN RESOURCES DIVISION:

I.1. Executive Session
No action was taken.

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

K. ADJOURNMENT:

Time: 6:46 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 Andy Walmsley, Carried.

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

Yea: 5, Nay: 0, Absent: 2

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 28, 2026**

Special Called School Board Meeting **5:00 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:

A.2. Roll Call:

B. PUBLIC COMMENT:
Nobody demonstrated their right to Public Comment.

C. PROCEDURAL MATTERS:

C.1. Media presence
Nobody from the media was present.

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 Dwight Ford and seconded by Andy Walmsley, Carried.

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

Yea: 5, Nay: 0, Absent: 2

D. CONSENT AGENDA:

D.1. Personnel Report

D.2. Approval of Consent Agenda item as presented

Move to approve Consent Agenda items as presented. This motion, made by Karen Beller and seconded by Dwight Ford, Carried.

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

Yea: 5, Nay: 0, Absent: 2

E. ADJOURNMENT:

Time: 5:02 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 Andy Walmsley, Carried.

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

Yea: 5, Nay: 0, Absent: 2

Batesville School District
STUDENTS FIRST

TO: **Board of Directors**

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

DATE: **May 28, 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 Jamie McMinn (SP) as Special Education Teacher, effective 6/30/26, to accept the position of Special Program Director/LEA Supervisor, effective 7/1/26.
2. To offer a conditional employment contract to Russell Stumpenhaus (BHS) as Teacher, effective 7/1/26.
3. To offer a conditional employment contract to Sara Stumpenhaus (BHS) as Counselor, effective 7/1/26.
4. To accept the resignation of Jennifer Cooksey (W) as Teacher, effective 6/30/26, due to retirement after 25 years in education.
5. To accept the resignation of Aaron Morris (BHS) as Teacher, effective 6/30/26.
6. To accept the resignation of Emalee Tate (BHS) as Teacher, effective 6/30/26.

Classified:

1. To offer a conditional employment contract to Isaac Middlebrooks (T) as Bus Driver, effective 7/1/26.
2. To accept the resignation of Josh Carlson (M&O) as Custodian, effective 5/26/26.
3. To accept the resignation of Gracie Gunther (PK) as Teacher, effective 5/27/26.
4. To accept the resignation of Stefanie Harmon (E) as SpEd Paraprofessional, effective 6/30/26.
5. To accept the resignation of Alicia Robertson (DAC) as Accounts Payable, effective 7/31/26, due to retirement after 27 years in education.

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.

Batesville School District
STUDENTS FIRST

TO: **Board of Directors**

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

DATE: **June 15, 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 offer a conditional employment contract to Courtney Beal (BHS) as Counselor, effective 7/1/26.
2. To offer a conditional employment contract to Emily Berry (BHS) as Teacher, effective 7/1/26.
3. To offer a conditional employment contract to Kenton Crawford (BJHS) as Teacher, effective 7/1/26.
4. To offer a conditional employment contract to Lucy Harris (BHS) as Teacher, effective 7/1/26.
5. To offer a conditional employment contract to K. Sloane Lott (BHS) as Teacher, effective 7/1/26.
6. To offer a conditional employment contract to Hayley Payton (BHS) as Teacher, effective 7/1/26.
7. To offer a conditional employment contract to Kelli Swaim (BHS) as Teacher, effective 7/1/26.
8. To offer a conditional employment contract to Luke Tate (BHS) as Teacher, effective 7/1/26.

Classified:

1. To offer a conditional employment contract to Courtney Adamson (SR) as Support Aide, effective 7/1/26.
2. To offer a conditional employment contract to Kenlee Moran (PK) as Preschool Teacher, effective 7/1/26.
3. To offer a conditional employment contract to Brock Newman (DAC) as Systems Technician, effective 7/1/26.
4. To accept the resignation of Ashley Baker (PK) as Preschool Teacher, effective 6/16/26.
5. To accept the resignation of Matthew Hourigan (M&O) as Custodian, effective 6/2/26.
6. To accept the resignation of Candice Martin (HUB) as Parents as Teachers, effective 6/30/26.
7. To accept the resignation of Kayla Goodman (E) as STC Tutor to accept the position of Bookkeeper, effective 7/1/26.
8. To accept the resignation of Jessica Ward (HUB) as PAT to accept the position of Safe Care Provider, 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.

Batesville School District
STUDENTS FIRST

BOARD OF EDUCATION AGENDA ABSTRACT

Abstracts serve to provide background information regarding agenda items.

ACTION

TITLE: Athletic Insurance approval
Board of Directors June 2026

DATE: June 15, 2026

RESPONSIBLE ADMINISTRATOR: David Campbell, Interim Superintendent

BACKGROUND/CONSIDERATIONS:

The Batesville Athletic department received three bids for Student Accident Coverage for Athletics. Educational Benefits (Players Health) came in at the lowest bid. This is the same company that received the bid last year and Coach Smith was well pleased with the services. The bid came in at $19,633.00.

RECOMMENDATION:

The administration recommends the Batesville School District Board of Education approve the Student Accident Athletic Coverage from Educational Benefits (Players Health) for the SY 2026-2027.

If the Board agrees, the motion would read: ***move to approve the*** **Student Accident Athletic Coverage from Educational Benefits (Players Health) for the SY 2026-2027.**

PLAYERS HEALTH

Eb Educational BENEFITS

Student Accident Coverage Proposal
For
Batesville School District

Agent: JTS Financial/EBi Team

Applicant: Batesville School District

Line of Coverage(s): Mandatory, Voluntary, and Catastrophic Student Accident Insurance
Proposed Policy Period: August 1, 2026 12:01 A.M. Through August 1, 2027, 12:01 A.M.
Quote Valid Through: August 1, 2026

Issuing Company: Federal Insurance Company a Chubb Company (an Admitted Carrier)
AM Best Rating: A++, XV - Admitted (Current carrier ratings may be found at www.AMBest.com

Issuing Company: Federal Insurance Company a Chubb Company *(an Admitted Carrier)*
AM Best Rating: A++, XV - Admitted (Current carrier ratings may be found at www.AMBest.com.)

We are pleased to enclose the Accident Insurance Quote, effective as of the date indicated above.

Please take a moment and review the proposal for accuracy. Make sure the following is correct and items listed are attached:

- ☐ Quotes attached for all plans requested Please note that coverage may vary from what was requested.
- ☐ Name of the insured
- ☐ Policy Period
- ☐ Note: Policies are Agency Billed

This proposal is a summary of coverage. Please refer to the policy for a complete description of all terms, conditions & exclusions of coverage. In the event of differences in benefits or limits, the policy will prevail. Higher limits may be available.

Please note that as a retail agent you do not have binding authority or authority to issue certifcates of insurance. A written request is required prior to the expiration date of this quote in order to bind coverage. If request to bind coverage is not received prior to the effective date, the file will be closed.

Policies and/or renewal amendment(s) will be distributed to your attention within 30 days of receipt of application and payment, or policy effective date, whichever is later.

Please let me know if you have any questions or if you are in need of any additional information.

Thank you,
Players Health

PLAYERS HEALTH

Educational BENEFITS

Student Accident Coverage Proposal
For
Batesville School District

- **Student Coverage Including Interscholastic**

Coverage:	All Students & Athletics
Maximum Benefit:	$25,000 per Injury
Benefit Period:	1 Year
Payment Basis:	Full Excess
Deductible:	$0

Custom U&C Plan Annual Premium: $ 19,633.00

- **Catastrophic Wrap Student Coverages (OPTIONAL)**

Coverage:	All enrolled students of the school district (excludes interscholastic Football and all sports. Additional coverage option available upon Request.)
Maximum Benefit:	$7,500,000
Benefit Period:	10 Years
Payment Basis:	Full Excess
Deductible:	$25,000

Catastrophic Plan Annual Premium: $1.15 per student

- **Extended Student Coverage Options**

Coverage:	Voluntary Students (purchased by parent)
Maximum Benefit:	$25,000
Benefit Period:	1 Year for Football Activities 2 years for All Covered Activities except Football
Payment Basis:	Primary
Deductible:	$0

The Extended Voluntary Plan is purchased on an individual basis by the Students.

Effective Date: Quote valid through August 1, 2026

Carrier Rating: Federal Insurance Company (a Chubb US Group of Insurance Company) A ++, XV (an Admitted Carrier) (Current rating may be found at AMBest.com)

PLAYERS HEALTH

STUDENT ACCIDENT INSURANCE APPLICATION

Name of School / School District: Batesville School District

Requested Effective Date: August 1, 2026 Requested Termination Date: July 31, 2027

Street Address: 1 Pioneer Drive

City: Batesville State: AR Zip: 72501

Mailing Address (if different) _____

Contact Person: Jacob Cooper Title: Athletic Bookkeeper

Telephone: 870-793-6846 Fax: _____ E-mail: jcooper@gobscl1.com

Mandatory Accident Coverage

Coverage Selection:	☐ All School ☒ Sports & Activities
Plan Selection:	☒ Custom U & C ☐ Premier Plus Premier ☐ Other
Notes:	
Mandatory Premium Due:	$19,633.00

Voluntary Accident Coverage

Coverage:	☒ Offer Voluntary Coverage
Voluntary Premium:	Paid by parent or guardian upon plan selection and online enrollment.

Catastrophic Accident Coverage-(optional)

Coverage:	☐ **Class 1:** All Enrolled Students of the school or school district. Grades K-12
Medical Plan Limits:	$7,500,000 Maximum Benefit per Injury / $10,000 Accidental Death Benefit
Catastrophic Cash Benefit:	$ 500,000 Maximum / 10 year Benefit Period / 180 day Incurral Period
Notes:	$1.15 per student
Catastrophic Premium:	

The terms and conditions of the requested plan of insurance may vary in certain states as required by the laws of those states. The terms of the policy when issued will govern. It is agreed the insurance applied for will not become effective unless a) this application is received and approved by Players Health Corporation based on current rules and requirements; b) the policy is accepted by the applicant; and c) the required premium is paid when due.

The applicant represents the information contained in this application is true and correct and forms the basis of the requested insurance. Any person who knowingly presents a false or fraudulent claim for payment of a loss or benefit or knowingly presents false information in an application for insurance is guilty of a crime and may be subject to fines and confinement in prison.

_____
PRINT NAME OF APPLICANT

_____
SIGNATURE OF APPLICANT

_____
DATE

Players Health Broker of Record:

JTS Financial Services, LLC
1616 Brookwood
Little Rock, AR 72202-1704
501-227-0194
www.jtsfs.com
AR License # 100102656

Jeff Maynard / AR # 166681000
Players Health Underwriter

_____
SIGNATURE OF UNDERWRITER

_____
DATE

@GObsd1.org

Shelby Marshall <smarshall@gobsd1.org>

EBI student accident insurance

2 messages

Jon Collins <jon.collins@ebiteam.com> Mon, Apr 13, 2026 at 10:42 AM
To: Shelby Marshall <smarshall@gobsd1.org>, Stu Smith <ssmith@gobsd1.org>
Cc: Jon Collins <jon.collins@ebiteam.com>

Shelby / Stu,

Just got this back from our carrier. They did an underwriting review of your case. There is not a lot of wiggle room due to claims.

What we do sometimes in cases that have been running a lot of of claims in schools that we currently service like Batesville is respectfully request to have the opportunity for a last look at premium once you get all of your bids in. At that point, I can go back to my carrier and see if he can provide any improvements to your policy / premium.

I've enjoyed working with both of you on your coverage needs and want to do what I can to keep your business. If you have any questions or concerns, please feel free to contact me at any time.

Best,
Jon

Get Outlook for iOS

Jon Collins | **Regional Director, Business Development**

e: jon.collins@ebiteam.com
m: 870-733-2326
w: ebiteam.com
w: servingeducators.com

Educational BENEFITS
INTENTIONALLY DIFFERENT | A JTS Company

Collateral EDUCATOR SERVICES
INTENTIONALLY DIFFERENT | A JTS Company

Batesville SD 2026 Student Accident Proposal Revised.pdf
482K

Shelby Marshall <smarshall@gobsd1.org> Mon, Apr 13, 2026 at 10:47 AM
To: Jon Collins <jon.collins@ebiteam.com>
Cc: Stu Smith <ssmith@gobsd1.org>, Jon Collins <jon.collins@ebiteam.com>

Sounds good, thank you.
[Quoted text hidden]
--
Shelby Marshall

STUDENT ASSURANCE SERVICES INCORPORATED

Student Accident Insurance Quote for Batesville School District (AR) - 2026-2027

Student Assurance Service's Student Accident Coverage ($0-$50,000 per injury) will cover PK-12 students while:

School-Time Coverage:

- Attending regular school sessions.
- Participating in or attending a school-sponsored and supervised (non-athletic) extra-curricular activities.
- Traveling directly to and from school and (non-athletic) extra-curricular activities in school-provided transportation.

Interscholastic Sports Coverage:

- Practicing for or competing in interscholastic sports, which are scheduled by the school, and while the student is under the direct supervision of a school employee.
- Traveling to and from such practices or competition in school-provided transportation.

***Coverage Details** (same for each plan offered):*

- Deductible = $0.00
- Initial Treatment Period = 60 days
- Maximum Benefits Amount = $50,000.00
- Benefit Period = 52 weeks
- Student Accident Plans are underwritten by Ameritas Life Insurance Corp., currently rated "**A**" by A.M. Best

The estimated annual cost (based on enrollment numbers provide):

Student Accident Coverage:	Basic Plan	Preferred Plan	Comprehensive Plan
School-Time Coverage: Grades PK-12 (3,556 Students)	$ 7,000.00	$ 9,200.00	$ 10,000.00
Interscholastic Sports Coverage:	$ 9,900.00	$10,775.00	$ 17,750.00
TOTAL:	**$ 16,900.00**	**$ 19,975.00**	**$ 27,750.00**

Included are explanations of the medical benefits associated with each Group Plan above

Student Assurance Services has been specializing in student accident insurance for over 50 years. All claims are processed by a customized software program designed specifically for public and private school districts. Communication with the insured and the provider are facilitated by immediate access to information. The system allows us to provide various reports for each policy.

Claims are processed in-house and anyone who calls our office during normal working hours will be greeted by a live person who will direct the call to the proper employee to answer their question.

Kristen Dixon is our claim supervisor. She has over 20 years of experience and along with the rest of the claim service team, are one of the reasons why schools continue to use our service.

If Batesville School District has any questions or interest, please contact me at (800) 328-2739 or sonnyh@sas-mn.com

Sincerely,

Sonny Heinrich

Sonny Heinrich, Director of K-12 Operations
Student Assurance Services, Inc.

333 North Main Street • P.O. Box 196 • Stillwater, MN 55082-0196
(651) 439-7098 • Toll Free: (800) 328-2739 • Fax: (651) 439-0200 • Email: sonnyh@sas-mn.com

MEDICAL BENEFITS SCHEDULE (unless otherwise stated all amounts listed below are per injury)

	BASIC PLAN	PREFERRED PLAN	COMPREHENSIVE PLAN
MAXIMUM BENEFIT (School-Time or Interscholastic Sports)	**$50,000**	**$50,000**	**$50,000**
INPATIENT BENEFITS			
a) Hospital Room and Board (R&B)	Semi-private room charges, up to $250 per day	Semi-private room charges, up to $400 per day	Semi-private room charges, up to $700 per day
b) Hospital Misc. Services (all Charges except R&B; including Charges for Registered Nurse)	U&C, $100 per day, up to $900	U&C, $200 per day, up to $1,000	U&C, up to $1,500
c) Physician's Non-Surgical Visits (does not include physiotherapy)	U&C, up to $25 per visit, maximum 10 visits	U&C, up to $50 per visit, maximum 10 visits	U&C, up to $100 per visit, maximum 10 visits
d) Physiotherapy (includes whirlpool, diathermy, EMS, massage, manipulation or adjustments in any form, and/or office visits)	Included in Hospital Miscellaneous Services	Included in Hospital Miscellaneous Services	Included in Hospital Miscellaneous Services
e) X-rays and Radiology Services (includes charges for reading)	Included in Hospital Miscellaneous Services	Included in Hospital Miscellaneous Services	Included in Hospital Miscellaneous Services
OUTPATIENT SURGERY BENEFITS			
a) Day Surgery (facility charge - includes room supplies and all other expenses for outpatient surgery)	U&C, up to $500	U&C, up to $900	U&C, up to $1,500
OTHER OUTPATIENT BENEFITS			
a) Hospital Emergency Room Charges	U&C, up to $100	U&C, up to $200	U&C, up to $1,000
b) X-ray Services (includes charges for reading)	U&C, up to $150	U&C, up to $250	U&C, up to $300
c) Diagnostic Imaging (MRI, CT scan, bone scan, includes charges for reading)	U&C, up to $200	U&C, up to $300	U&C, up to $500
d) Physician's Non-Surgical Visits (does not include physiotherapy)	U&C, up to $25 per visit, maximum 10 visits	U&C, up to $50 per visit, maximum 10 visits	U&C, up to $100 per visit, maximum 10 visits
e) Physiotherapy (includes whirlpool, diathermy, EMS, massage, manipulation or adjustments in any form, and/or office visits)	U&C, up to $25 per visit, maximum 10 visits	U&C, up to $50 per visit, maximum 10 visits	U&C, up to $100 per visit, maximum 10 visits
f) Orthopedic Appliances - Durable Medical Equipment (when prescribed by a physician for healing)	U&C, up to $100	U&C, up to $200	U&C, up to $200
g) Prescription Drugs - Shots and Injections	U&C, up to $250	U&C, up to $250	U&C, up to $500
h) Ambulance Services	U&C, up to $250	U&C, up to $500	U&C, up to $500
i) Laboratory Services	U&C, up to $250	U&C, up to $250	U&C, up to $500
OTHER PHYSICIAN SERVICES			
a) Dental Treatment (in lieu of all other medical benefits; including x-rays of sound and natural teeth) (In SD, sound and natural is deleted)	U&C, up to $100 per tooth	U&C, up to $200 per tooth	U&C, up to $200 per tooth
b) Physician Surgical Care (inpatient or outpatient; includes pre-operative and post-operative care, limited to the primary procedure per surgery)	70% U&C, up to $1,000	70% U&C, up to $2,000	U&C, up to $2,500
c) Assistant Surgeon Services (inpatient or outpatient)	25% of Surgeon's Allowance	25% of Surgeon's Allowance	25% of Surgeon's Allowance
d) Anesthesia Services (inpatient or outpatient)	25% of Surgeon's Allowance	25% of Surgeon's Allowance	25% of Surgeon's Allowance
MISCELLANEOUS SUPPLIES AND SERVICES			
a) Motor Vehicle Injury (benefits paid the same as any injury as scheduled above)	U&C, up to $2,000	U&C, up to $2,000	U&C, up to $2,000
b) Eyeglasses, Contact Lenses, Hearing Aids Replacement (when medical treatment is required for a covered injury)	U&C, up to $500	U&C, up to $500	U&C, up to $500

The policy contains a provision limiting coverage to usual and customary charges. This limitation may result in additional out-of-pocket expenses for the insured.

COVERAGE OPTIONS - Premium Paid by School

All students in the school district must be covered. The school district may choose to purchase either School-Time Coverage or Interscholastic Sports Coverage, or both. The Medical Benefits and Exclusions apply to the coverage options listed below.

GROUP SCHOOL-TIME COVERAGE - GRADES PK-12

Coverage would be in force for each student for whom the School-Time Coverage premium has been paid:

(a) **while on the school premises;** during the hours and on the days school is in regular session, and during the hours and on the days when school is not in session while the student is participating in or attending any school-sponsored and supervised extracurricular activity; and

(b) **while away from the school premises;** other than traveling, if participating in a school-sponsored and supervised extracurricular activity; and

(c) **while traveling directly to or from the students's residence and school;** for regular school sessions, or for any school-sponsored and supervised extracurricular activity in school-provided transportation.

Note: Coverage does not include participation in interscholastic sports for students in the grades 7-12.

GROUP INTERSCHOLASTIC SPORTS COVERAGE (ALL ATHLETIC) - GRADES 7-12

Coverage would be in force for each student for whom the Interscholastic Sports Coverage premium has been paid:

(a) **while practicing for or competing in** interscholastic sports which are exclusively sponsored by the Policyholder, as a representative of the school, and while under the direct and immediate supervision of an employee of the Policyholder; and

(b) **while traveling** directly to or from such practice or competition in school-provided transportation.

EFFECTIVE AND EXPIRATION DATES

Coverage becomes effective the first day of authorized interscholastic sports practice (All Athletic), or the first day of the regular school session (School-Time). Interscholastic Sports coverage will expire on the last day of the authorized season of the current school year. School-Time coverage will expire on the selected expiration date of the annual term policy.

CLAIMS HANDLING PROCEDURE

1. Parents notify the school and obtain a claim form immediately. The school will fill out Part A of the claim form if it is a school injury.
2. Parents complete Part B of the claim form. **Answer all questions**.
3. Parents submit copies of the student's **itemized bills** to the student's family medical and dental insurance first, even if there is a large deductible. The other insurance plan will send a report called an Explanation of Benefits (EOB). This plan is supplemental to all other valid coverage. Parents must file a claim with their other coverage first! This Plan **DOES NOT** cover penalties imposed for failure to use providers preferred or designated by the parent's primary coverage. (This coverage is primary in ID)
4. Parents or the School send our completed claim form, copies of the student's itemized bills and the other insurance plan EOBs (if applicable) to:
   STUDENT ASSURANCE SERVICES, INC.
   PO BOX 196 • STILLWATER, MN 55082
   NOTE: No claim can be completed until all of the above documents have been provided.
5. For claim questions call Student Assurance Services at (800) 328-2739 or (651) 439-7098. The claims staff is available 8:00 a.m. to 4:30 p.m. Central Time, Monday through Friday.
6. Claim questions can also be emailed to Student Assurance Services website at **info@sas-mn.com**.

MEDICAL BENEFITS

When accidental bodily injury covered by the Policy results in treatment by a licensed physician within 60 days from the date of accident, the Company would pay the usual and customary charges (U&C) for covered services which are actually incurred within one year from the date of accident up to the specified Maximum Benefit as shown in the Medical Benefits schedule.
Our insurance plan would be secondary to all other valid coverage. A claim must be filed with other valid coverage first. This insurance plan does not cover penalties imposed for failure to use providers preferred or designated by the primary coverage. (This coverage is primary in ID)(In NC, other valid coverage does not include automobile or liability coverage)

ACCIDENTAL DEATH AND DISMEMBERMENT - When injury covered by this policy results in Accidental Death or Dismemberment within 180 days from the date of accident, the following benefits will be payable.

Loss of life	$ 2,000
Loss of both hands, both feet, or sight of both eyes	$10,000
Loss of one hand, one foot or sight of one eye	$ 2,000

STUDENT ASSURANCE SERVICES, INC. (SAS) is the administrator of the plan. SAS has specialized in student accident insurance for over fifty years. All administration is done by our office in Stillwater, Minnesota. We have developed a claim system specific to student accident insurance that provides our school districts with the information they need to know on a timely basis. We pride ourselves in providing prompt and responsive service for school districts in twenty-nine states.

EXCLUSIONS

The Policy does not provide benefits for:

1. Any sickness, disease, infection (unless caused by an open cut or wound) including but not limited to: aggravation of a congenital condition, blisters, headaches, hernia of any kind, mental or physical infirmity, Osgood-Schlatter disease, osteochondritis, osteochondritis dissecans, osteomyelitis, spondylolysis, slipped femoral capital epiphysis, orthodontics.
2. Injuries for which benefits are payable under Workers' Compensation or Employer's Liability Laws. (In NC, benefits are excluded if the employee, employer or carrier is responsible or liable according to final adjudication or settlement order under state law)
3. Any Injury involving a two or three-wheeled motor vehicle or snowmobile or any motorized or engine driven vehicle not designed primarily for use on public streets and highways, unless the insured is participating in an activity sponsored by the Policyholder. (In ID, an insured person must be participating as a professional)
4. In Ohio - Reinjury if the insured participated in a covered activity against medical advice.

IT IS NOT THE INTENT OF THIS POLICY TO PROVIDE BENEFITS FOR AN EXISTING MEDICAL PROBLEM. A re-injury will be covered if the insured has been treatment free for a period of 180 days prior to the effective date of the policy.(In OH, this provision does not apply)

Common Questions Answered

1. Benefits are payable for covered services that are incurred within one year from the date of injury.
2. The claim form must be received by SAS within one year and ninety days from the date of the injury. Charges must be received by SAS within one year and ninety days from the date of the treatment. (In NC, charges must be received within one year and 180 days from the date of treatment)
3. Benefits will be paid towards the parents' deductible and copay if they have other valid coverage. (This coverage is primary in ID) If parents do not have other valid coverage, then this coverage will be their primary coverage.

How To Apply for Coverage

1. **FOR IMMEDIATE QUESTIONS PLEASE CALL** Student Assurance Services, Inc. office at (800) 328-2739 or (651) 439-7098
2. Complete the enclosed application and mail to:

STUDENT ASSURANCE SERVICES, INC.
P.O. Box 196 • Stillwater, MN 55082-0196

3. Only one student accident plan will be offered by the School District.
4. A billing for Group premium will be made in July.
5. A supply of claim forms and other materials will be sent to the School District in July.

Internet Access

Access to plan information is available at **www.sas-mn.com**. School Officials will be given an administrator website access code and will have immediate access to:

Master Policy
Claim Status
Claim Forms

This provides a very brief description of some of the important features of the insurance policy. It is not the insurance policy and does not represent it. A full explanation of benefits, exceptions and limitations is contained in the Group Accident Insurance Policy Form GA-2200Ed.11-16 (and any state specific), and any applicable endorsement(s). This policy is considered term accident insurance (except in ID) and is non-renewable. This product may not be available in all states and is subject to individual state regulations. The Master Policy is issued to the School District/School. A copy of the Privacy Notice and Certificate of Coverage (where applicable) may be obtained on the website www.sas-mn.com

Gallagher | Student Health & Special Risk

AssuredPartners / A Gallagher Company
Rick Hardin
1441 Christy Dr
Jefferson City, MO 65101
Effective Dates: August 1, 2026 – August 1, 2027
Policy Type: Student Accident Insurance

Gallagher-
Claims
paid.
U of A
Supplies.

Dear Rick:

Enclosed you will find the attached quote for your client and files. The c and conditions requested. You are responsible for reviewing and explaining lable or not from our office. The terms hereon are not fully described, and no as rage of the risk to the client.

You are not an Agent of the insurer, and as such, cannot bind coverage nor of us. This policy cannot be assigned to another without the written consent o

At binding, you commit to any provisions contained herein such as Minim allowed.

Batesville High School Coverage Summary
The coverage outlined above may not conform to the terms and conditions requested on the application.

Quote Expiration Date:	August 1, 2026
Carrier Name:	Guarantee Trust Life Insurance Company
Carrier Rating:	A, VIII
Carrier Admitted Status:	Admitted
Outline of Coverage:	Basic - $25,000 AME Interscholastic Sports / $0 Deductible, 1 Year Benefit Period, Full Excess
Coverage Type:	Student Accident Insurance
Quoted Renewal Premium:	$ 29,663
Retail Agent Commission:	10%
Premium Payment Terms:	Annual
Notice of Claim:	See Carrier and Claims Information Attached
Significant Restrictions or Exclusions:	N/A
Coverage Options:	N/A

Evidence of authorization to bind coverage is required to bind order. Please send all confirmations via email. We appreciate your business and look forward to working with you again in the near future. Contact us if you have any additional questions.

Sincerely,

By: _____
Print Name (Specify Title)

_____
Company

_____
Signature

Date: _____

Gallagher | Student Health & Special Risk

Summary of Coverage
Quote Letter

Policyholder Name	Batesville High School
Address	1 Pioneer Dr, Batesville, AR 72501

EFFECTIVE DATE:	**AUGUST 1, 2026 – AUGUST 1, 2027**
INSURANCE CARRIER:	**GUARANTEE TRUST LIFE INSURANCE COMPANY**
CLAIMS ADMINISTRATOR:	**A-G SPECIALTY INSURANCE**
COVERAGE TYPE:	**STUDENT ACCIDENT INSURANCE**
PREMIUM:	$29,663

Basic - Blanket Accident Insurance Summary of Coverage

Accident Medical Expense (AME) Maximum Per Injury/Accident	$25,000 per Injury
Covered Person & Activities	Class I: All registered students of the policyholder while participating including interscholastic sports including football, including supervised direct and uninterrupted travel to and from such activities.
Deductible per Injury/Accident	$0 per Injury
Plan Design	Full Excess
Benefit Period from Date of Injury/Accident	1 Year
First Medical Treatment	90 Days from covered injury to trigger benefits
Accidental Death & Dismemberment (AD&D)	$10,000
Coinsurance	100% U&C
Off-season Conditioning	Included
HMO/PPO Denial Benefit	Included
Heart & Circulatory Benefit	Included
Treatment of Concussion	Included
Hospital Room & Board	100% U&C
Outpatient Surgical Room	100% U&C up to $2,000
Hospital Misc. Benefit	100% U&C up to $1,000
Anesthesia Benefit	Included
X-Ray	100% U&C up to $300
Laboratory Tests	100% U&C up to $300

Imaging	100% U&C up to $1,000
Physician Non-Surgical Visits	100% U&C up to $60
Physician Surgical Visits	80% U&C up to $3,750
Physiotherapy	100% U&C up to $550, $30 per Visit
Emergency Room	100% U&C up to $350
Urgent Care Center	100% U&C up to $350
Durable Medical Equipment	100% U&C up to $800
Replacement Eyeglass, Contacts, Hearing Aids	Included
Dental Benefit	Included, Injury to Sound Natural Teeth

Carrier Quotes

Carrier	2026 – 2027 Annual Premium
Guarantee Trust Life (GTL)	$29,663
Zurich	$44,602
US Fire	$36,117
Mutual of Omaha	DTQ

Carrier and Claims Company Information

Insurance Carrier Name	Guarantee Trust Life Insurance Company
City, State	Glenview, IL
A.M. Best Rating	A (Excellent)
Financial Status	VIII ($100 M to $250 M)

Carrier Description: Founded in 1936, GTL provides a portfolio of competitive, value-driven health, accident, life and special risk insurance programs to individuals, families and groups across the country. Since our inception, GTL has benefited from the direction of one family whose leadership and management continue to provide us with a clear vision of who we are and where we're going. GTL believes in doing business the right way. We have a consistent track record of successfully delivering on our promises and preserving the trust that our partners, employees and policyholders place in us.

Claims Company Name	A-G Specialty Insurance
City, State	Berwyn, PA
Years of serving student insurance industry	30 years

Company Description: A-G's solution focuses on three pillars —service, savings, and technology integration. Our goal is to simplify the process for schools. One way in which we achieve this is by having a dedicated team to track down bills and EOBs in order to alleviate you from this burdensome task so that you may better take care of your student-athletes. With advanced EDI capabilities, A-G accepts and stores the digital documents collected from the medical providers, extracts the data from them, and gets them into the proper claim within 24 hours of receipt. A-G's proprietary, web-based claims management system acts as a reservoir of data, providing clients with a real-time update on what is needed to pay a claim, the paid amount, check number, and other relevant information through an intuitive claims portal. A-G has developed a unique savings model that yields superior cost savings on claims in order to attain the most stable pricing possible as the result of helping schools achieve better claims experience and more savings.

Claims Submission Information	
Nationwide Toll-Free Number	1-800-634-8628
Claim Form Required?	Yes
Claim lookup online?	Yes
Claim Submission Deadline	90 days or as soon as possible, or within 90 days of date of injury or first treatment for the injury. Medical bill, HCFA 1500 or UB04 should be used to submit expenses.
Mailing address for claim submission	PO Box 21013, Eagan, MN 55121
E-mail address for claim submission	claims@agadm.com
Website	www.agspecialtyinsurance.com
Claims Portal	access.agadministrators.com/EGBAR/Login.aspx
Customer Service Hours (EST)	Monday - Friday 8:00am – 6:00pm EST
Assigned Specific Claims Examiner?	Yes
Claims Processing Time for a complete claim while maintaining a 98.9% financial accuracy (# of days/range)	5-7 Business Days
HIPAA Compliance with federal privacy and confidentiality requirements Yes/NO	Yes

The information contained in this quote letter is only an outline of the benefits offered. It is NOT a complete explanation of the policy provisions or the specifics of the policy benefits. Additional terms, conditions, limitations and exclusions may apply.

Batesville High School
Athletic Department
#1 Pioneer Dr
Batesville, AR 72501

Bid Summary Form

Athletic Insurance

PREPARED FOR
Batesville Board of Education

PREPARED DATE
June 12, ,2026

Name of insurance Company Submitting a bid	Quality 1-5	PRICE 1-5	TOTAL
Educational Benefits- Players Health			$19,633.00
Gallagher			$29,663.00
Student Assurance Services			$19,975.00

Batesville School District
STUDENTS FIRST

BOARD OF EDUCATION AGENDA ABSTRACT

Abstracts serve to provide background information regarding agenda items.

ACTION

TITLE: Action Abstract Community Eligibility Provision

DATE: June 15, 2026

RESPONSIBLE ADMINISTRATOR: David Campbell, Interim Superintendent

BACKGROUND/CONSIDERATIONS:

The Community Eligibility Provision (CEP) presents a significant opportunity for our district. By enrolling in CEP, Batesville would lock in the 71.3% free and reduced eligibility rate achieved last year for the next four years. This is especially important because it marks the first time in district history that we have exceeded the 70% threshold, and there is no guarantee we will reach that level again in future years. Maintaining this percentage would strengthen our position when applying for grants and other funding opportunities that consider student poverty data. In addition, parents and students would no longer be required to complete free and reduced meal applications during the four-year cycle, reducing paperwork and administrative burden.

CEP would make Batesville the only district in Independence County participating in the program, with Melbourne being the nearest district currently utilizing it. Under CEP, all students would receive breakfast and lunch at no cost, eliminating the need to charge meals or collect unpaid balances. This year alone, the district accrued $64,904.07 in bad debt from unpaid meal charges. Because these losses cannot be absorbed by Fund 8000 (Food Service), they must be paid from district operating funds. Based on current projections, if we serve the same number of meals as last year, CEP would generate more than $38,000 in additional meal reimbursements. We also anticipate increased meal participation, which would further increase reimbursement revenue. When combined with the elimination of the current year's bad debt, the financial impact exceeds $102,904 annually while providing free meals to all students. Finally, the district retains the flexibility to opt out of the program in the future if circumstances change or participation is no longer beneficial.

RECOMMENDATION:

The administration recommends the Batesville School District Board of Education approve the Community Eligibility Provision Program.

If the Board agrees, the motion would read: ***move to approve the participation in the Community Eligibility Provision Program .***

Community Eligibility Provision (CEP) Election Procedures for School Year 2026 - 2027

Issue Number: E-Memo 20-2026

Correspondence Date: 04/01/2026

Regulatory Authority: 7CFR 245; Section 11 of the Richard B. Russell National School Act (42 USC 1759a) ; SP08-2024; Com-25-055

Response Required: No

Attention: Superintendents, Child Nutrition Directors, CFOs, Bookkeepers, Accountants

Contact: Donna Ratliff

Phone Number: 501-324-9502

Email: Donna.Ratliff@ade.arkansas.gov

Community Eligibility Provision (CEP) is a United States Department of Agriculture (USDA) special provision that provides schools with an alternative method for counting and claiming student meals in high poverty local educational agencies (LEAs). Schools must participate in the National School Lunch Program (NSLP) and a School Breakfast Program (SBP) for the 2026-2027 school year (SY). LEAs electing to participate in CEP agree to serve all students lunches and breakfasts at no charge for up to four (4) successive school years. LEAs may choose to participate as individual schools, groups of schools, or as a complete LEA.

Procedures to Participate:

LEAs that wish to participate in CEP for the 2026-2027 school year should email the following to ade.chnutcep@ade.arkansas.gov :

1. Completed SY2026-2027 CEP "Election to Participate" form.

   For information regarding Identified Student Population Reporting (ISP) and the requirements to participate in CEP, refer to E- Memo CNU E Memo 18-2026 and Com-25-055 .Information regarding percentage of Identified Students as reported by LEAs/Schools as of April 1, 2026, is available on the Child Nutrition website under "Special Provisions". An LEA/school must have a minimum ISP of 25% to elect to participate in CEP.

2. Documentation of approval by the school board to participate in CEP.

Contact the Division of Elementary and Secondary Education (DESE), Nutrition Services Unit (NSU) at 501-324-9502 for additional information and assistance in the decision making process. Districts should read the Community Eligibility Provision and Implementation Guide before electing CEP. USDA has

provided a “Community Eligibility Provision Monthly Reimbursement Estimator “to assist in determining the cost effectiveness of implementing this special provision https://www.fns.usda.gov/cn/community-eligibility-provision-resource-center

Additional information may also be found on the CNU webpage under “Special Provisions”. LEAs are encouraged to contact their area specialists to discuss the potential financial impact of CEP.

The deadline to elect to participate in CEP for SY2026-2027 is June 30, 2026.

Approved LEAs/Schools choosing to participate in CEP will be notified of approval by letter after all documentation has been received and reviewed.

Districts will complete a validation process to confirm the Identified Student counts through their area specialists before election approvals are finalized.

The SY2026-2027 Community Eligibility Provision Addendums to the Child Nutrition Agreement and Policy Statement will be included as an attachment with the approval letter.

These addendums must be signed and returned to NSU at the address provided. A copy of the signed CEP Addendum to the Agreement and Policy Statement will be returned to the SFA and must be on file before meals are provided to students at no charge.

For additional information on Title I and E-Rate for schools electing CEP refer to the “Community Eligibility Provision Planning and Implementation Guidance” (February 2024).

Attachments:

2026-2027 CEP Election Form

Batesville School District
STUDENTS FIRST

BOARD OF EDUCATION AGENDA ABSTRACT

Abstracts serve to provide background information regarding agenda items.

ACTION

TITLE: Model Policy Updates
Board of Directors June 2026

DATE: June 15, 2026

RESPONSIBLE ADMINISTRATOR: David Campbell, Interim Superintendent

BACKGROUND/CONSIDERATIONS:

The Arkansas School Boards Association (ASBA) is the primary resource for local school boards

The following policy updates resulting from changes in Arkansas Rules, the Fiscal Session of the 95th General Assembly, are attached here.

RECOMMENDATION:

The administration recommends the Batesville School District Board of Education approve the ASBA policy updates for 2026-2027.

If the Board agrees, the motion would read: ***move to approve the*** **ASBA policy updates for 2026-2027.**

Policy Guidance

All changes in the policy updates were created using the track changes function in Microsoft Word. As a result, the exact colors indicating the changes will depend on your local settings.

Additions to the policies are indicated with underline.
Deleted portions may appear in one of two ways, depending on your settings.
To adjust this, go to Review → Markup Options → Balloons and choose your preference:

- Show Revisions in Balloons – displays deletions in the margins.
- Show All Revisions Inline – displays deletions as strikethrough text.

Policies Changed or added

1.2—BOARD ORGANIZATION and VACANCIES - A note was added to provide that we have uploaded sample appointment petitions to our Policy Resources Page. This change does not require board action.

1.6.1—ATTENDING MEETINGS REMOTELY - Due to questions, the policy is being updated to include language from the Freedom of Information Act regarding the requirement for members of the public to be able to attend a meeting through remote means if a board member is attending the meeting remotely. In addition, the Legal References were updated to include A.C.A. § 25-19-106.

4.54 - STUDENT ACCELERATION - The policy is being updated to distinguish between students who are of an age to be able to select individual courses and those who are not for determining the process to use for accelerating the students.

5.17—HONOR ROLL AND HONOR GRADUATES - The policy was updated to include an option to use Latin praise levels instead of valedictorian and salutatorian as well as remove references to Smart Core.

5.19—ARKANSAS COURSE CHOICE PROGRAM - The policy is being updated to remove the reference to students attending a school with a letter grade of C are automatically eligible to take courses through the program to align with changes from Act 730 of 2025. In addition, the note regarding when the State Board had to create the program is being repealed as it has officially been created.

5.22—~~CONCURRENT CREDIT~~COLLEGE COURSES - The policy is being updated, including a name change, to help distinguish between concurrent credit courses, which receive weighted credit, and dual enrollment courses, which do not receive weighted credit. We do anticipate another update to this policy being released in the Fall to account for the updating of the Rules Governing Grading and Course Credit.

7.5—PURCHASES AND PROCUREMENT - The policy is being updated to note the increase of the Federal bid threshold from ten thousand dollars ($10,000) to fifteen thousand dollars ($15,000). In addition, one of the legal references was updated to correct the citation.

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~~**7.5F3—WAIVER REQUEST TO EXCEED COOPERATIVE PURCHASING FOR CONSTRUCTION SERVICES AGGREGATE AMOUNT IN ACCORDANCE WITH § 19-61-802(d)**~~ - This model form is being repealed due to an updated form being housed at AAEA and us attempting to not duplicate services.

8.11—OVERTIME, COMPTIME, and COMPLYING WITH FLSA - Note 1 of the policy is being updated to remove references to the 2024 regulations as the regulations have been officially removed from the Code of Federal Regulations due to having been permanently enjoined back in 2024. This change does not require PPC or board action.

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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:	Approval of Bullying Report for 2025-2026
DATE:	June 15, 2026
RESPONSIBLE ADMINISTRATOR:	David Campbell, Interim Superintendent

BACKGROUND/CONSIDERATIONS:

Under Arkansas law (A.C.A. § 6-18-514), public school district superintendents must annually present specific discipline data, including bullying incidents, to the local school board at a public meeting.

Each campus in the Batesville School follows district policy and the recommendations of DESE regarding identifying, investigating and ;preventing bullying. The report for the SY 25-26 can be found here.

RECOMMENDATION:

The administration recommends the Batesville School District Board of Education approve the state required report on bullying for the 2025-2026 school year.

If the Board agrees, the motion would read: ***move to approve the*** report on bullying for the 2025-2026 school year.

Batesville School District Bullying Incidents By Campus and Grade SY 25/26

Batesville High School (includes WRA 9-12)

9th grade	2
10th grade	1
11th grade	0
12th grade	3

Batesville Junior High (includes WRA 6-8)

6th grade	2
7th grade	3
8th grade	0

West Elementary

K	5
1st grade	0
2nd grade	0
3rd grade	0
4th grade	0
5th grade	0

Eagle Mountain Elementary

K	5
1st grade	0
2nd grade	2
3rd grade	4
4th grade	0
5th grade	2

Sulphur Rock Elementary

K	0
1st grade	0
2nd grade	0
3rd grade	0
4th grade	0
5th grade	0

TOTAL	**29**

Batesville School District
STUDENTS FIRST

BOARD OF EDUCATION AGENDA ABSTRACT

Abstracts serve to provide background information regarding agenda items.

ACTION

TITLE:	**2026-2027 School Handbooks**
DATE:	**June 15, 2026**
FUNDS USED:	**n/a**
IS THIS A STATE REQUIREMENT:	**Yes**
RESPONSIBLE ADMINISTRATOR:	**Mr. David Campbell**

BACKGROUND/CONSIDERATIONS:

Arkansas law requires each school district in the state to develop written student discipline policies in compliance with the rules established by the Division of Elementary and Secondary Education. Public school district student discipline policies and handbooks should be developed collaboratively with administrators, teachers, students, parents, and counselors. Policies must outline district expectations for student conduct, specify consequences for violations, and include required provisions.

Batesville High School, Batesville Junior High School Charter, and Batesville Preschool provided a synopsis of handbook changes for a first read during the May 2026 board meeting. These synopses included a variety of changes across buildings. Many updates were made in an attempt to improve clarity of language or practice. No changes were proposed for the elementary handbook.

RECOMMENDATION:

The administration recommends that the Batesville School District Board of Education approve the 2026-2027 School Handbooks.

If the Board agrees, the motion would read: **move to approve the 2026-2027 school handbooks as presented.**

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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
- 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
- 4.47 POSSESSION AND USE OF PERSONAL ELECTRONIC DEVICES- Changed wording to clarify that students are prohibited from using electronic devices from arrival to dismissal.
- 4.23 TOBACCO, ELECTRONIC NICOTINE DELIVERY SYSTEMS, AND RELATED PRODUCTS- Questioning if we can remove wording that cessation products are allowed or require a medical note from a physician.
- SECTION 4: DISCIPLINARY ACTIONS- 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.

Batesville School District

STUDENTS FIRST

BATESVILLE HIGH SCHOOL

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 eighteen (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. Jmaie McMinn
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.

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; 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:

o Formal and physical process of transitioning from public school to public school; or

o Period of time in which a student moves from a sending district to a receiving district.

"Uniformed services"[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:

- Pre-register and place an eligible child based on the eligible child's unofficial education records pending receipt of the eligible child's official records; and

- Request the eligible child's official education records from the sending district.

The District shall not deny the enrollment of a Uniformed Service Member dependent unless the District has reached the maximum student-to-teacher ratio allowed under federal law; state law; the Standards for Accreditation for Public Schools and School Districts; state rules; or other applicable federal regulations, and the District timely notifies the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis of the lack of capacity.

The District shall notify a prospective student's family in writing regarding whether the student's enrollment has been accepted or rejected within fifteen (15) calendar days of receiving the student's enrollment application and supporting documentation.

To facilitate a smooth transition between the student's previous coursework and the curriculum best suited to ensure educational success in the student's new school, the District may enroll an inbound transitioning eligible student in digital coursework, if available, at the request of the military family.

The District may request a waiver from the State Board as necessary to accommodate an eligible student.

International Exchange Students

"Host family" means the individual or family with whom an international exchange student is placed by an international student exchange visitor placement organization under the International Student Exchange Visitor Placement Organization Registration Act, § 6-18-1701 et seq..

"International exchange student" means a student who is placed with a host family by an international student exchange visitor placement organization under the International Student Exchange Visitor Placement Organization Registration Act, § 6-18-1701 et seq..

Before an international exchange student may attend a District school, the District requires all international student exchange visitor placement organizations that are placing international exchange students within the District to:

- Be certified by the Council on Standards for International Educational Travel;
- Provide documented proof of the international exchange student's English proficiency; and
- Notify the District at least three (3) weeks before the beginning of the academic semester the international exchange student plans to enroll in the District.

The District shall admit for enrollment and attendance an international exchange student who has been placed with a host family who resides within the District boundaries. The international exchange student shall attend the school in the District based on the attendance zone where the host family resides.[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 (15th) 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.

<u>Facilities Distress School Choice Applications</u>

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:

  o The student's resident district has been classified by the state board as in need of Level 5 — intensive support; or

  o The student's assigned school has a rating of "F"; and or

  o 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]

Uniformed Service Member Dependent School Choice

"Uniformed service member" means an active or reserve component member of the:

- United States Army, United States Navy, United States Air Force, United States Marine Corps, United States Space Force, or United States Coast Guard;
- National Oceanic and Atmospheric Administration Commissioned Officer Corps; or
- United States Commissioned Corps of the Public Health Service.

"Uniformed service veteran" means a former uniformed service member who has been discharged under conditions other than dishonorable.

A student shall be eligible for school choice under Uniformed Service Member Dependent School Choice if the student is a dependent of a:

- 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

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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	

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:

o When imminent danger or serious physical harm to the student or others dissipates;

o If a medical condition occurs that puts the student at risk of harm;

o Unless the behavior of the student poses an imminent danger of serious physical harm to the student or others;

o After the threat of imminent danger of serious physical harm to the student or others dissipates; or

o 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;[3,4] 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.[4,5]

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:

o Be sent to the office of the principal or the principal's designee;

o Be escorted from the classroom by the school administration if the student refuses to leave the classroom voluntarily;

o Not be returned to the teacher's class until a conference is held; and

o Be placed in another appropriate classroom learning environment until the conference is completed.

The conference shall be held for the purpose of:

1. Determining the causes of the problem that led to the student's removal and possible solutions;

2. Serving as a manifestation determination review if the student removed from the class is a student with a disability;

3. Determining if a behavioral threat assessment is necessary for the student who was removed from the class due to violent behavior.

The following individuals shall be present at the conference:

a. The principal or the principal's designee;

b. The teacher;

c. The school counselor;

d. A 504/special education representative (if applicable);

e. The parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis; and

f. The student, if appropriate.

The failure of the parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis to attend the conference shall not prevent the conference from being held nor prevent any action from being taken as a result of that conference.

Following the conclusion of the conference, the principal or the principal's designee may take any of the following actions against a student who was removed from class:

§ Place the student into another appropriate learning environment or into in-school suspension;

§ Except for a student who was removed for violent or abusive behavior, return the student to the class; or

§ Take other appropriate action consistent with the District's discipline policy, state law, and federal law.

A student who is removed from class three (3) times during the same school year shall be placed in another appropriate learning environment for the remainder of the school year.

The District shall follow all requirements under the IDEA and 504 for students with a disability, including those surrounding a change in placement.

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:

o Notice of the District's grievance process and a copy of the procedures governing the grievance process;

o 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;

o 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;

o That the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;

o That the parties may inspect and review evidence relevant to the complaint of sexual harassment; and

o 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:

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

Date Adopted: May 19, 2014
Last Revised: July 21, 2025

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 (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 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

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 (11th) day of the semester in which the student's interscholastic activity participation is desired. The student must attend the practices for the interscholastic activity to the same extent as is required of traditional students.

A student and the parent or legal guardian of the student shall sign and return an acknowledgement of receipt and review of an information sheet regarding signs and symptoms of sudden cardiac arrest before the student may participate in an athletic activity and before each school year the student participates in an athletic activity.

A private school student who has met the tryout criteria and who has been selected to participate in the interscholastic activity shall meet the following criteria that also apply to traditional students enrolled in the school:

- Standards of behavior and codes of conduct;
- Attend the practices for the interscholastic activity to the same extent as is required of traditional students;
- Required drug testing;[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

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 (7^{th}) grade, or when a seventh (7^{th}) through twelfth (12^{th}) 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, 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

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]

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

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

Tab 1

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 – Ms. Jamie McMinn
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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Batesville School District

STUDENTS FIRST

BATESVILLE ELEMENTARY SCHOOL

STUDENT HANDBOOK

2026-2027
Eagle Mountain Elementary
Sulphur Rock Elementary
West Elementary

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. Jamie McMinn
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:

- Pre-register and place an eligible child based on the eligible child's unofficial education records pending receipt of the eligible child's official records; and

- Request the eligible child's official education records from the sending district.

The District shall not deny the enrollment of a Uniformed Service Member dependent unless the District has reached the maximum student-to-teacher ratio allowed under federal law; state law; the Standards for Accreditation for Public Schools and School Districts; state rules; or other applicable federal regulations, and the District timely notifies the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis of the lack of capacity.

The District shall notify a prospective student's family in writing regarding whether the student's enrollment has been accepted or rejected within fifteen (15) calendar days of receiving the student's enrollment application and supporting documentation.

To facilitate a smooth transition between the student's previous coursework and the curriculum best suited to ensure educational success in the student's new school, the District may enroll an inbound transitioning eligible student in digital coursework, if available, at the request of the military family.

The District may request a waiver from the State Board as necessary to accommodate an eligible student.

International Exchange Students

"Host family" means the individual or family with whom an international exchange student is placed by an international student exchange visitor placement organization under the International Student Exchange Visitor Placement Organization Registration Act, § 6-18-1701 et seq..

"International exchange student" means a student who is placed with a host family by an international student exchange visitor placement organization under the International Student Exchange Visitor Placement Organization Registration Act, § 6-18-1701 et seq..

Before an international exchange student may attend a District school, the District requires all international student exchange visitor placement organizations that are placing international exchange students within the District to:

· Be certified by the Council on Standards for International Educational Travel;
· Provide documented proof of the international exchange student's English proficiency; and

- Notify the District at least three (3) weeks before the beginning of the academic semester the international exchange student plans to enroll in the District.

The District shall admit for enrollment and attendance an international exchange student who has been placed with a host family who resides within the District boundaries. The international exchange student shall attend the school in the District based on the attendance zone where the host family resides.[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 (15th) 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:

o For transfers within the District, the student's parent; or

o 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]

Uniformed Service Member Dependent School Choice

"Uniformed service member" means an active or reserve component member of the:

- United States Army, United States Navy, United States Air Force, United States Marine Corps, United States Space Force, or United States Coast Guard;
- National Oceanic and Atmospheric Administration Commissioned Officer Corps; or
- United States Commissioned Corps of the Public Health Service.

"Uniformed service veteran" means a former uniformed service member who has been discharged under conditions other than dishonorable.

A student shall be eligible for school choice under Uniformed Service Member Dependent School Choice if the student is a dependent of a:

- 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:

o The items, resources, supplies, materials, or other property belonging to the District have been returned to the District;

o The items, resources, supplies, materials, or other property belonging to the District have been paid for; or

o 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, Bus Suspension	Conference with Student, Change Seating, Parent Contact,Safety Course, 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 disrupting the educational environment or causing the evacuation or closure of district property.	Restitution; parent contact by student; principal referral; ISS; 1-180 days suspension; or expulsion	Restitution; parent contact by student; principal referral; ISS; 1-180 days suspension; expulsion	Restitution; parent contact by student; principal referral; ISS; 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 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.	Confiscation. Principal/Student conference, detention, or in-school suspension.	Confiscation. Detention, in-school suspension, 1-180 days out-of-school suspension, or expulsion.	Confiscation. Detention, in-school suspension, 1-180 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-	Parent contact by student; principal referral; ISS;	Parent contact by student; principal referral; ISS; 1-

	180 days suspension; expulsion	1-180 days suspension; expulsion	180 days suspension; expulsion
Truancy	Parent contact by student; principal referral; student, parents, teacher, principal and officer meet; make up hours missed	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 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

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:

o Notice of the District's grievance process and a copy of the procedures governing the grievance process;

o 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;

o 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;

o That the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;

o That the parties may inspect and review evidence relevant to the complaint of sexual harassment; and

o 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, 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 (5th) grade unless the student's behavior:

a. Poses a physical risk to himself or herself or to others;
b. Causes a serious disruption that cannot be addressed through other means; or
c. Is the act of bringing a firearm on school campus.

OSS shall not be used to discipline a student for skipping class, excessive absences, or other forms of truancy.

The school principal or designee shall proceed as follows in deciding whether or not to suspend a student:

1. 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 (5th) grade unless the student's behavior:

a. Poses a physical risk to himself or herself or to others;
b. Causes a serious disruption that cannot be addressed through other means; or
c. Is the act of bringing a firearm on school campus.

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

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

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:

o With a highly-effective rating in the Teacher Excellence and Support System, when possible; or

o Deemed to be a high-performing teacher as defined by a Master Professional Educator designation; and

3. Provision of each student with extended time on math instruction during or after school.

All parents, legal guardians, or persons standing in loco parentis shall receive written notification of their student's math intervention plan and progress on the student's math intervention plan throughout the school year.

By the end of grade eight (8), the student's SSP shall:[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

GENERAL INFORMATION AND REGULATIONS

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:

o A school-sanctioned band program;

o A school-sanctioned chorale program, vocal group, or vocalist; or

o 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:

  - 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

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

BOARD OF EDUCATION AGENDA ABSTRACT

Abstracts serve to provide background information regarding agenda items.

ACTION

TITLE:	**AR App & Statement of Assurances**
DATE:	**June 15, 2026**
FUNDS USED:	**n/a**
IS THIS A STATE REQUIREMENT:	**Yes**
RESPONSIBLE ADMINISTRATOR:	**Rachel Horn**

BACKGROUND/CONSIDERATIONS:

In an effort to support Arkansas school districts in establishing priorities and enhancing student growth, the Division of Elementary and Secondary Education (DESE) has consolidated the state and federal planning process for 8 grants and 9 applications into the AR App. This process fulfills the federal requirement for ESSA plans as well as the planning required in Arkansas statute.

The 2026-2027 Batesville AR App reflects the priorities established by the Batesville Strategic Plan, including support for multilingual learners, professional development, and core and supplemental instructional materials. The AR App was collaboratively developed in partnership with various stakeholders, including directors, coordinators, principals, assistant principals, and teachers.

The AR App includes a Statement of Assurances to be signed by the Superintendent and Board President to acknowledge their acceptance and compliance with all Federal Program-Specific provisions, requirements, and assurances incorporated into the ESEA as amended by ESSA and IDEA Law.

RECOMMENDATION:

The administration recommends that the Batesville School District Board of Education approve the 2026-2027 Batesville AR App.

If the Board agrees, the motion would read: **move to approve the 2026-2027 Batesville AR App as presented.**

Improving Academic Outcomes

There are four sub-sections in Improving Academic Outcomes:
Access to Core (Priority 1.1 to 1.5)
Supplemental Supports (Priority 1.6 to 1.11)
Transitions or Extended Opportunities (Priority 1.12 to 1.16)
Family and Community Engagement (Priority 1.17 to 1.19)

Access to Core

Priority 1.1

Identify High Quality Instructional Materials (HQIM) for core instruction in literacy and math in Step 1 and Step 2.

Priority 1.2

Identify Professional Learning in Step 3 and Step 4 [ESEA § 2001 to 2104 Title II for supplemental professional learning only]

Step 1
Which HQIM core program are you using?

Step 2
For which grade levels?

Step 3
Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?

Step 4
Please list additional professional learning in literacy or math.

K-6 Core Programs

		Step 1	Step 2	Step 3	Step 4
ELA: Word Recognition Programs (Bottom of the Rope)	1	Core Knowledge Language Arts (CKLA) | 2023	K-2	TNTP	N/A
	2	UFLI Foundations | 2024	K-2		
	3				

If using a core program not currently listed above, please provide the following information: curriculum publisher, curriculum name, grades served. Example: McGraw-Hill Education, Everyday Math 4, Grades 5-6.

ELA: Language Comprehension Programs (Top of the Rope)	1	Core Knowledge Language Arts (CKLA) | 2023	K-5	TNTP	N/A
	2	Amplify ELA | 2019	6		
	3				

If using a core program not currently listed above, please provide the following information: curriculum publisher, curriculum name, grades served. Example: McGraw-Hill Education, Everyday Math 4, Grades 5-6.

Math Core Programs	1	i - Ready Classroom Mathematics | 2024	K-6	Curriculum Associates	N/A
	2				
	3				

If using a core program not currently listed above, please provide the following information: curriculum publisher, curriculum name, grades served. Example: McGraw-Hill Education, Everyday Math 4, Grades 5-6.

Describe the district's plan to ensure consistent, high-fidelity use of the HQIM listed above throughout the district? (Include specific action steps and frequency of monitoring. Also, include any additional supports that will be provided to D/F rated buidlings.)
The Batesville School District will utilize targeted areas of the Arkansas Key Levers tool in ELA, Math, and Science to monitor instruction and the use of HQIM. In 2026, the district conducted a comprehensive needs assessment and strategic plan facilitated by engage2learn (e2L). In 2026-2027, the district will focus its improvement efforts on supports for multilingual learners.

All teachers have been trained on the Sheltered Instruction Observation Protocol (SIOP), a

7-12 Core Programs

		Step 1 Which HQIM core program are you using?	**Step 2** For which grade levels?	**Step 3** Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and	**Step 4** Please list additional professional learning in literacy or math.
ELA Core Program	1	Amplify ELA | 2019	7-8	—Not on the List—	The Batesville School District will participate in DESE's Curriculum Internalization convening facilitated by TNTP for ELA K-5. We hope to
	2	Odell Education High School Literacy Program | 2020	9-12		
	3				
	4				
	5				

If using a core program not currently listed above, please provide the following information: curriculum publisher, curriculum name, grades served. Example: McGraw-Hill Education, Everyday Math 4, Grades 5-6.

Math Core Program	1	Kendall Hunt's Illustrative Mathematics Traditional | 2019	Algebra I	—Not on the List—	The Batesville School District will participate in DESE's Curriculum Internalization convening facilitated by TNTP for ELA K-5. We hope to
	2	—Not on the List—	McGraw-Hill		
	3	—Not on the List—	Algebra II, Algebra III, Quantitative Reasoning, Technical Math, Statistics, Pre-Calculus/Trigonometry, Calculus	—Not on the List—	Arkansas Advanced Initiative for Math and Science (AAIMS)

If using a core program not currently listed above, please provide the following information: curriculum publisher, curriculum name, grades served. Example: McGraw-Hill Education, Everyday Math 4, Grades 5-6.

Batesville High School collaboratively develops units of study based on the Arkansas Academic Standards. Teachers leverage resources such as the Arkansas Advanced Initiative for Math and Science (AAIMS).

Describe the district's plan to ensure consistent, high-fidelity use of the HQIM listed above throughout the district? (Include specific action steps and frequency of monitoring. Also, include any additional supports that will be provided to D/F rated buidlings.)

The Batesville School District will utilize targeted areas of the Arkansas Key Levers tool in ELA, Math, and Science to monitor instruction and the use of HQIM. In 2026, the district conducted a comprehensive needs assessment and strategic plan facilitated by engage2learn (e2L). In 2026-2027, the district will focus its improvement efforts on supports for multilingual learners.

All teachers have been trained on the Sheltered Instruction Observation Protocol (SIOP), a

Priority 1.3

Identify High Quality Supplemental instructional Materials for Intervention in steps 1, 2, 3, and 4. [ESEA § 1112(b)(1)(C)]

		Step 1 Which programs are you using?	**Step 2** For which grade levels?	**Step 3** Which High Quality Professional Learning (HQPL) partners are used for through-year coaching and support?	**Step 4** Please list additional professional learning for each program.
Literacy Intervention Programs K-6	1	—Not on the List—	K-6	TNTP Curriculum Associates	N/A
	2				
	3				

If using a literacy intervention program not currently listed above, please provide the following information: intervention publisher, intervention name, grades served. Example: Amira Learning, Amira, Grades 4-5.

Phonics First K-5, Build K-1, i-Ready Literacy K-6, CKLA Skills K-2, UFLI K-3

Literacy Intervention Programs 7-12 (Strategic Reading)	1	i-Ready	7-8	Curriculum Associates	N/A
	2				
	3				

If using a literacy intervention program not currently listed above, please provide the following information: intervention publisher, intervention name, grades served. Example: Amira Learning, Amira, Grades 4-5.

Dyslexia Programs K-6	1	Phonics First	K-6	—Not on the List—	Brainspring
	2				
	3				

If using a dyslexia program not currently listed above, please provide the following information: program publisher, program name, grades served. Example: Scottish Rite for Children, Bridges, K-2.

Dyslexia 7-12 (Academic Reading)	1	Structures	7-12	—Not on the List—	Brainspring
	2				
	3				

If using a dyslexia program not currently listed above, please provide the following information: program publisher, program name, grades served. Example: Scottish Rite for Children, Bridges, K-2.

Mathematics Intervention Programs K-6	1	i - Ready Classroom Mathematics | 2024	K-6	Curriculum Associates	N/A
	2				
	3				
	4				
	5				
	6				
	1	i - Ready Classroom Mathematics | 2024	7-8	Curriculum Associates	N/A

Mathematics Intervention Programs 7-12	2	—Not on the List—	AAIMS	—Not on the List—	AAIMS
	3				
	4				
	5				
	6				
ESOL Programs (English Language Development ELD) **(if applicable)**	1	Sheltered Instruction Observation Protocol	K-12	Savvas engage2learn	N/A
	2	Rosetta Stone	K-12		
	3	Imagine Learning & IXL	K-5 K-12	Imagine Learning	
Special Education Programs	1	Assessment of Basic Language and Learning Skills (ABLLS)	K-8	engage2learn - general support	N/A
	2	The Autism Helper	K-8		
	3	IXL & i-Ready	K-8		

Describe the district's plan to ensure consistent, high-fidelity use of the supplemental and intervention programs listed above throughout the district? (Include specific action steps and frequency of monitoring. Also, include any additional supports that will be provided to D/F rated buidlings.)

The Batesville School District will ensure consistent use of supplemental and intervention programs through an analysis of results after each assessment and through principal observations.

Priority 1.4

How is the district supporting teachers, support personnel, and building administrators to improve literacy instruction aligned with the Science of Reading (SoR)?

	If you will provide, select Yes
Utilizing the Key Levers Form in EES to conduct science of reading walks to provide feedback	Yes
Using data around instructional levers to design professional learning	Yes
Participating in Administrators Professional Learning Course for SoR	Yes
Additional targeted professional learning provided annually to all staff in SoR	No
Analyzing district and school-level data for a cycle of continuous improvement monthly	Yes
Partnering with state-assigned Literacy coaches or a Professional Learning Partner to support Professional learning and cycles of coaching for grade levels and individual teachers	Yes

Other	

Priority 1.5

What supports will the district provide general education teachers to ensure students with disabilities and English Learners are able to access core instruction?

	If you will provide, select Yes
Access to HQPL that will bolster educator's content knowledge and pedagogy skills in ELA and Math	Yes
Universal Design for Learning (UDL) professional development	No
Professional development on meaningful access and participation for students with disabilities	No
District coaching support on accessibility and appropriate accommodations	Yes
Training with related services staff on broader implementation of assistive technology provided in the general education environment (e.g., alternate seating, writing devices, communication and hearing supports, etc.)	No
Push-in related services model	Yes
Training for general education teachers on the use of Read & Write	No
Training for general education teachers on the use of Equatio	No
Training for general education teachers on the use of classroom management and behavior support (e.g., THRIVE, BX3, or Micro credentials)	Yes
Sheltered Instruction Observation Protocol (SIOP) training	Yes
Co-teaching for ELD	No
Other	No

Supplemental Supports

Priority 1.6

Explain the process the district uses to identify students as at-risk for academic failure or in need of additional services. [ESEA § 1112(b)(1)(B)]

Limit: 1,250 characters, approximately 250 words

Pre-K

Batesville teachers complete work sampling in the Preschool to identify students who might be at risk of academic failure. In this grade band, the Batesville School District has additional wrap-around supports for students and families, including home visiting services and a Parents as Teachers program.

K through 2nd

Batesville teachers administer literacy and math screeners within the first 30 days of school. Students who demonstrate risk are screened further to identify specific skill deficits. Screening tools include ATLAS screeners, ATLAS testlets, DIBELS, DSA, Star assessments, and beginning-of-year i-Ready Reading and Math assessments. Students at risk of academic failure in literacy receive an Individualized Reading Plan (IRP). During core instruction, teachers use proficiency scales to identify skills students still need to develop to master grade-level standards. Students take the K-2 ATLAS Interim assessments, i-Ready middle-of-year and end-of-year Reading and Math assessments, and classroom-based assessments to monitor progress and further identify students who might be at risk of academic failure.

3rd through 5th

Batesville teachers administer literacy screeners to 3rd-grade students within the first 30 days of school. Students who demonstrate risk are screened further to identify specific skill deficits. Screening tools include ATLAS screeners, ATLAS testlets, DIBELS, DSA, Star assessments, and i-Ready Literacy and Math assessments. Students receive an Individualized Reading Plan (IRP) and/or a Mathematics Intervention Plan (MIP).

During core instruction, teachers use proficiency scales to identify skills students still need to develop to master grade-level standards. Students take the ATLAS Interim assessments, i-Ready middle-of-year and end-of-year Reading and Math assessments, and classroom-based assessments to monitor progress and further identify students who might be at risk of academic failure.

6th through 8th

Batesville teachers monitor student performance on classroom assignments and assessments and administer the beginning-of-year i-Ready Math assessments to identify students who might be at risk of academic failure. Some content teams have developed common formative assessments. Teachers use middle-of-year and end-of-year i-Ready Math assessments, ATLAS Interim assessments, and classroom-based assessments to monitor progress and further identify students who might be at risk of academic failure.

9th through 12th

Batesville teachers monitor student performance on classroom assignments and assessments to identify students who might be at risk of academic failure. Some content teams have developed common formative assessments. Teachers use ATLAS Interim assessments and classroom-based assessments to monitor progress and further identify students who might be at risk of academic failure.

Priority 1.7

How will the district progress monitor and support identified students? [ESEA 1112(b)(1)]

Limit: 1,250 characters, approximately 250 words

Pre-K

Batesville teachers complete work sampling throughout the year in the Preschool to progress monitor and support identified students. In this grade band, the Batesville School District has additional wrap-around supports for students and families, including home visiting services and a Parents as Teachers program.

K through 2nd

During core instruction, teachers use proficiency scales to identify skills students still need to develop to master grade-level standards. Students take the K-2 ATLAS Interim assessments, and i-Ready middle-of-year and end-of-year Reading and Math assessments to monitor progress and further identify students who might be at risk of academic failure. Teachers track student progress on IRPs as applicable. The Batesville School District participates in a pilot program in partnership with the University of Arkansas. Eligible students receive intensive behavioral intervention and support through this program.

3rd through 5th

During core instruction, teachers use proficiency scales to identify skills students still need to develop to master grade-level standards. Students take the ATLAS Interim assessments, and i-Ready middle-of-year and end-of-year Reading and Math assessments to monitor progress and further identify students who might be at risk of academic failure. Teachers track student progress on IRPs and MIPs as applicable. The Batesville School District participates in a pilot program in partnership with the University of Arkansas. Eligible students receive intensive behavioral intervention and support through this program.

6th through 8th

During core instruction, teachers use proficiency scales to identify skills students still need to develop to master grade-level standards. Students take the ATLAS Interim assessments, i-Ready middle-of-year and end-of-year Math assessments, and classroom-based assessments to monitor progress and further identify students who might be at risk of academic failure. The Batesville School District participates in a pilot program in partnership with the University of Arkansas. Eligible students receive intensive behavioral intervention and support through this program. The Batesville Junior High School Charter also employs an interventionist for behavioral support.

9th through 12th

During core instruction, teachers use proficiency scales to identify skills students still need to develop to master grade-level standards. Students take the ATLAS Interim assessments and classroom-based assessments to monitor progress and further identify students who might be at risk of academic failure. The Batesville School District participates in a pilot program in partnership with the University of Arkansas. Eligible students receive intensive behavioral intervention and support through this program.

Priority 1.8

What accelerated learning opportunities will be offered to students next year?

Elementary Grades

Grades Included

K-5

	If you will provide, select Yes
Grade acceleration (grade skipping)	Yes
International Baccalaureate Programme	No
N/A	No
Other	Yes

Content-based acceleration is available through enrichment and extension activities. The acceleration options can be activated by a parent/guardian, student, community member, or school personnel. This process occurs under the guidance of the G/T Coordinator and school

Middle Grades

Grades Included

6-8

	If you will provide, select Yes
Grade acceleration (grade skipping)	Yes
Advanced Placement (AP)	No
International Baccalaureate Diploma Programme	No
Advanced International Certificate of Education	No
Cambridge Advanced	No

Concurrent credit (Enrollment of a high school student in a college course for high school credit and college-level credit.)	No
Dual enrollment (Enrollment of a high school student in postsecondary education exclusively for college credit. High school students enrolled in a dual enrollment course may petition the district or high school to consider allowing the college-level dual enrollment credit to be considered for high school credit.)	No
Credit by Demonstrated Mastery	No
CTE Pathway Level 1 course	Yes
Established partnership(s) with digital learning providers or other entities to expand access to accelerated courses	No
N/A	No
Other	Yes

Content-based acceleration is available through enrichment and extension activities. The acceleration options can be activated by a parent/guardian, student, community member, or school personnel. This process occurs under the guidance of the G/T Coordinator and school

High School

Grades Included

9-12

	If you will provide, select Yes
Grade acceleration (grade skipping)	Yes
Advanced Placement (AP)	Yes
International Baccalaureate Diploma Programme	No
Advanced International Certificate of Education	No
Cambridge Advanced	No
Concurrent credit (Enrollment of a high school student in a college course for high school credit and college-level credit.)	Yes
Dual enrollment (Enrollment of a high school student in postsecondary education exclusively for college credit. High school students enrolled in a dual enrollment course may petition the district or high school to consider allowing the college-level dual enrollment credit to be considered for high school credit.)	No
Credit by Demonstrated Mastery	No
Completion of CTE Pathways and earning the Readiness Factor.Success Ready Pathways	Yes
"Arkansas" Seal of Biliteracy	Yes

Established partnership(s) with digital learning providers or other entities to expand access to accelerated courses	Yes
Offering post-secondary technical certificate/ Offering post-secondary certificate of proficiency/ Offering post-secondary associates degree	Yes
N/A	No
Other	Yes

The Batesville Collegiate Academy allows students to earn an Associate Degree while earning their high school diploma. Batesville High School allows for early graduation. Content-based acceleration is available through enrichment and extension activities. The acceleration

Priority 1.9

What supplemental supports are available to increase access to and success in accelerated learning opportunities? [ESEA § 1112(b)(13)]

	If you will provide, select Yes
College and career readiness test prep	Yes
Accelerated potential identified (AP potential, honors courses, etc.)	Yes
Use of funds to cover the cost of concurrent credit for low income students	Yes
Summer enrichment/ advanced coursework program	No
Before or after-school enrichment/ advanced coursework program	No
Mentoring program specific to accelerated learning	No
Coordination with institutions of higher education	Yes
Career counseling/coaching to identify student interests and skills for Career Pathways	Yes
Other	No

Priority 1.10

Describe supplemental academic services for the following: [ESEA § 1112(b)(1)(c); §1301]

Limit for each: 500 characters, approximately 100 words

ALE

Students in need of an Alternative Learning Environment (ALE) receive individualized support based on their needs. They receive their core content instruction through ALE teachers. Students in ALE have access to the same core curriculum and supplemental supports as general education students, including Gizmos for science and i-Ready for reading and math. ALE teachers collaborate with general education teachers to provide a consistent learning experience.

Special Education

Students identified in one of the IDEA categories have IEPs tailored to meet their individual needs. When possible, students receive core instruction in the general education setting with supplementary aids, services, and accommodations. Special Education teachers and paraprofessionals push into the general education setting for supplementary services. When additional support is needed, students may be pulled for fewer than 90 minutes per week for individualized academic support.

EL (LIEP), if applicable

For students who qualify for ESOL services, the LPAC plan is tailored to meet their specific needs. English learners remain in the general education classroom setting; all teachers are trained in the Sheltered Instruction Observation Protocol (SIOP) model. The Batesville School District has three ESOL teachers who provide students additional support across the five K-12 campuses.

Migrant, if applicable

Migrant students are served through a combination of push-in and pull-out services, depending on their Priority for Services (PFS).

Title I, if applicable

Instructional aides area employed at the Elementary Schools, Junior High, and High School. Title I supports are provided through myON and Accelerated Reader for literacy and multilingualism, Gizmos for science, i-Ready assessment and personalized learning for reading and math, and concurrent credit tuition and books for providing a well-rounded education and acceleration. These supports help all children receive a fair, equitable, and high-quality education, and close achievement gaps.

Priority 1.11

Describe additional wrap-around supports for the following: [ESEA § 1112(b)(6); 1113(c)(3)(i); 1111(g)(1)(E)]

Limit for each: 500 characters, approximately 100 words

ALE

Mental health, behavioral interventions, and school-based mental health services are offered to all K-12 students.

Special Education

The District provides services based on the continuum of services that range from indirect/full inclusion to homebound as determined by the IEP team. Resource and special separate class services are provided for students whose needs cannot be adequately met in the general education setting. Other supplemental and wrap-around services include speech/language, occupational, and physical therapies as well as transportation, paraprofessional support, special healthcare services, and personal care.

EL (LIEP), if applicable

SIOP strategies are implemented to support ELL students. Additionally, Imagine and Rosetta Stone are used as supplementary resources to enhance their language learning and academic development.

Migrant, if applicable

The district provides trained migrant staff to implement support services. Migrant students also receive assistance from ESOL staff, classroom teachers, and professional development programs.

Title I, if applicable

Several wrap-around supports are provided through Title I activities. Students are provided access to learning enrichment through technology and coding software, additonal literacy activities such as Arkansas Reads One Book, in-depth literacy and enrichment experiences such as support from a poet laureate and poetry performances, after-school enrichment clubs with foundations in literacy and math, and summer learning experiences for struggling learners.

Transitions or Extended Opportunities

Priority 1.12

Describe your transition strategies for students. [ESEA § 1112(b)(10) & (13)]

Pre-K to Kindergarten	If you will provide, select Yes
Structured opportunities to help families understand education topics such as academic standards, assessments, monitoring student progress, etc.	Yes
Pre-registration activities	Yes
Transition conferences	Yes
Open House specific to early childhood	Yes
Partnering with local childcare programs throughout the year	Yes
Kindergarten Readiness Assessment (informal) Administer beginning of the year screener and analyze data within 30 days	Yes
Provide kindergarten readiness materials and resources for parents	Yes
Other	No

Transition between elementary to middle school/junior high	If you will provide, select Yes
End of the year tour of middle school/junior high	Yes
Meet and greet with new middle school principal and staff	Yes
Orientation/Registration activities for transition students	Yes
Transition conferences	Yes

Jump Start summer program	No
Providing clubs or activities to engage students	Yes
Materials and training to help families improve their children's achievement	Yes
Structured opportunities to help families understand education topics such as academic standards, assessments, monitoring student progress, etc.	Yes
Open House	Yes
Other	Yes

Beginning in the 2026-2027 school year, elementary students will develop awareness of a variety of careers and future opportunities. Students will begin investigating their individual strengths, studying various career clusters through immersive career explorations labs, and

Transitioning to high school	If you will provide, select Yes
End of the year tour of high school	Yes
Meet and greet with high school principal and staff	Yes
Orientation/Registration activities	Yes
Transition conferences	No
Open house	Yes
Jump Start summer program	No
Student Success Planning	Yes
Providing clubs or activities to engage students	Yes
Partnership for concurrent credits	Yes
Career Coach; Internship and real-world project opportunities to students	Yes
Other	Yes

In the 2026-2027 school year, students will begin participating in early career exposure experiences to help them plan for their futures. This process will begin in the 6th grade with interest inventories, CTE electives through a rotating block, and career journaling. These

High school to post-secondary, military, and/or career	If you will provide, select Yes
Developing partnerships with local industry leaders	Yes
Developing partnerships with specific colleges and universities for college tours	Yes
Resources and assistance completing the FAFSA info, scholarships, etc.	Yes
Connecting students with scholarships	Yes
Developing partnerships with local career centers, business, and industry organizations	Yes
Hosting or participating in job and career fairs	Yes
Providing students with access to information/resources regarding military service and military recruiters	Yes
Providing students with access to information/resources regarding career training and certifications	Yes
Career Coaches and Internship opportunities	Yes
Offering ROTC or Arkansas Military Service and Security Pathway	Yes
Offering the ASVAB	Yes
Partnering with state technical assistance for students with disabilities (e.g., Arkansas Transition Services, Community Independent Services, Arkansas Rehab Services, Project Arkansas Work Incentives Network (AWIN), Division of Developmental Disabilities of Arkansas, Office of Disability Support Services at Post-secondary Education Institutes, Division of the Blind Services, etc.)	Yes
Other	Yes

The Batesville School District is developing partnerships with local businesses and institutions of higher education. These partnerships support the district's efforts in providing meaningful experiences for high school students that prepare them for the next steps in their

Priority 1.13

How will the district implement Student Success Plans for students in grades 8-12? [ESSA § 1111(g)(1)(B) ESSA §

Limit: 1,250 characters, approximately 250 words

In the 2026-2027 school year, students will begin participating in early career exposure experiences to help them plan for their futures. This process will begin in the 6th grade with interest inventories, CTE electives through a rotating block, and career journaling. These experiences will progress through the 7th and 8th grades, when students will conduct career research projects and presentations, participate in various simulations, and experience career pathway fairs with high-interest, interactive, hands-on activities designed to engage students in envisioning the futures they want for themselves. Parents can help develop and adjust success plans. Parents will sign the revised plans annually.

How does the district engage parents to provide feedback as part of the student success plan? [ESSA § 1111(g)(1)(B)

Limit: 1,250 characters, approximately 250 words

In the spring of 2026, the Batesville School District conducted a series of focus groups and working group meetings to better understand parents', families', and community members' perspectives on student success, needed skills, and career readiness. In the 2026-2027 school year, the district will continue this process by developing effective advising practices through partnerships with institutions of higher education, businesses and community members, and parents and families.

Priority 1.14

What early childhood access and opportunities does your district provide for your community to ensure kindergarten readiness? [ESEA § 1113(c)(5)]

	If you will provide, select Yes
School-operated Title I Preschool	No
District-operated Title I Preschool	No
Coordinating w/other Preschool Programs	Yes
Organize joint transition with related training between childcare providers and kindergarten teachers	Yes
Communication with families about the transition plan and the expected experience for children and their families	Yes
Family engagement activities to provide opportunities to involve families as volunteers, advocates, and decision-makers in school-related and district-related activities and throughout the transition process	Yes
Transition services from early childhood programs to kindergarten programs	Yes
Other	Yes

The Batesville School District has a district-operated preschool that is not supported through Title I funding. The Preschool and elementary schools work with the Batesville Area Chamber of Commerce, our Local LEAD, as a part of the regional School Readiness Collaborative.

Please enter your local lead(s)	IMPACT Independence - Batesville Area Chamber of Commerce

Select how the district is working with your local lead to ensure partnerships with early childhood providers and families with young children across your county.

	If you will provide, select Yes
PreK classrooms participated in the CLASS Pilot	Yes
Analyzed data on early childhood access	Yes
Analyzed data on kindergarten readiness	Yes
Partnered for professional development offerings	Yes
Participated in the local leads' information campaign	Yes
Attended local lead-sponsored provider meetings	Yes
Coordinated outreach to families of young children	Yes

Aligned enrollment processes with early childhood providers	Yes
Shared facilities or resources with early childhood providers	Yes
Partnered on community events or activities	Yes
Supported the local lead's strategic planning efforts	Yes
Engaged in collaborative grant writing or funding initiatives	Yes
Provided support for transitions to kindergarten	Yes
Other	No

Priority 1.15

What additional services does the district provide to early childhood at-risk subgroups? [ESEA § 1113(c)(5) & ESEA § 1304(c)(4)]

	Economically Disadvantaged If you will provide, select Yes	Special Education If you will provide, select Yes	English Learners If you will provide, select Yes
Early literacy activities, materials, and resources	Yes	Yes	Yes
Numeracy activities, materials, and resources	Yes	Yes	Yes
Summer instructional services and materials	Yes	Yes	Yes
Home visits/home instruction	Yes	Yes	Yes
Enrollment verification and placement profiles	Yes	Yes	Yes
Referrals to early childhood programs, home visiting programs, wrap-around services (ie. Head Start, Arkansas Better Chance including home visiting, and community based preschool)	Yes	Yes	Yes
Coordinate with parents and pre-k service providers to ensure pre-k students are served	Yes	Yes	Yes
Other	Yes	No	No

The district uses a food pantry, the Pioneer Help Closet, laundry, various hygiene items, and a summer food program through Child Nutrition.

Priority 1.16

Districts are required to offer at least one success-ready pathway aligned to the high-wage and high-growth requirement. Which success-ready pathway(s) will your district offer that aligns to these requiremer

	If you will provide, select Yes
Accounting	No
Agriculture Power and Technical Systems	Yes
Animal Systems	Yes
Automotive Service Technology	No
Banking and Finance	No
Behavioral and Mental Health	No
Construction	No
Criminal Justice	No
Data Analytics and Machine Learning	No
Diesel Technology	No
Early Childhood Education	No
Electronics	No
Engineering	No
Health Care Services	No
Industrial Technology	No
Information Technology and Security	Yes
Machine Tool	No
Management	No
Manufacturing	No
Marketing	No
Mechanical, Electrical, Plumbing Systems (MEPS)	No

Military Security and Service	Yes
Nursing Services	No
Plant Systems	Yes
Pre-Educator	Yes
ROTC (All branches)	No
Software Development	No
Supply Chain and Logistics	No
Welding	No

Please identify how students in the pathways offered earn the readiness factor as outlined in the Success Ready Pathways Guide

Limit: 1250 characters (remaining: 1178)

Students in all pathways can earn the readiness factor through the WorkKeys assessment by earning a Platinum National Career Readiness Certificate. In addition, students in the Pre-Educator pathway will work toward the Certified Teaching Assistant credential.

Family and Community Engagement

Priority 1.17

What actions and activities does the district provide to promote Family and Community Engagement? [ESEA § 1116(a)(3)(D) & §1304(c)(3)]

	If you will provide, select Yes
Instruct educators in the value and utility of contributions of families and to work with families as equal partners	Yes
Coordinate and integrate family involvement programs and activities with other Federal, State, and local program	Yes
Provide information related to school and family programs, meetings, and other activities to the parents in a language the parents can understand (e.g. bilingual books, flyers, materials)	Yes
An advisory committee for education includes parents, educators, and other community members and meets at least annually	Yes

Home visits (e.g. Home-based learning/instructional parent activities)	Yes
Health screening and service referrals and other health-related resources (e.g. immunization information, Medicaid eligibility, nutrition and physical activity information)	Yes
Family resource centers	Yes
Other	Yes

The district offers a variety of family and community engagement events, including STEAM Nights, Literacy Night, Soaring into Stories, Open House, Student Orientations, Parent Transition Meetings, and Parent/Teacher Conferences. In the 2026-2027 school year, the

Priority 1.18

Select which of the following methods the district uses to collaborate and engage with families, the community, and

	If you will provide, select Yes
Structured opportunities to help families understand education topics such as academic standards, assessments, monitoring student progress, etc. For example: conferences in schools during which the school-parent compact is discussed, or family literacy nights.	Yes
Materials and training to help families work with their children to improve their children's achievement	Yes
Parent nights (e.g. math/literacy/college financial aid nights)	Yes
Provide information related to school and family programs, meetings, and other activities to the parents in a language the parents can understand	Yes
Provide conferences at times convenient for parents	Yes
Involve parent & community members (outside of those working in the district) to serve on academic planning teams	Yes
Families and community members are provided with information regarding gifted programs and services	Yes
Parent training on high school graduation requirements, credit recovery, & post-secondary opportunities	Yes
The LEA provides Child Find notification and information to the local community in accordance with the Individuals with Disabilities Education Act.	Yes
The LEA has a communication plan in place to inform families about student performance and the expectations related to 3rd-grade promotion.	Yes
Other	No

Describe how the District will connect engagement activities (e.g., communication, events, shared decision-making) to specific goals for attendance, behavior, and academic achievement, and monitor whether those goals are being met.

Limit: 1,250 characters, approximately 250 words

The Batesville School District established a strategic plan in the spring of 2026 with five goals: Ensure Excellence for All, Ensure Multilingual Learners Thrive, Foster a Positive Public Perception, Recruit, Develop, and Retain Highly Effective Staff, and Build and Maintain Community Partnerships. The Batesville School District engages parents and families in a number of activities designed to support academic achievement, including STEAM Nights, Literacy Night, Soaring into Stories, Open House, Student Orientations, Parent Transition Meetings, and Parent/Teacher Conferences. In the 2026-2027 school year, the district will work with community partners to address needs related to helping multilingual learners thrive. These activities are directly tied to the district's improvement goals of increasing the percentage of students, including English learners, who score in Levels 2, 3, and 4 in ATLAS ELA and Levels 3 and 4 on the other ATLAS assessments. Administrators and counselors work together to establish goals for discipline and attendance, as documented in the counseling plan.

Priority 1.19

Which of these collaborative partnerships with outside organizations does the district engage in to provide academic enrichment activities, tutoring, behavior support, health/social services, family engagement, and career/postsecondary opportunities for students and their families outside of school?

	If you will provide, select Yes
College & Universities	Yes
Non-profit organizations	Yes
Art or Science Museums	Yes
City Chamber of Commerce	Yes
Local Business	Yes
Governmental Agencies	Yes
Boys and Girls Club	No
Activity and Wellness Center	Yes
Community Schools	No
Churches & Religious organizations	Yes
Career Centers	Yes
Joint Use Agreements	Yes
Other	Yes

The Batesville School District supports the Sheriff's Youth Ranch for neglected students through Title I set-aside funds.

Safe and Healthy Schools

Priority 2.1- Promote and Improve School Climate

How does the district promote and improve school climate? [ESSA § 1111(g)(1)(C) & GFSA]

Limit: 1,250 characters, approximately 250 words

In the 2025-2026 school year, all Batesville schools administered the High Reliability Schools Survey Level 1 to all staff and administrators to help identify improvement goals for the 2026-2027 school year. In the elementary schools, staff administer student needs assessments, including questions about how students feel about school, their families, and what they need. Students also draw a picture of their family to capture additional qualitative information. At the secondary levels, students complete the Arkansas Prevention Needs Assessment (APNA)in the 6th, 8th, 10th, and 12th grades. This needs assessment

Priority 2.2

What is the district's plan to provide access to mental health services?

	If you will provide, select Yes
Partner with a school-based mental health agency	Yes
School employed licensed mental health professional	No
Additional school counselor	No
Additional personnel in the areas of psychology, behavior support, or social work	Yes
Evidence-based professional development that is specific to mental health or behavior	Yes
Other	

Priority 2.3

What process and data does the district use, by grade band, to identify students as at-risk or in need of additional services beyond academic services (mental health, attendance, behavior, etc.)?

Limit for each: 500 characters, approximately 100 words

Pre-K

Batesville Preschool has secured federal funding for a Behavioral Specialist. Early Childhood Special Education staff provide behavior support for students aged 3-5 with an IEP that require such support. School Based Mental Health is provided based on referrals for students ages 4-5. Batesville Preschool also employs a paraprofessional that provides behavior intervention.

K through 2nd

K-5: Administrators review discipline and attendance data weekly to identify patterns and solutions. Office staff calls parents when elementary students are absent. The building administrators meet weekly with counselors to discuss student needs or mental health needs as identified in small group or 1:1 instruction provided by counselors. This information informs the lessons.

The district parent communication tool distributes daily notifications automatically based on absences in eSchool.

3rd through 5th

K-5: Administrators review discipline and attendance data weekly to identify patterns and solutions. Office staff calls parents when elementary students are absent. The building administrators meet weekly with counselors to discuss student needs or mental health needs as identified in small group or 1:1 instruction provided by counselors. This information informs the lessons.

The district parent communication tool distributes daily notifications automatically based on absences in eSchool.

6th through 8th

The junior high uses a digital tool called Educator's Handbook to document and track discipline and behavioral data. This tool informs the school's behavior plans. The administrative team reviews eSchool attendance data to identify trends and determine needed action. The Batesville School District participates in a behavioral pilot program in partnership with the University of Arkansas. The junior high employs an interventionist for behavioral support.

9th through 12th

The high school holds a weekly office PLC during which attendance, discipline, FINS, student needs, etc. are addressed.

Priority 2.4

How does the district progress monitor and support the students identified by the processes in the previous question?

	Select if Yes
The district has implemented a schoolwide behavior intervention program.	No
The district ensures Youth Mental Health awareness training annually.	No
The district monitors behavior referrals through an online system utilized by district staff to report information to school leadership.	Yes
School leadership determines the follow up necessary for students (i.e. counselor, ISS, OSS, general discipline, parent notification) for referrals made to the school counselor, the counselor may determine a referral for mental health counseling is necessary.	Yes
Other	Yes

At one elementary school (West), teachers mentored high-risk students based on attendance and behavior data. These teachers checked in with these students when they were absent and developed healthy adult-student relationships.

Priority 2.5

What efforts does the district take to reduce the overuse of discipline practices that remove students from the classroom? [ESEA § 1112(b)(11)]

	If you will provide, select Yes
In-school suspension classes with assignments and computer-based instruction	Yes
Implementing Character Education Learning programs	Yes
Organized systematic mentoring program for specific students	Yes
Implementing school wide positive behavior support system including process for student identification and referral	No
Behavioral contracts and interventions	Yes
Additional counseling services	Yes
Coordinated services with other county services	Yes
Staff development in for behavioral support strategies for the classroom	Yes
Other	

Health and Wellness

Who needs to complete this section?

All districts

2.6 Health and Wellness Assurances

Verify by selecting Yes

The district acknowledges the rules and regulations that are required to meet the health and wellness requirements in the state.	Yes
Ensure that the district wellness policy is in compliance with the state and federal mandates.	Yes
Ensure that the LEA will coordinate with child nutrition personnel to ensure all menus, districtwide, are reviewed quarterly by the district wellness committee.	Yes
Ensure that the LEA has implemented space within each campus to accommodate breastfeeding mothers.	Yes
Ensure that the LEA has completed the School Health Index assessment process for each campus within the LEA. Please submit a form for each school and SHI reference number at the following link: 25-26 SHI Reference Number Form	Yes
The LEA assumes all responsibilities related to Medicaid reimbursement claimed on behalf of the district for direct service claims.	Yes

2.7 Analysis of School Health Index Assessments

What strategies will the district address upon analysis of the School Health Index Assessments in the following categories?

Limit for each: 1,250 characters, approximately 250 words

Nutrition

What nutrition strategies does the district plan to implement?

Please select no more than two strategies for each topic area. The chosen strategies must represent all grade levels per topic area. Each strategy you select must include a measurable objective.

Strategies	If you will offer, select which grade bands the strategy applies to:	Develop a measurable objective only for the strategies you have selected:
Increase access and participation to breakfast and/or lunch programs.	Both	Batesville schools will structure staffing and the master schedule to increase access to participation in the breakfast program while remaining in compliance with the law, rules, and regulations.
Increase variety of offerings in school meals.		
Improve food purchasing and meal preparation practices.		
Promote healthy food and beverage choices using Smarter Lunchroom techniques.		
Improve the time allocated for students to eat breakfast and/or lunch.		
Implement nutrition education in the classroom.		
Implement Farm to School activities.		
Improve nutrition marketing efforts on school campus.		

Physical Education and Activity

What physical education and activity strategies does the district plan to implement?

Please select no more than two strategies for each topic area. The chosen strategies must represent all grade levels per topic area. Each strategy you select must include a measurable objective.

Limit for each: 1,250 characters, approximately 250 words

Strategies	If you will offer, select which grade bands the strategy applies to:	Develop a measurable objective only for the strategies you have selected:
Increase the number of minutes per week physical education and/or physical activity offered for students.		
Implement a sequential physical education curriculum consistent with standards.		
Improve information and materials for physical education teachers.		
Improve physical education class to keep students moderately to vigorously active for at least 50% of the time.		
Implement a health-related physical fitness component in physical education class (i.e. Presidential Youth Fitness Program).	Both	Batesville schools will incorporate one or more elements of the Presidential Fitness Test into physical education courses across all grade levels.
Implement physical education content licensed teachers in all physical education classes, districtwide.		
Improve access to quality professional development for physical education teachers.		
Implement classroom teacher professional development related to promoting and integrating physical activity in the classroom.		
Implement and promote opportunities for all students to participate in school-sponsored or community-based intramural programs or physical activity clubs.		

Physical and Built Environment

What physical and built environment strategies does the district plan to implement?

Please select no more than two strategies for each topic area. The chosen strategies must represent all grade levels per topic area. Each strategy you select must include a measurable objective.

Limit for each: 1,250 characters, approximately 250 words

Strategies	If you will offer, select which grade bands the strategy applies to:	Develop a measurable objective only for the strategies you have selected:
Implement access to indoor and/or outdoor recreational facilities to students, their families, and the community outside of school hours.		
Implement access to free drinking water at no cost to students throughout the school day.	Both	
Promote student participation in a variety of community-based physical activity options.		Batesville schools will promote student participation in one or more community-based physical activity options.
Promote or support walking and bicycling to and/or from school.		
Implement opportunities for all students to participate in before- and after-school physical activity opportunities.		

Quality Educational Workforce

Priority 3.1

Upon analysis of your district's educator workforce and student outcomes, what staffing changes do you anticipate are needed to ensure that your most at-risk students are placed with your most effective teachers?

Limit: 1,250 characters, approximately 250 words

The Batesville School District is adjusting staffing to better reflect its declining enrollment. During this process, we are working to ensure we have highly qualified staff members placed with our most at-risk students. The Batesville School District established a strategic plan in the spring of 2026 with five goals: Ensure Excellence for All, Ensure Multilingual Learners Thrive, Foster a Positive Public Perception, Recruit, Develop, and Retain Highly Effective Staff, and Build and Maintain Community Partnerships. Through a series of focus groups and working groups, the district collaboratively surfaced our most urgent priority: Ensuring our multilingual learners thrive. Although this priority did not initiate a change in the placement of teachers, it launched a series of learning experiences designed to better equip our teachers for this task.

Priority 3.2

Upon analysis of your district's educator workforce and student outcomes, what subgroups has your district identified as a priority for needing the most effective teachers? Select the two groups that are your district's top priorities. [ESEA § 1112(b)(2)]

	If a priority, select Yes
Economically disadvantaged	No
IDEA (Special Education)	No
Minorities	No
English Learners	Yes
Students scoring in the lowest quartile in Math, Science, or Literacy	No
Persistently low-performing in literacy	Yes
Accelerated Learners	No
Highly Mobile	No
	No

Other	

How does the district identify and address any disparities that result in the above groups being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers? [ESEA § 1112(b)(2)]

Priority 3.3

Annual review of teacher qualifications and assignments to identify disparities	**If a strategy, select YesYes**
Annual review of student subgroups and assignments to identify disparities	Yes
Make strategic staffing decisions as necessary to alleviate disparities (hiring personnel, additional teachers, stipends, etc.)	Yes
Provide for additional professional development	Yes
Coaching to support teaching and learning	Yes
Teacher mentor programs, high-need stipends, etc.	Yes
Other	

What is the district's plan for teacher retention? [ESEA § 2103(b)(3)(B)]

Priority 3.4

Teacher support personnel (e.g.Instructional Facilitator, Mentor Coordinator, PD Coordinator)	**If offered, select YesYes**
Structured teacher mentor program and coaching	Yes
Teacher retention bonuses (as defined by district policy)	No
Teacher stipends (mentoring, journeyworker, high-need areas, etc.)	No

Coordinated recognition programs	Yes
Tuition reimbursement	No
Master schedule for collaborative planning	Yes
Lead/Master Teacher (Career continuum opportunites)	Yes
Childcare assistance	Yes
Other	

What is the district's plan for teacher recruitment? [ESEA § 2103(b)(3)(B)]

Priority 3.5

Faculty housing	**If offered, select YesNo**
Relocation assistance	No
Teacher incentive recruitment bonuses	No
Teacher stipends per district policy (mentoring, journeyworker, high-need areas, merit, etc.)n	No
Job fairs or career fairs	Yes
Tuition reimbursement	No
Grow Your Own: Pre-Educator program	Yes
Grow Your Own: Registered apprenticeship	No
Lead/Master Teacher	Yes
Matching funding for apprenticeship program for journeyman/mentoring	No
Childcare assistance	Yes

Total number of educators on a Teacher Licensure Plan (TLP).	2
Total number of educators as a Long Term Substitute.	0
Other	

Teacher Licensure Plan monitoring and Support

Yes

Priority 3.6Professional learning tied to professional growth plan

Yes

Enter the number of educators meeting each description below:Structured mentorship program (meets at least bi-weekly)

Content coaching	Yes
Licensure assessment preparation	No
Opportunities for peer observation	Yes
Financial aid assistance/guidance	No

What support does the district provide to educators who are unlicensed or teaching outside their area of expertise?

What additional compensation opportunities does the district offer for mentor teachers, lead/master designation, identified shortage areas, or greatest areas of need identified locally? [ESEA § 2103(b)]	**If offered, select Yes**

Incentive pay for highly qualified teachers to tranfer to economically disadvantaged schools with high percentages of students who do not meet the State Academic Standards	No
Teacher stipends (mentoring, journeyworker, high-need areas, etc.)	No
Financial assistance for current teachers and other school staff towards earning initial or additional certification in shortage areas	Yes
Teacher leader and teacher advancement opportunities, including serving as instructional coaches and teacher leadership	Yes
Create incentives for effective educators to teach in high-need schools and ongoing incentives for such educators to remain and grow in such schools	No
Differential pay and incentive pay for a subset of educators in high-need schools or high-need academic subject areas and specialty areas, e.g. serving English learners and children with disabilities, which may include performance-based compensation systems	Yes
District will NOT provide additional compensation for mentor teachers, lead/master designation, identified shortage areas, or greatest areas of need identified locally	Yes

Priority 3.7

What are the district's three highest need subject shortage areas?	If you will offer, select Yes
Secondary Science	No
Foreign Language	No
Secondary mathematics	No
Middle School Science	No
Middle School English Language Arts	No
Secondary English Language Arts	No
Middle School Social Studies	No

Middle School Mathematics

No

Priority 3.8Fine Arts

No

Special Education

Career & Technical	Yes
Secondary Social Studies	**If you will offer, select YesYes**
Physical Education and Health	No
Elementary	No
Library Media Specialist	No
Counselor	Yes
What is your district's current status or intention regarding administrator calibration and credentialing on TESS and LEADS through the DESE-NIET partnership? (select one)	
Our District has enrolled administrators in the 2025-26 pilot year for calibration on TESS and/or LEADS for principals, superintendents, or both.	Yes - Superintendent
Our district does not have administrators enrolled in the pilot year, but plans to participate during the 2026-27 school year for principals, superintendents, or both.	Yes - Both
Our district plans to wait and participate when administrator calibration and credentialing is required statewide in the 2027-28 school year.	No
Our District is still determining timing for participation.	No

Priority 3.9

	If you will offer, select Yes

State Programs

There are four sub-sections in State Programs:
Alternative Learning Environments (ALE)
English Language Learners (ELL)
Gifted and Talented
Enhanced Student Achievement (ESA)

Acknowledgement

	Verify by selecting Yes
The district acknowledges the Special Needs Funding rules that governs ALE, ELL, and ESA programs.	Yes

Alternative Learning Environments

Who needs to complete this section?

LEAs operating an ALE program. If you do not operate an ALE program, please check this box and skip this section. ☐

1.1 ALE Programs

1. Please complete a row in the table below for each ALE program in your district.

ALE Program Name	Grade levels served	Address	What is the program type? Select one. If you select consortium, you must upload your MOU to Indistar.	Is the program new or existing? Select one.

1	White River Academy	6-12	1 Pioneer Dr, Batesville, AR, 72501	Traditional ALE	Existing
2	Success Academy	K-5	480 N Main St, Sulphur Rock, AR, 72579	Traditional ALE	Existing
3					
4					
5					
6					

7					
8					
9					
10					
11					
12					

2.Is the ALE Program utilizing the same HQIM as traditional classrooms?

Limit: 1,250 characters, approximately 250 words

The ALE programs will use the same HQIM as the traditional classrooms.

3.How are ALE teachers participating in Curriculum Based Professional Learning (CBPL)?

Limit: 1,250 characters, approximately 250 words

The ALE teachers will participate in the same professional learning opportunities as the traditional classroom teachers.

English Language Learners

Who needs to complete this section?

Every district with English Language Learners. If you do not have English Language Learners, please check this box and skip this section. ☐

1.2 English Language Personnel

What is the total unduplicated count of personnel paid from local and state funds who are providing direct instruction through a Language Instruction Education Program (LIEP)? Please note that this is NOT the same as FTE.

Licensed Educators WITH English as a Second Language (ESL) Endorsement	25
Licensed Educators with NO ESL Endorsement	203
Educators without a License (paraprofessionals, waivers, etc.)	4
Total personnel paid from local and state funds providing LIEP services	***232***

Gifted & Talented

Who needs to complete this section?

Every district with a GT program. If you have an SBE approved waiver, please check this box and skip this section. ☐

1.3 Gifted & Talented Assurances

The process for identifying students has several stages.

1. Identification procedures are clearly stated, uniformly implemented, and communicated to the entire school staff.
2. A committee of at least five members chaired by a trained specialist in gifted education and including administrators, teachers, and/or counselors collects and analyzes data, maintains appropriate records, and makes professional decisions on placement of students.
3. The identification process yields information obtained through a variety of procedures and from multiple independent sources. (Identification procedures include the use of at least two objective and two subjective measures, one of which must assess creativity.)
4. Student placement decisions are based on multiple criteria. No single criterion or cut-off score is used to include or exclude a student.
5. Procedures used in the identification process are non-discriminatory with respect to race, cultural or economic background, religion, national origin, sex, or handicapping condition.
6. Instructionally useful information about individual students obtained during the identification process is communicated to the instructional staff regardless of final placement decisions.
7. Written identification and placement procedures include parental involvement. (Identification procedures include a process by which parents are informed of placement decisions, give permission for their child to participate, and have the opportunity to appeal a decision with which they disagree.
8. Identification of gifted/talented students is an ongoing process extending from school entry through grade 12.

	Verify by selecting Yes
The district acknowledges the rules and regulations that are required for Gifted and Talented programs in the state.	Yes

	Verify by selecting Yes
The district adheres to all requirements related to the process for identifying students in need of gifted services, in accordance with GT Program Approval Standards/Rules listed below:	Yes

1.4 Gifted & Talented Program Evaluation Summary

Provide the required summary of the annual GT program evaluation findings from the 2025-2026 school year.

Limit: 1,250 characters, approximately 250 words

Stakeholders in the gifted and talented program were surveyed. All program standards were included in the evaluation process. Most surveyed said that they felt the GT program provided exceptional opportunities for enrichment, independent study, and project based learning. All survey responses felt that services were provided consistently, as required. Students noted that they felt challenged by novel studies, problem solving activities, and research projects, which allowed them to show their creativity, and some noted that they would like to see more robotics/coding included in the curriculum. All felt that the identification process was fair and equitable; however, some noted that there are still groups under represented in our G/T program. Several teachers said that they would like more training on how to differentiate for the G/T students in their classrooms. They also noted that they need more training on how to identify potential gifted and talented students in their classrooms. Several teachers remarked that they would welcome more collaboration with the G/T teacher in their building.

1.5 Gifted & Talented Services

For each grade level, select the program option(s) that the district will utilize to provide GT services.

Grade	Services	Additional Notes
Kindergarten	☑ Whole group enrichment	GT Facilitator meets weekly with each kindergarten class for 30 minutes.

First	☑ Whole group enrichment	GT Facilitator meets weekly with each kindergarten class for 30 minutes.
Second	☑ Resource room	GT Facilitator meets for 150 minutes per week with identified GT students.
Third	☑ Resource room	GT Facilitator meets for 150 minutes per week with identified GT students.
Fourth	☑ Resource room, ☑ Consultant teacher	GT Facilitator meets for 150 minutes per week with identified GT students.
Fifth	☑ Resource room, ☑ Consultant teacher	GT Facilitator meets for 150 minutes per week with identified GT students.
Sixth	☑ Acceleration of content and/or grade level, ☑ Course content, ☑ Honors and advanced classes	
Seventh	☑ Course content, ☑ Acceleration of content and/or grade level, ☑ Honors and advanced classes	
Eighth	☑ Course content, ☑ Acceleration of content and/or grade level, ☑ Honors and advanced classes	
Ninth	☑ Acceleration of content and/or grade level, ☑ Honors and advanced classes, ☑ Advanced Placement (AP), ☑ Course content, ☑ Consultant teacher, ☑ Concurrent credit	
Tenth	☑ Acceleration of content and/or grade level, ☑ Honors and advanced classes, ☑ Course content, ☑ Advanced Placement (AP), ☑ Concurrent credit, ☑ Consultant teacher	
Eleventh	☑ Course content, ☑ Consultant teacher, ☑ Honors and advanced classes, ☑ Advanced Placement (AP), ☑ Concurrent credit, ☑ Acceleration of content and/or grade level	
Twelfth	☑ Course content, ☑ Acceleration of content and/or grade level, ☑ Honors and advanced classes, ☑ Advanced Placement (AP), ☑ Concurrent credit, ☑ Consultant teacher	

Enhanced Student Achievement (ESA)

Who needs to complete this section?

All districts who receive ESA funding. ESA funding shall be expended for eligible programs that are aligned to the needs assessment to increase student acheivement, reduce gaps, or create conditions to support student learning tied to outcomes. If you do not receive ESA funding, please check this box and skip this section. ☐

1.6 ESA

	Please select Yes or No
Does the school district intend to transfer ESA funds to other programs?	No

Please state the reason/s why the district is transferring funds from ESA to another categorical.

N/A

Identify how the district will use ESA funding:

	Please select Yes or No
Academic supports and interventions	Yes
Access to Postsecondary Opportunities	Yes
Additional Teachers	Yes
Early Intervention Support	Yes
Enhancement of Teacher Salaries	No
Physical Health and Safety	Yes
Social Emotional, Mental Health, and Behavioral Supports	No

Districts are required to set goals for ESA funding. Do the goals on the District tab of this workbook align with ESA funding expenditures?	Yes

Which of these populations are targeted?

Behavior	Credit Recovery	Dropout Prevention	Work-based	Mental health supports	**Program Description**
Select Yes if target	Select Yes if target	Select Yes if target	Select Yes if target	Select Yes if target	If you are in your third year rotation, this is required for every program. If you are not in your third year rotation, this is only required for **new** programs. Text limit: 1,250 characters, approximately 250 words

Yes	Yes	No	Yes	Yes	White River Academy (WRA) is the designated Alternative Learning Environment (ALE) for the Batesville School District, serving students in grades 6–12. Our mission is to empower every student to achieve their full potential, regardless of the challenges or circumstances they may face. WRA provides a comprehensive academic experience in which students receive the full general education curriculum and have access to all specialist services. To improve graduation outcomes and reduce dropout rates, the academy implements rigorous proctoring protocols and personalized academic tracking. We prioritize the development of the whole child by integrating social-emotional support through school-based mental health services and fostering civic responsibility through community service initiatives. Additionally, WRA offers specialized work-based programs through dedicated special programming, ensuring students gain practical skills for future employment. By combining academic rigor with robust mental health resources and career readiness, White River Academy provides a supportive pathway for students to overcome barriers and secure a successful future.
Yes	No	No	No	Yes	Success is the specialized Alternative Learning Environment (ALE) for elementary students (grades K–5) within the Batesville School District, located at Sulphur Rock Elementary. This program is specifically tailored to meet the developmental needs of younger learners, providing a nurturing and structured setting where students thrive regardless of their individual circumstances. The Success program ensures that every child receives the full general education curriculum and all necessary specialist services. We emphasize intensive social-emotional support through school-based mental health services, helping students develop essential self-regulation and interpersonal skills. A core priority is fostering a deep sense of belonging; students stay connected to their peers by participating in school community events. By combining early intervention, rigorous proctoring to promote academic engagement, and a focus on emotional well-being, Success empowers our youngest learners to reach their full potential and build the confidence needed for long-term academic achievement.

Title I Part A

Who needs to complete this section?

LEAs receiving funds under this part.
If you do not receive Title I Part A funds, please check this box and skip this section. ☐

What does the Title I Part A program focus on?

This program provides supplemental education funding to LEAs and schools with high numbers or percentages of children from low-income households to help ensure all children meet state academic standards. The school must focus services on children who are failing or most at risk of failing to meet state academic standards. A “proportionate share” of funds must be available to eligible children enrolled in private schools. [ESEA § 1111 to 1119]

How will the LEA utilize Title I Part A funds? [ESEA §1114 (b)]

Supplemental activities and resources authorized under Title I Part A (select all that apply)

	Select if Yes
Supplemental Staff (Interventionists, Classroom Assistants, Tutors)	Yes
Supplemental high-quality curriculum	Yes
Before/ After-school tutoring program	Yes
Technology devices and equipment (laptops, tablets)	Yes
College and career readiness	Yes
Computer software (platform access)	Yes
Summer School	Yes
High Dosage Tutoring	Yes
Character Education programs	Yes

Other	No

1.1 Poverty Criteria

What poverty criteria will you use to select school attendance areas? [ESEA § 1112(b)(4) & 1113]

	Select Yes if data used
Free & Reduced Price Lunch (FRPL)	Yes
Community Eligibility Provision (CEP) - Direct Certification	No
Temporary Assistance for Needy Families (TANF)	No
Medical assistance under the Medicaid program	No
A composite of any of the above measures	No
Other	No

1.2 Skipping School Provision

Complete this section only if the LEA is skipping a school(s) that has a higher percentage of low-income students and meets all the conditions under ESEA § 1113(b)(1)(D).

If this tab is not applicable to your plan, please check the box and skip this section.

Name of school not being served	School poverty rate (%)	School's Title I Allocation if served ($)	Source of other funding that it spends according to ESEA section 1114 or 1115
	0.00%	$0.00	
	0.00%	$0.00	
	0.00%	$0.00	

	0.00%	$0.00	
	0.00%	$0.00	

1.3 Grandfathering Rule

Complete this section only if the LEA serves an ineligible school(s) for one more year. The school must have been eligible and served during the preceding fiscal year. [ESEA § 1113(b)(1)(

If this tab is not applicable to your plan, please check the box and skip this section.

Name of school not being served	Prior year poverty rate (%)	Current year poverty rate (%)	Current year Title I Allocation ($)

1.4 Schoolwide Plan

Do you verify that each school running a schoolwide program is monitored against their schoolwide plan? [ESEA 1114(b)(3) & (4)]

	Verify by selecting Yes:
The LEA verifies each school running a Title I, Part A schoolwide program has regularly monitored and revised as necessary their Title I Schoolwide Plan (it could be included in the school improvement plan) and is available to parents. The Title I Schoolwide Plan must be available to the SEA for monitoring if required.	Yes

1.5 Title I Targeted Assistance Programs

How do you identify eligible children in Title I Targeted Assistance Programs? [ESEA 1112(b)(9) & 1115]

	Select Yes if data used
Screening scores	No
Progress monitoring data	No
Grades	No
Attendance data	No
Other	Yes

All of Batesville's schools are Schoolwide programs for Tier I; no schools are Targeted Assistance programs.

1.6 Comprehensive and Targeted Support and Improvement Schools

How does the LEA support schools identified as comprehensive and targeted support and improvement? (Only if this applies to your district) [ESEA § 1112(b)(3)]

If you do not have Comprehensive and/or Targeted Support School, please check the box and skip this section.

	Select Yes if used
Develop and continue review of the School Improvement Plan to evaluate the Progress and monitoring actions to address factors contributing to school ESSA ratings (personnel and/or materials and supplies like software)	Yes
Examine subpopulation data to determine if adequate resources and properly licensed teachers are available to meet their needs (students identified as English learners, Gifted and Talented, at-risk, in need of special education, migratory, and homeless) (personnel and/or materials and supplies like software)	Yes
Assign one or more district leadership personnel to the school leadership team as active members (the superintendent, the federal programs coordinator, and the curriculum coordinator) in developing best practices/strategies to narrow the gap in student achievement.	Yes
Provide common professional development around evidence-based practices based on the results of school resources (Allocation Review, Data Review, and needs assessment)	Yes
Use the Teacher Leadership and Compensation structure to support schools in the work.	No
Improve alignment of curriculum, instruction, and assessment	Yes

Implementation of evidence-based practices and/or interventions for individual students or student groups.	Yes
Implementation of progress monitoring assessments	Yes
Implementation of standards-aligned, evidence-based instructional material	Yes
District will continue to evaluate the effectiveness of the curriculum through walk-throughs and formative/summative assessments at least quarterly.	Yes

1.7 Homeless Children and Youth

What services does the LEA provide to homeless children and youth? [ESEA § 1112(b)(6) & 1113(c)(3)(i)]

	Select Yes if provided
School fees	Yes
Clothing and materials	Yes
School supplies	Yes
Counseling and outreach	Yes
Food	Yes
Medical and dental services and supplies	Yes
Extended learning time and tutoring	Yes
Part or all of the Homeless Liaison Salary	No
Transportation	Yes
Remove barriers that hinder them from participating fully in school	Yes
Other	Yes

Community resource referrals through the HUB / 100 FamiliesCCN emergency assistance tied to school attendanceParent engagement activities that support student success

1.8 Title I Parent and Family Engagement

	Verify by selecting Yes:
The LEA verifies that at the beginning of each school year, the parents of each student attending any school receiving funds under this part will be notified that they may request information regarding the professional qualifications of the student's classroom teacher qualification, licensing for the grade levels, and subject areas. ESEA *§ 1112(e)(1)(A)*	Yes
The LEA verifies that it will provide to each individual parent of a child who is a student in a Title I school information on the level of achievement and academic growth of the student and timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned. ESEA *§ 1112(e)(1)(B)*	Yes
The LEA verifies that it has reviewed and updated the LEA written Parent and Family Engagement policy, it is on the website, and it contains the LEA expectations and objectives for meaningful parent and family engagement and describes how the LEA will fulfill the requirements under ESEA *§ 1116(a)(2)(A) to (F).*	Yes
The LEA verifies each school that receives Title I, Part A funds has developed and updated a written school parent and family engagement plan that contains: 1) the school parent and family engagement policy [a description of how the school will comply with the regulations that cover parent and family engagement in *§ 1116(b)(1) to (4) and § 1116(c)(1) to (5)];* and 2) how school staff will work with parents to create a School-Parent Compact which identifies specific activities or shared responsibilities according to *§ 1116(d) to § 1116(h)* . The School Parent and Family Engagement Plan must be available to the SEA for monitoring if required.	Yes

1.9 Foster Care Children and Youth

What educational stability activities and strategies does the LEA plan to provide to children in foster care placement? [ESEA § 1112(c)(5)]

	Select Yes if provided
Additional transportation costs	Yes
Mental health supports	Yes
Health needs	Yes
School supplies	Yes
Afterschool programs	Yes

Other	Yes
Waiver of some school-required fees	

1.10 Neglected Children and Youth

What services does the LEA provide for neglected children and youth in schools and facilities? [ESEA § 1112(b)(5) & ESEA § 1421]

This applies only to LEAs with Neglected facilities within their boundaries. If you do not have Neglected facilities, please check this box and skip this section.

Please list all neglected facilities that submitted the annual funding count last year, even if services won't be provided due to closing or refusal of funds.

Facility 1

Facility name	Arkansas Sheriff's Youth Ranch
Contact person	Philip Ives
Contact phone	870-793-6841
Contact email	philip@youthranches.com

If services will be provided, what is the district's plan to provide services to students in facilities for neglected children and youth?	**Select Yes if used in this facility**
Transition and case management services	No
Tutoring services	Yes
Intensive intervention	No
Credit retrieval	No
Transition support for students exiting DJJ sites and re-entering schools	No
College and career readiness	No
Extended learning programs	No
Academic and non-academic support	No
Counseling/peer mediation services	No

Facility 2

Facility name	
Contact person	
Contact phone	
Contact email	

If services will be provided, what is the district's plan to provide services to students in facilities for neglected children and youth?
Transition and case management services
Tutoring services
Intensive intervention
Credit retrieval
Transition support for students exiting DJJ sites and re-entering schools
College and career readiness
Extended learning programs
Academic and non-academic support
Counseling/peer mediation services

Computer, software, and other equipment	No	Computer, software, and other equipment
Supplemental professional development	No	Supplemental professional development
Supplemental staff (transition coordinator, life skills specialist, public school liaison/coordinator, classroom assistance, summer school staff, tutors)	No	Supplemental staff (transition coordinator, life skills specialist, public school liaison/coordinator, classroom assistance, summer school staff, tutors)
Supplies and materials	No	Supplies and materials
Provide supplemental high-quality curriculum	No	Provide supplemental high-quality curriculum
Other	Yes	Other

Students identified as neglected children and youth also receive the following services, but these services are not provided through the Neglected set-aside funds. These students receive these services under other funding because these ser

Facility 3

Facility name	
Contact person	
Contact phone	
Contact email	

If services will be provided, what is the district's plan to provide services to students in facilities for neglected children and youth?	**Select Yes if used in this facility**
Transition and case management services	
Tutoring services	
Intensive intervention	
Credit retrieval	
Transition support for students exiting DJJ sites and re-entering schools	
College and career readiness	
Extended learning programs	
Academic and non-academic support	
Counseling/peer mediation services	

Facility 4

Facility name	
Contact person	
Contact phone	
Contact email	

If services will be provided, what is the district's plan to provide services to students in facilities for neglected children and youth?	
Transition and case management services	
Tutoring services	
Intensive intervention	
Credit retrieval	
Transition support for students exiting DJJ sites and re-entering schools	
College and career readiness	
Extended learning programs	
Academic and non-academic support	
Counseling/peer mediation services	

Computer, software, and other equipment	
Supplemental professional development	
Supplemental staff (transition coordinator, life skills specialist, public school liaison/coordinator, classroom assistance, summer school staff, tutors)	
Supplies and materials	
Provide supplemental high-quality curriculum	
Other	

Computer, software, and other equipment

Supplemental professional development

Supplemental staff (transition coordinator, life skills specialist, public school liaison/coordinator, classroom assistance, summer school staff, tutors)

Supplies and materials

Provide supplemental high-quality curriculum

Other

Facility 5

Facility name	
Contact person	
Contact phone	
Contact email	

If services will be provided, what is the district's plan to provide services to students in facilities for neglected children and youth?	**Select Yes if used in this facility**
Transition and case management services	
Tutoring services	
Intensive intervention	
Credit retrieval	
Transition support for students exiting DJJ sites and re-entering schools	
College and career readiness	
Extended learning programs	
Academic and non-academic support	
Counseling/peer mediation services	

Computer, software, and other equipment	
Supplemental professional development	
Supplemental staff (transition coordinator, life skills specialist, public school liaison/coordinator, classroom assistance, summer school staff, tutors)	
Supplies and materials	
Provide supplemental high-quality curriculum	
Other	

Title I Part C- Migrant

Who needs to complete this section?

LEAs receiving funds under this part.
If you do not receive Title I Part C funds, please check this box and skip this section. ☐

What does the Title I Part C program focus on?

This program establishes and improves educational services for children of migratory agricultural workers and fishers to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment. [ESEA § 1301 to 1309]

1.1 Priority for Services Migratory Students

What is the district's plan to serve Priority for Services Migratory Students? [ESEA § 1304(d)]

	Select Yes for all that apply
Develop Priority for Service Students intervention plans to ensure eligible students are served first	Yes

After-school support	No
Tutoring in ELA and Math	Yes
Provide high interest reading materials	Yes
Summer ELA/Math instruction	Yes
Referrals and health related materials	Yes
Other	No

1.2 Identification and recruitment of migrant students

What is the district's plan to identify and recruit migrant students? [ESEA § 1304(c)(7) and ESEA § 1301 34 CFR 200.81; 200.89 & 200.103(a)]

	Select Yes for all that apply
Include the Migrant Employment Survey on the District's enrollment packet	Yes
Develop procedures to effectively identify and recruit all eligible migrant students within district's boundaries	Yes
Allow Migrant staff to attend local and statewide training	Yes

Coordinate with organizations and agencies that provide to migrant students and their families	Yes
Other	No

1.3 Migrant Out of School Youth

What is the district's plan to provide services to Migrant Out of School Youth (OSY)? [ESEA § 1304(d)]

	Select Yes for all that apply
Provide books and materials to develop language skills	Yes
Coordinate with local colleges/universities/adult education centers about GED opportunities	Yes
Coordinate with other school/district programs and service providers	Yes
Evening classes	No
Information/assistance on re-enrolling in high school	Yes
Life skills instruction	Yes
Language services/instruction	Yes

Referrals and health-related materials	Yes
Supplies and materials	Yes
Summer instructional services to Out of School Youth (OSY)	No
Other	Yes

When we have out of school youth.

1.4 Migrant Education Program Performance Targets

What is the district's plan to prepare migrant students for high school completion and further education? [34 CFR § 200.83]

	Select Yes for all that apply
Identification of students at-risk of academic failure	Yes
Supplemental instructional services for credit recovery or acceleration (locally or online)	Yes
Communication with counselors to identify credit needs/credit accrual opportunities	Yes
Referrals for additional wrap-around services to support student learning	Yes
SAT/ ACT/ ACCUPLACER Prep enrollment assistance, prep courses, and materials	Yes
Student participation on the Migrant Student Advisory Council (MSAC)	Yes

Instructional supplies and materials	Yes
Career exploration	Yes
Coordination with College Assistance Migrant Program (CAMP)	Yes
Financial aid information and support	Yes
Home visits/home-based instruction	No
Other	

What is the district's plan to provide summer services to Migrant Students? [34 CFR § 200.83]

	Select if Yes
Home-based instructional services during summer for pre-k to 12	No
School-based summer program for K-12 using approved curriculum or focusing on STEM	Yes
Instructional services and support services during school intersections	Yes
Instructional materials and supplies for summer programs	Yes
Online learning opportunities during the summer	No

Other	No

Title I Part D, Subpart 2-Delinquent Facilities

Who needs to complete this section?

LEAs receiving funds under this part.
If you do not receive Title I Part D funds, please check this box and skip this section.

☑

What does the Title I Part D Subpart 2 program focus on?

This program supplements education services to help provide education continuity for children and youth in local delinquent facilities so that these youth can make successful transitions to school or employment once they are released from the institution. [ESEA §1421 to 1432]

1.1 LEA and Facilities' Agreements

LEA Memorandum of Understanding (MOU) or formal agreements [ESEA § 1423 and 1425 (1-13)]

Verify by selecting Yes:

The LEA verifies that all memorandums of understanding (MOU) or formal agreements have been signed with each facility receiving services through the Title I, Part D Subpart 2 program. The agreements include all necessary requirements in accordance with ESEA § 1423(2) and 1425 (1-13) and have been uploaded to the 2025-2026 folder in Indistar.

Facilities' needs assessment [ESEA § 1114(b)(6)]

Verify by selecting Yes:

The LEA verifies that each facility receiving services through this part has completed a needs assessment. The facility's needs assessment must be available to the SEA for monitoring if required.	

LEA Program Evaluations [ESEA § 1431]

	Verify by selecting Yes:
The LEA verifies that all memorandums of understanding (MOU) or formal agreements have been signed with each facility receiving services through the Title I, Part D Subpart 2 program. The agreements include all necessary requirements in accordance with ESEA § 1423(2) and 1425 (1-13) and have been uploaded to the 2025-2026 folder in Indistar.	

1.2 Facility Information

Please list all Delinquent facilities that submitted the annual funding count last year, even if services won't be provided due to closing or refusal of
This applies only to LEAs with Delinquent facilities within their boundaries. If you do not have Delinquent facilities, please skip this section.

Facility name	Contact person	Contact email	Contact phone

Services provided by the LEA to delinquent children and youth in facilities

1.3 Supplemental education programs for children and youth in delinquent facilities

Briefly describe the supplemental education program that will be provided to delinquent children and youth with Title I, Part D funds. [ESEA § 1423

Limit: 500 characters, approximately 100 words

Identify characteristics of the delinquent children and youth from the facility expected to be served by the program to meet their unique educationa

	Select Yes for all that apply
Students with learning disabilities	
Behavioral problems	
Substance abuse	
At-risk children and youth	

Other	

Briefly describe how the educational program will meet delinquent children and youth unique educational needs.

Limit: 500 characters, approximately 100 words

What are the LEA and facility's efforts to ensure that personnel working with delinquent children and youth are aware of a child's or youth's existing individualized education program? [ESEA § 1423(12)]

	Select Yes for all that apply
The IEP is obtained from the student's home school district, and the IEP is reviewed and amended to meet the individual's needs while attending the facility	
Teachers working specifically with a student who has an IEP will be notified, and accommodation/modification documentation sheets will be provided to them	
Special Education teachers will monitor the progress of each student's IEP goals and report them to the necessary parties involved	
The designated 504 Coordinator will monitor the progress and goals of each student with a 504 or Health plan	
Teachers will be provided with necessary accommodation/modification documentation sheets for any student with an IEP	
Other	

1.4 LEA and Facilities Coordination

How does the LEA coordinate with facilities to ensure that delinquent children and youth are participating in an education program comparable to one operating in the local school? [ESEA § 1423(3)]

	Select Yes for all that apply
Provide supplemental high-quality curriculum (materials and supplies for math, reading, science, etc).	
In classroom intervention during regular school hours for instruction provided under this part (Supplemental Staff like Transition Coordinator, Life Skills Specialist, Public school liaison/coordinator, Interventionists, Classroom Assistant, Summer School Staff, Tutors)	
Expand learning time beyond core instruction (Personnel for Tutoring, After School Class)	
Coordinate with activities to provide a well-rounded program of instruction	
Other	

How does the LEA and facility coordinate with other federal, state, and local programs? [ESEA § 1423(9)]

	Select Yes for all that apply
Work with outside agencies to assist students and specific needs for career/work readiness	
Acquire assistance from Vocational Rehabilitation, Workforce Development, Department of Human Services, Juvenile Court System and other education agencies to acquire appropriate skills for students.	
Other	

Title II Part A

Who needs to complete this section?

LEAs receiving funds under this part.
If you do not receive Title II Part A funds, please check this box and skip this section. ☐

What does the Title II Part A program focus on?

This program increases academic achievement by improving teacher and principal quality. This is done by increasing the number of highly qualified teachers, principals, and assistant principals in classrooms/schools through professional development, support for new teachers, and other activities. [ESEA § 2001 to 2104]

This section is required if the LEA transfers funds. Transfers must also be reflected in the FGM and eFinance Systems. An LEA must receive an allocation in a particular Title program in order to transfer funds into that program. **[ESEA § 5103 (b)(2)]**

Are you transferring funds out of Title II? Select Yes or No. No

If yes:

Destination of transfer	Percent (%)
Title I Part A	0.00%
Title I Part C	0.00%
Title I Part D	0.00%
Title III Part A	0.00%
Title IV Part A	0.00%
Title V Part B	0.00%
Total %	0.00%

Are you transfering 100% of Title II Part A funds? If yes, you may skip the next tab.

1.1 Title II Uses of Funds

How will the LEA utilize Title II, Part A funds not transferred? [ESEA § 2103]. If you are transfering 100% of Title II Part A funds, please skip this section.

	Select if Yes
Supplemental High-Quality Sustained Professional Development (in district) above the state's required 36 hours.	Yes
Supplemental High-Quality Sustained Professional Development (out of district) above the state required 36 hours.	Yes
Professional Development supplies, books, materials	Yes
Professional Development for High Dosage Tutoring	No
Travel costs for High-Quality Sustained Professional Development	Yes
Substitutes to cover classes for PD	Yes
Instructional Facilitator	No
Teacher Stipends (Chairperson, STEM Coach, Instructional Technology)	No
Class Size Reduction (K-3) Highly qualified certified salary position(s) to reduce class size to a 17:1 or below student/teacher ratio for all classes in that grade span	No
Other	

Title III English Language Learners

Who needs to complete this section?

LEAs receiving funds under this part. If you do not receive Title III funds, please check this box and skip this section.	☐

What does the Title III program focus on?

Language Instruction Educational Program (LIEP): Districts must use Title III funds in ways that build its capacity to continue to offer effective language instruction educational programs that assist English learners in meeting challenging State academic standards. ESEA Section 3113(b)(3)(E); ESEA Section 3115(c)(1); and ESEA Section 3116 (b)(1).

1.1 Title III Uses of Funds

How will the LEA utilize Title III funds?	Select if Yes
Curriculum purchases	Yes
Supplemental instructional programs	Yes
EL Platform (non-curricular to support compliance documentation and/or effective communication with families. e.g. ELLevation)	Yes
Before/after school tutoring	No
Instructional materials	Yes
Summer activity/program	Yes
ELL Professional Development training and supplies	Yes
ELL Parent Advisory Council	Yes
ESOL/ELD Instructional Facilitator	Yes

Professional Development travel costs	Yes
Teacher Stipends	No
Parent and Community Engagement Activities and Resources	Yes
Family literacy services	Yes
Translation services (funds may only be used for limited translation services, not for parent-teacher conferences.)	No
Other authorized activity under Title III	No

Title IV Part A

Who needs to complete this section?

LEAs receiving funds under this part.
If you do not receive Title IV Part A funds, please check this box and skip this section.

☐

What does the Title IV Part A program focus on?

This program improves student's academic achievement by increasing the capacity to: 1. Provide all students with access to a well-rounded education; 2. Improve school conditions for student learning; and 3. Improve the effective use of technology in order to improve academic achievement and digital literacy for all students. [ESEA § 4101 to 4121]

This section is required if the LEA transfers funds. Transfers must also be reflected in the FGM and eFinance Systems. An LEA must receive an allocation in a particular Title program in order to transfer funds into that program. [ESEA § 5103 (b)(2)]

Are you transferring funds out of Title IV? Select Yes or No.	No

If yes:

Destination of transfer	Percent (%)
Title I Part A	0.00%
Title I Part C	0.00%
Title I Part D	0.00%
Title II Part A	0.00%

Title III Part A	0.00%
Title V Part B	0.00%
Total %	0.00%

Are you transfering 100% of Title IV Part A funds? If yes, you may skip the next tab.

1.1 Title IV Uses of Funds

How will the LEA utilize Title IV, Part A funds in each of the three functional areas? [ESEA § 4101 to 4121]. If you are transfering 100% of Title IV Part A funds, please skip this section.

Well-Rounded Educational Opportunities

Program Code 167

Percent Budgeted of Title IV Part A	%	70.00%

Allocations over $30,000 must budget at least 20% of funds to this category.

How will the district utilize the funds?	**Select if Yes**
STEM program/Robotics/Materials	Yes
Music/Arts program/Theater/Materials	Yes
Concurrent Credit Opportunities	Yes
Additional Course Offerings (not required)	No
AP materials/testing fees	Yes
ACT preparation	Yes
College/career coaches	Yes
Standards based field trips	Yes

Software platforms for instruction	Yes
Technology specialist	Yes
High Dosage Tutoring	Yes
Professional Development	No
Other	No

Safe & Healthy Program

Program Code 168

Percent Budgeted of Title IV Part A	%	20.00%

Allocations over $30,000 must budget at least 20% of funds to this category.

How will the district utilize the funds?	**Select if Yes**
Professional Development	No
Tele-therapy (software platforms)	No
Software platforms for visitors/safety	Yes
Character Education programs (PBIS)	Yes
Sensory materials and resources	No
Mental Health Services	No
Vape detectors	No
SRO/CSSO	No
Shatterproof film	No
Electronic access door locks	No
Security cameras	No

Other	No

Effective Use of Technology

Program Code 169

Percent Budgeted of Title IV Part A	%	10.00%

Allocations over $30,000 must budget between 1% - 60% of the Title IV allocation to this category. A maximum of 15% of this amount may be used on technology infrastructure (15% of the technology [169] budget, not the overall Title IV allocation).

Allocations over $30,000
Formula: actual amount budgeted to technology infrastructure divided by the total amount budgeted for effective use technology X 100

The amount budgeted for Effective Use of Technology:	$	$0.00
The amount budgeted for the maximum 15% used for Technology Infrastructure:	$	$0.00

Allocations under $30,000

The amount budgeted for Effective Use of Technology:	$	$0.00

How will the district utilize the funds?	**Select if Yes**
Professional Development to implement technology into the classroom	Yes
Technology infrastructure (devices, equipment, software, platforms, servers)	Yes
Other	Yes

Title V Part B - Rural Education

Who needs to complete this section?

LEAs receiving funds under this part. **If you do not receive Title V Part B funds, please check this box and skip this section.**	☑

What does the Title V Part B program focus on?

This program provides rural LEAs with financial assistance to supplement initiatives aimed at improving student academic achievement. LEAs should only complete this application if eligible for Rural and Low-Income School (RLIS) funds or are Dual eligible and did not apply for Small Rural School Achievement (SRSA) funds. [ESEA § 5201 to 5212]

1.1 Title V Uses of Funds

How will the LEA utilize Title V Part B funds (RLIS only)? [ESEA § 5201 to 5212]

Supplemental activities and resources authorized under Title I Part A (select all that apply)

	Select if Yes
Supplemental Staff (Interventionists, Classroom Assistants, Tutors)	
Supplemental high-quality curriculum	
Before/ After-school tutoring program	
Technology devices and equipment (laptops, tablets)	
College and career readiness	

Computer software (platform access)	
Summer School	
High Dosage Tutoring	
Character Education programs	
Other authorized activity under Title I-A	

Supplemental activities and resources authorized under Title II Part A (select all that apply)

	Select if Yes
High-Quality Sustained Professional Development	
Teacher support personnel	
Teacher stipends (high need areas)	
Teacher stipends (chairperson, STEM coach, instructional facilitator)	
Job Fairs/Career Fairs	
Tuition reimbursement	
Substitutes for PD	
Class Size Reduction (K-3) Highly qualified certified salary position(s) to reduce class size to a 17:1 or below student/teacher ratio for all classes in that grade span	
Other authorized activity under Title II-A	

Supplemental activities and resources authorized under Title III (select all that apply)

	Select if Yes
Curriculum purchases	
Supplemental instructional programs	
EL Platform (non-curricular to support compliance documentation and/or effective communication with families. e.g. ELLevation)	
Before/after school tutoring	
Instructional materials	
Summer activity/program	
ELL Professional Development training and supplies	
ELL Parent Advisory Council	
ESOL/ELD Instructional Facilitator	
Professional Development travel costs	
Teacher Stipends	
Parent and Community Engagement Activities and Resources	
Family literacy services	
Translation services (funds may only be used for limited translation services, not for parent-teacher conferences.)	
Other authorized activity under Title III	

Supplemental activities and resources authorized under Title IV Part A (select all that apply)

	Select if Yes
STEM/Robotics program	
Music/Art/Theater program	
AP materials/testing fees	
ACT Prep/vouchers	
College or career coaches	
Standards-based field trips	
Technology (devices, software, platforms)	
Concurrent credit	
Professional development	
Access door locks	
Security cameras	
Shatterproof film	
Vape detectors	
SRO/CSSO	

Mental Health Supports/Counselors	
Other authorized activity under Title IV-A	

Supplemental activities and resources authorized under Title V Part B (select if apply)

	Select if Yes
Innovative parental involvement programs	

2026-2027 Assurances under ESSA & IDEA

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

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

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

DISTRICT NAME	**LEA NUMBER**

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

SECTION 1: CERTIFICATIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SECTION 3: FEDERAL PROGRAMS ASSURANCES (Formula Grants Only)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

TITLE I - 1003 – Improving the Academic Achievement of the Disadvantaged

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

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

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

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

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

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

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

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

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

TITLE I, PART C – Migrant Education Program

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

TITLE I, PART D Subpart 2 – Children or Youth who are Neglected, Delinquent, or At-Risk (Applicable to those LEAs that have projects funded under this part)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

TITLE IV, PART A – Student Support and Academic Enrichment

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

N. Supplement, Not Supplant (Section 4110)

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

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

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

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

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

program.

IDEA Part B (611) & (619) Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SECTION 3: APPROVAL AND SIGNATURE

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

BOARD APPROVAL AND SUPERINTENDENT SIGNATURE

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

Please sign and date:

_____ _____ ***LEA***

Superintendent Name LEA Superintendent Signature

Date: ___/_____/_____

_____ _____ ***LEA Board***

President Name LEA Board President Signature

Date: ___/_____/____

STUDENT NAME	GRADE	Current DISTRICT	District to Recieve	
Zoey Archuleta	7	Southside	Batesville	
Nova Jane Wheat	New K	Community Schools	Batesville	
Chloe Simpson	9	Southside	Batesville	
Shermi Zachraias	9	Southside	Batesville	
Troy Goal	9	Stawberry-Homeschool	Batesville	
Kamila Bernal	New K	Cave City	Batesville	
Lane Bean	New K	Southside	Batesville	
Fisher Spivey	New K	Cave City	Batesville	
Kehlani Neal	New K	Batesville	Batesville	
Caleb Wilkerson	12	Batesville	Batesville	
Jorge Mejia	New K	Batesville	Batesville	
Ramon Jimenez	New K	Batesville	Batesville	
Nash Slaughter	New K	Batesville	Batesville	
Mack Melton	1st	Cedar Ridge	Batesville	
Bentley Patton	New K	Southside	Batesville	
Diego Figueroa	New K	Batesville	Batesville	
Lynnlee Skinner	New K	Cedar Ridge	Batesville	
Keyla Hernandez	New K	Batesville	Batesville	
Hudson Moody	New K	Batesville	Batesville	
Braylynn Baker	New K	Cave City	Batesville	
Lincoln Gates	New K	Batesville	Batesville	
Jacob Prado	New K	Batesville	Batesville	
Hazel Hooper	New K	Batesville	Batesville	
Ivanna Whiteside	New K	Southside	Batesville	
Drake McSpadden	1st	Batesville	Batesville	
Mattie Krug	5	Batesville	Batesville	
Sophie Krug	11	Batesville	Batesville	
Emory Moore	New K	Cedar Ridge	Batesville	
Nicholas Deckard		Highland	Batesville	
Henry Deckard		Highland	Batesville	
Bradford O'Kelley	11th	Southside	Southside	
Swayze Headley	1st	Cedar Ridge	Batesville	
Stella Headley	8th	Cedar Ridge	Batesville	
Sophie Headley	2nd	Cedar Ridge	Batesville	
Sawyer Morrow	9th	Southside	Batesville	
Bayleigh Malloy	11th	Melbourne	Batesville	
B'rukhi Case	3rd	Southside	Batesville	
Alexia Beyer	4th	Cave City	Batesville	
Mariah Jordan	7th	Cedar Ridge	Batesville	
Myracle Jordan	9th	Cedar Ridge	Batesville	
Nevaeh Medina	7th	Sharp	Batesville	
Rosalie Medina	1st	Sharp	Batesville	

Rilynn Stormo	5th	Cave City	Batesville	
Tristan Hensley	7th	Cedar Ridge	Batesville	
Dylan Williams	9th	Batesville	Batesville	
Ava Brock	10th	Southside	Batesville	
Adlee Garrett	New K	Cave City	Batesville	
Charles Dean	11th	Melbourne	Batesville	
Abigael Buckalew	11th	Southside	Batesville	
Madelyn Ladd	8th	Cedar Ridge	Batesville	

STUDENT NAME	GRADE 26/27	Current DISTRICT	District to Recieve	
Scarlett Millay	4th	Sulphur Rock	Southside	
Elijah Millay	6th	Sulphur Rock	Southside	
Noah Millay	K	Batesville	Southside	
Adalynn Chapman	6th	BJHS	Southisde	
Henry Leal	K	Homeschool	Southside	
Slayer Marie Baker	3rd	Melbourne	Southside	
Bethany Williamson	9th	Homeschool	Southside	
Lilly Grace Williamson	10th	Homeschool	Southside	
Jessy Midkiff	6th	BJHS	Southside	
Diana Simpson	K	Batesville	Southside	
Oliver Bullard	1st	Homeschool	Southside	
Jaxson Queary	8th	Batesville	Southside	
Hadleigh Carroll	1st	Batesville	Southside	
Lainey Roberts	K	Batesville	Southside	
Ezekiel Gilbreath	K	Batesville	Southside	
Elijah Vannattan	3	Batesville	Southside	
Ashton Huckabee	K	Midland	Midland	
Addison Huss	8th	Midland	Southside	
Felix Martin	K	Southside	Southside	
Ava Mustin	K	Batesville	Southside	
John Westerfield	K	Southside	Southside	
Ava Young	K	Southside	Southside	
Lillian Blevins	K	Southside	Southside	
Kaylee Simpson	K	Southside	Southside	
Greyson Poore	K	Southside	Southside	
Guinevere Bentley	K	Southside	Southside	
Shiloh Greenfield	K	Southside	Southside	
Lily Richardson	K	Southside	Southside	
Kennedy King	K	Southside	Southside	
Renezmee Mauldin	K	Southside	Southside	
Chevy Dickinson	7th	Southside	Southside	
River Walley	K	Southside	Southside	
Jericho Downs	8th	Cedar Ridge	Southside	
Michael Fortenberry	K	Southsdie	Southside	
Collins Manley	K	Southside	Southside	
Chloe McClung	K	Southside	Southside	
Owen Richards	3	Highland	Southside	
Kora Triritt	11	ArVA	Midland	
Paxton Rogers	K	Melbourne	Southside	
Daniel Cano	K	Batesville	Southside	
Marcellus Neal	K	Bateville	Southside	
Ellerie Varela	New K	Batesville	Cave City	

Henrietta Flietner	New K	Batesville	Cave City	
Nash Wren	New K	Batesville	Southside	
Clarity Harie	New K	Batesville	Southside	
Devin Norsworthy	New K	Southside	Southside	
Kaitlyn Valdes	New K	Batesville	Southside	
Abigail Hively	5th	Batesville	Batesville	
Paisley Rhoades	New K	Batesville	Southside	
Dawson Miller	New K	Batesville	Southside	
Aria Lawson	New K	Batesville	Southside	
Genesis Johnson	New K	Batesville	Southside	
Cayden Berkheiser		Cedar Ridge	Southside	
Silas Grey Ramos	1st	Batesville	Southside	
Calvin Winemiller	New K	Southside	Southside	
Paislee Brooks	New K	Southside	Southside	
Karter Batson	New K	Batesville	Southside	
Kenyan Henderson	9th	Batesville	Southside	
Jack Davidson	New K	Batesville	Southside	
Jensen Easter		Batesville	Southside	
Ivory Dakota Cunningham	8	Batesville	Cedar Ridge	
Cason Rolins	9	Southside	Southsdie	
Clara Rolins	4	Southside	Southsdie	
Cameron Rolins	6	Southside	Southsdie	
Olivia Tucker	1	Cave City	Southside	
Elena Tucker	New K	Cave City	Southside	
Haiden Stansberry	New K	Batesville	Southside	
Benjamin Johnson	New K	Southside	Southside	
Earnie Childress	9	Batesville	Southside	
Millie Childers	3	Batesville	Southside	
Rilie Hodge	12	Batesville	Cedar Ridge	
Harlen Blevins	New K	Batesville	Southside	
Millie Mize	New K	Batesville	Southside	
Austin Dunhan	10th	Batesville	Southside	
Dallas Dunhan	11	Batesville	Southside	
Landon Allender	9th	Southside	Southside	
Faith Ford	11	Batesville	Cedar Ridge	
Casya Milligan	New K	Batesville	N/A	
Elizabeth Arreaga	1st	Batesville	Southside	
Maricela Arreaga	New K	Batesville	Southside	
Braylen Melton		Cushman	Cave City	
Loren Melton		Cushman	Cave City	
Hensly Fuqua	2nd	Batesville	Cave City	
Kipton Fuqua	5th	Batesville	Cave City	
Eleanor Herrin	New K	Cave City	Cave City	

Jaxton Hall	New K	Midland	Southside	
Kolton Rogers	11	Batesville	Cedar Ridge	
Lilith Payton	2nd	Batesville	Cedar Ridge	
Braxton Payton	2nd	Batesville	Cedar Ridge	
Harper Little	8th	Batesville	Southside	
Xavier Haigwood	1st	Batesville	Southside	
Jaden Morrison	11th	Batesville	Southside	
Dylan Tenango	10th	Batesville	Southside	
Camielgh Pinkston	2nd	Southside	Southside	
Hollis Witt	2nd	Batesville	Southside	
Emma Bridgeman	5th	Batesville	Southside	
Abdiel Diaz	2nd	Batesville	Southside	
Tyler Stephens	10th	Cedar Ridge	Southside	
Thomas Willey	12th	Batesville	Cave City	
Emma Bevil	7th	Batesville	Southside	
Sophia Bevil	10th	Batesville	Southside	
Lexton Stoll	1st	Batesville	Southside	
Abel Watts	7th	Southside	Southside	
Jaxton Harding Hudson	9th	Batesville	Southside	

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Batesville High School

Principal: Kevin Bledsoe
Assistant Principals: Jace Dunegan, Briley Strecker
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Core District Beliefs

- When everyone feels safe to try and fail, learning and growth will occur.
- We believe in strong, positive relationships with clear communication cultivate a sage and valued learning experience.
- We believe excellence is attainable for all.
- We believe that every student can achieve at high levels when their individual needs are met.
- We believe everyone will be engaged when their unique talents are recognized, valued, and utilized.

District and School Goals

We will ensure excellence for all

- Align district-wide systems to support student and staff excellence at the school level (2027-2031)

We will ensure multilingual learners thrive

- Establish support for multilingual students and staff.
- Cultivate effective practices among staff members. (2027)
- Create an inclusive/culturally responsive environment

We will foster a positive public perception

- Cultivate processes for students and staff that develop a sense of belonging.
- Implement meaningful recognition practices for students and staff.
- Organize events that include internal and external stakeholders. (2027)
- Utilize structures for capturing and sharing compelling stories to multiple stakeholder groups.

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We will recruit, develop, and retain highly effective staff.

- Develop a recruitment process to attract highly qualified staff.
- Provide opportunities for staff to obtain mentoring, meaningful professional development, and assistance from highly trained staff.
- Create a sustainable incentive program to retain staff.

We will build and maintain community partnerships.

- Celebrate community partnerships that actively engage with students and school initiatives.
- Create active partnerships with the community that will support students' and businesses' success.

2027 Goal 1: Ensuring excellence for all and aligning systems to support success:

In the 2026-2027 school year, 40% of Batesville High School students in grades 9-10 will score in Level 3 or 4 in ATLAS Summative ELA

- 2025-2026 ATLAS Summative ELA 9-10 Levels 3&4: 36%
- 2024-2025 ATLAS Summative ELA 9-10 Levels 3&4: 31%
- 2023-2024 ATLAS Summative ELA 9-10 Levels 3&4: 29%

In the 2026-2027 school year, 32% of Batesville High School students in grades 9-10 will score in Level 3 or 4 in ATLAS Algebra 1/ Geometry Summative.

- 2025-2026 ATLAS Math Summative Alg 1/Geometry Levels 3&4: 26%
- 2024-2025 ATLAS Math Summative Alg 1/Geometry Levels 3&4: 29%
- 2023-2024 ATLAS Math Summative Alg 1/Geometry Levels 3&4: 28%

In the 2026-2027 school year, 45% of Batesville High School students in Biology will score in Level 3 or 4 in ATLAS Summative Assessment.

- 2025-2026 ATLAS Summative Biology Levels 3&4: 41%
- 2024-2025 ATLAS Summative Biology Levels 3&4: 35%
- 2023-2024 ATLAS Summative Biology Levels 3&4: 36%

Evidence: Unit plans, pacing guides, and proficiency scales for all subject areas are complete, aligned to state standards, and are aligned horizontally and vertically across

grade levels. ATLAS Interim Assessments fall and spring semester will be used to monitor alignment and progress.
Action Steps
Develop and maintain proficiency scales for all priority standards to ensure consistent expectations across classrooms.
Conduct regular instructional walkthroughs to monitor alignment between curriculum, instruction, and assessment.
Develop common formative assessments aligned to proficiency scales and priority standards.
All teachers will participate in Professional Learning Communities (PLCs) focused on analyzing student learning and instructional effectiveness.
Train teacher and instructional leaders to support curriculum implementation and instructional alignment.
2027 Goal 2: All BHS teachers will implement evidence based practices to support multilingual learners.
Evidence: Observation and Feedback, Instructional Coaching, Professional Development Coaching
Action Steps
Provide professional development on effective instructional strategies for multilingual learners.
Offer professional learning focused on scaffolding instruction while maintaining grade-level rigor.
Incorporate academic vocabulary instruction into daily lessons.
Create systems for sharing accommodations and instructional supports among staff.
Conduct classroom observations to identify strengths and opportunities related to multilingual learner instructional practices.

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Assist PLCs in examining student work to identify effective practices and areas for instructional adjustment.
2027 Goal 3: Batesville High School will increase attendance at stakeholder engagement events by 10% compared to the previous school year. .
Evidence: Parent/Teacher Conferences, First Event, Quarterly Academic Awards Ceremony, College Fair, Area Career Fair, FAFSA and Scholarship Workshops, Senior Signing Day.
Action Steps
Develop an annual calendar of stakeholder engagement events that includes academic, extracurricular, career, and community-focused opportunities.
Establish a stakeholder engagement committee composed of staff, students, parents, and community representatives.
Identify community organizations, businesses, and partners to collaborate in school events and initiatives.
BHS Goal 4: All students in grades 9-12 will be introduced to and provided an opportunity to explore a variety of careers.
Evidence: Class meetings, Launch for Students, Career Fairs, Internship and Job Shadowing opportunities, guest speakers
Action Steps
Introduce students to career clusters and pathways through advisory periods, classroom lessons, and school-wide activities.
Explore careers through Launch for Students (Advisory)
Assist in organizing and participating in area career fair featuring representatives from a variety of industries and professions through WorkWired.
Host career speakers and guest presenters throughout the school year.

Coordinate college, technical school, military, and workforce information sessions for students and families.
Assist in the development of internship and apprenticeship partnerships with local businesses and organizations through WorkWired.
Conduct mock interviews with business and community partners.
BHS Goal 5: All students will develop a Personal Student Success Plan to use as a guide for graduation and post-secondary education and/or workforce readiness.
Evidence: Class meetings, Advisory Class, Launch for Students
Action Steps
Use concurrent and dual credit courses to prepare students for college/careers.
Create flexible schedules based on the individual needs of each student (internships, JAG Job, etc)
Use Launch for Students as a tool for post-secondary and workforce readiness exploration.
Career Coach working in conjunction with UACCB to offer pathways to acceleration and workforce education center.
Student Success Plans for all grades in Launch for Students to track student progress to graduation with merit and distinction.

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Every Student Growing Every Day

Batesville Junior High School Charter

Principal: Casey Burnside
Assistant Principal: Scott Carpino

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SMART Goals

1. In the 2026-2027 school year, BJHSC will increase the percentage of students scoring in Levels 3 and 4 on the ATLAS Summative Mathematics Assessment from 43% to 48%, representing a 5 percentage-point increase from the 2025-2026 school year.

2. In the 2026-2027 school year, BJHSC will increase the percentage of students scoring in Levels 3 and 4 on the ATLAS Summative ELA Assessments from 37% to 42%, representing a 5 percentage-point increase from the 2025-2026 school year.

3. All BJHSC students will engage in career exploration through "Launch for Students!" by completing career and college readiness lessons designed to increase awareness of career pathways and postsecondary opportunities. Students will develop a Student Success Plan (SSP) that will follow them through junior high and into their 9th grade year, revisiting and updating the plan annually with a counselor based on their interests, goals, and information gained through career exploration activities. Parents/guardians will be actively involved in the Student Success Plan process and will review and sign the plan annually as required by state guidelines. Additionally, Technology and Computer Science course options will be added to the elective offerings at BJHSC to enhance career readiness by equipping students with both technical and soft skills. This work aligns with the district's Career and Technical Education (CTE) planning efforts by supporting early career awareness, pathway exploration, and intentional academic planning for future success.

4. BJHSC will increase the academic success of students identified as English learners by ensuring that 100% of teachers implement research-based language supports in instruction and by demonstrating growth in student language proficiency and academic performance as measured by ELPA21, classroom assessments, and course grades. This goal aligns with the Batesville School District Strategic Plan to ensure multilingual learners thrive.

5. BJHSC will strengthen parent and community engagement by increasing communication with stakeholders, expanding opportunities for family involvement, and developing meaningful partnerships with local businesses and community organizations. By May 2027, at least 85% of parents and community stakeholders responding to the annual engagement survey will indicate satisfaction with school communication, family engagement opportunities, and school-community partnerships. Through consistent communication, family engagement activities, and collaborative partnerships, BJHSC will foster a supportive school community that promotes student success and strengthens relationships between the school, families, and community.

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Every Student Growing Every Day

SMART Goal 1:

In the 2026-2027 school year, BJHSC will increase the percentage of students scoring in Levels 3 and 4 on the ATLAS Summative Mathematics Assessment from 43% to 48%, representing a 5 percentage-point increase from the 2025-2026 school year.

Evidence: ATLAS Summative Data

Timeline: Student progress will be monitored and analyzed throughout the school year using ATLAS Interim Assessments, ATLAS Classroom Assessments, and other benchmark data. Results will be reviewed during PLC and department meetings to guide instructional decisions and interventions. Academic support and intervention efforts will be monitored and adjusted as needed throughout the year.

Action Steps

Targeted academic support and intervention will be provided during the intervention period for students who are struggling in mathematics.

After-school math tutoring opportunities will be available to all students needing additional support or enrichment.

i-Ready, instructional best practices, and formative assessment data will be utilized to personalize instruction and address individual student learning needs.

Curriculum and instruction will be aligned to the Arkansas Essential Standards and ATLAS Assessment Blueprints to ensure students are prepared for grade-level expectations and state assessments.

PLCs will regularly analyze student performance data, pacing, curriculum implementation, and assessment results to ensure instructional fidelity and identify areas for improvement.

A structured mathematics intervention program will be implemented to support student growth in mathematical proficiency. Students will engage in targeted skill practice aligned to individual learning needs and grade-level standards. Progress will be monitored regularly through available assessment data, and students will be assigned to a teacher who will monitor progress, establish goals, provide accountability, and celebrate growth. Intervention supports will be adjusted based on student performance and identified areas of need.

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Every Student Growing Every Day

SMART Goal 2:

In the 2026-2027 school year, BJHSC will increase the percentage of students scoring in Levels 3 and 4 on the ATLAS Summative ELA Assessments from 37% to 42%, representing a 5 percentage-point increase from the 2025-2026 school year.

Evidence: ATLAS Summative Data

Timeline: Student progress will be monitored and analyzed throughout the school year using ATLAS Interim Assessments, ATLAS Classroom Assessments, and other benchmark data. Results will be reviewed during PLC and department meetings to guide instructional decisions and interventions. Academic support and intervention efforts will be monitored and adjusted as needed throughout the year.

Action Steps

Targeted academic support and intervention will be provided during the intervention period for students who are struggling in reading.

After-school reading tutoring opportunities will be available to all students needing additional support or enrichment.

Amplify ELA, instructional best practices, and formative assessment data will be utilized to personalize instruction and address individual student learning needs.

Curriculum and instruction will be aligned to the Arkansas Essential Standards and ATLAS Assessment Blueprints to ensure students are prepared for grade-level expectations and state assessments.

PLCs will regularly analyze student performance data, pacing, curriculum implementation, and assessment results to ensure instructional fidelity and identify areas for improvement.

A structured reading intervention program will be implemented to support student growth in literacy. Students will engage in targeted skill practice aligned to individual learning needs and grade-level standards. Progress will be monitored regularly through available assessment data, and students will be assigned to a teacher who will monitor progress, establish reading goals, provide accountability, and celebrate growth. Intervention supports will be adjusted based on student performance and identified areas of need.

Teachers will incorporate evidence-based literacy practices, including explicit vocabulary instruction, comprehension strategies, and opportunities for reading across content areas to strengthen students' reading proficiency.

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Every Student Growing Every Day

SMART Goal 3:

All BJHSC students will engage in career exploration through "Launch for Students!" by completing career and college readiness lessons designed to increase awareness of career pathways and postsecondary opportunities. Students will develop a Student Success Plan (SSP) that will follow them through junior high and into their 9th grade year, revisiting and updating the plan annually with a counselor based on their interests, goals, and information gained through career exploration activities. Parents/guardians will be actively involved in the Student Success Plan process and will review and sign the plan annually as required by state guidelines. Additionally, Technology and Computer Science course options will be added to the elective offerings at BJHSC to enhance career readiness by equipping students with both technical and soft skills. This work aligns with the district's Career and Technical Education (CTE) planning efforts by supporting early career awareness, pathway exploration, and intentional academic planning for future success.

Evidence: Student schedules, "Launch for Students!" completion and participation data, Student Success Plans (SSPs), annual parent/guardian signatures on SSPs, and course enrollment data.

Timeline: Counselors will monitor student scheduling, Student Success Plan development, parent involvement, and annual SSP signatures throughout the school year. "Launch for Students!" participation and completion data will be reviewed regularly by administration, counselors, and leadership team members to monitor implementation and student engagement.

Action Steps

All students will participate in weekly career readiness lessons and activities through "Launch for Students!" to increase awareness of career pathways, workplace skills, and postsecondary opportunities. Additional career-focused experiences will be provided through Career Exploration, Career Awareness, and Leadership & Service courses.

Technology and Computer Science courses will be added to the BJHSC elective offerings to expand opportunities for students to develop technical, problem-solving, collaboration, and digital literacy skills that support future career readiness.

All BJHSC students will receive annual course advising from the counseling staff to ensure they understand available academic and career-focused opportunities and can make informed decisions regarding course selections.

Student Success Plans will be developed for all students beginning in the 6th grade Career Exploration course or upon enrollment at BJHSC. Plans will be reviewed and updated annually using information gained through career exploration activities, student interests, academic performance, and counselor guidance. Parents/guardians will participate in the annual review process and will sign the Student Success Plan each year to acknowledge involvement in their child's academic and career planning.

All students will complete assigned "Launch for Students!" lessons and activities to strengthen career awareness, goal setting, financial literacy, college readiness, and workforce preparedness.

Eighth-grade students will collaborate with counselors and high school advisors to expand their Student Success Plans into a preliminary four-year high school plan. During this process, students will explore available academic pathways, Career and Technical Education opportunities, and postsecondary options to support informed decision-making for high school and beyond.

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Every Student Growing Every Day

SMART Goal 4:

BJHSC will increase the academic success of students identified as English learners by ensuring that 100% of teachers implement research-based language supports in instruction and by demonstrating growth in student language proficiency and academic performance as measured by ELPA21, classroom assessments, and course grades. This goal aligns with the Batesville School District Strategic Plan to ensure multilingual learners thrive.

Evidence: ELPA21 growth data, classroom observation data showing implementation of ELL strategies, and/or improved grades and course completion rates for English learners

Timeline: Student progress will be monitored and analyzed throughout the school year using ELPA21 data, classroom assessments, grades, and teacher observations. Implementation instructional strategies will be reviewed through classroom observations and PLC discussions. The leadership team, counselors, teachers, administration, and ESOL staff will regularly review student performance data and adjust supports and interventions as needed to promote language acquisition and academic success.

Action Steps

Teachers will participate in professional learning opportunities focused on effective instructional strategies for students identified as English learners, including scaffolding techniques, academic vocabulary development, and structured language practice. Teachers will apply these strategies consistently within their classrooms to support language acquisition and content mastery.

Classroom teachers will implement accommodations and supports identified for English learners, including visual aids, graphic organizers, sentence stems, and other scaffolds that promote access to grade-level content. Administrators will monitor implementation through classroom observations and feedback cycles.

Student progress will be reviewed regularly using ELPA21 data, classroom assessments, grades, and teacher observations. Students requiring additional support will be identified, and targeted interventions will be provided to address specific language and academic needs.

General education teachers, interventionists, counselors, and ESOL staff will collaborate throughout the year to discuss student progress and instructional needs. These collaborative efforts will ensure consistent support and alignment of strategies across learning environments.

Teachers will provide intentional opportunities for students to develop speaking, listening, reading, and writing skills within all content areas. Academic language development will be embedded into daily instruction through structured discussions, collaborative learning, and content-specific vocabulary instruction.

The school will strengthen partnerships with families of multilingual learners through regular communication regarding student progress, academic expectations, and available resources. Communication will be provided in a language and format that is accessible to families whenever possible.

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Every Student Growing Every Day

SMART Goal 5:

BJHSC will strengthen parent and community engagement by increasing communication with stakeholders, expanding opportunities for family involvement, and developing meaningful partnerships with local businesses and community organizations. By May 2027, at least 85% of parents and community stakeholders responding to the annual engagement survey will indicate satisfaction with school communication, family engagement opportunities, and school-community partnerships. Through consistent communication, family engagement activities, and collaborative partnerships, BJHSC will foster a supportive school community that promotes student success and strengthens relationships between the school, families, and community.

Evidence: Parent orientation sign-in sheets, PTO meeting records, family engagement event attendance, newsletters, social media communication records, stakeholder survey participation and results, and documentation of community partnerships.

Timeline: Family and community engagement efforts will be monitored throughout the school year by the BJHSC Parent Engagement Coordinator, counselors, administration, and leadership team. Participation data, communication efforts, and partnership activities will be reviewed periodically to evaluate effectiveness and identify opportunities for growth.

Action Steps

Monthly newsletters and daily announcements will be shared through Facebook, email, and other communication platforms to keep families informed about school events, programs, student achievements, and important school information.

A parent orientation night and additional family engagement opportunities will be provided throughout the school year to strengthen communication and increase family involvement in the school community.

BJHSC will maintain an active PTO and encourage participation through regular meetings, volunteer opportunities, and collaboration on school events and initiatives.

BJHSC staff will regularly communicate with families regarding student progress, school activities, and available resources to promote strong home-school partnerships.

Partnerships with local businesses, community organizations, and civic groups will be developed and maintained to provide resources, student support services, mentoring opportunities, and career awareness experiences.

Stakeholder feedback will be collected through surveys, meetings, and other communication channels to identify strengths, address concerns, and guide continuous improvement efforts related to family and community engagement.

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Every Student Growing Every Day

Eagle Mountain Elementary

Principal: Mychelle Spivey
Assistant Principal: Stephen Robertson
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EME ATLAS Progression Report

SMART Goal 1: By the end of the 2027 academic year, we will deliver high-quality, data-driven instruction aligned to state standards and student needs, resulting in a 5% increase in overall student growth and achievement in Science, Math and Literacy.

- In the 2026-2027 school year, 48% of Eagle Mountain students in grades K-5 will score in Level 3 or 4 in ATLAS Summative ELA.
- In the 2026-2027 school year, 56% of Eagle Mountain students in grades K-5 will score in Level 3 or 4 in ATLAS Summative Math.
- In the 2026-2027 school year, 51% of Eagle Mountain students in grades K-5 will score in Level 3 or 4 in ATLAS Summative Science.

Evidence: District CFA's, K-3 ATLAS Screener, ATLAS, iReady Diagnostic

Action Steps

All grade-level teachers will meet weekly to analyze data in order to create small groups and specific interventions as needed during PLCs, RTI meetings, and team meetings.

Classroom teachers will plan and implement iReady Math, CKLA, UFLI, and Amplify Curriculum.

All Kindergarten through 5th-grade teachers will use informal and formal classroom assessments to monitor student progress throughout the school year.

Grade-level math teachers will have professional training with iReady Consultants.

Grade-level science teachers will have professional training with Amplify Consultants.

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Follow the district literacy plan with fidelity.
A reading interventionist will provide Tier 2 instruction with targeted students.
All K-5 teachers will be RISE trained and implement SOR strategies into daily routine and instruction.
Some aides will be RISE trained and all will help use SOR strategies in interventions.
Teachers will plan and implement district-wide HQIM while using Phonics First, Heggerty, Gizmos, BUILD, iReady Literacy, and CKLA Skills as supplemental resources.
SMART Goal 2: By the end of 2031, we will improve parent and community engagement by increasing participation in schoolwide events from 36% (175 attendees) to 45% (219 attendees), achieving a 25% total increase in attendance. In addition, establish two-way communication with at least 95% of families by the end of each grading period.
Evidence: Parent Square Report, Event attendance, Call Logs
Action Steps
Communication to stakeholders will include a weekly campus newsletter, social media outlets, and Parent Square.
The Community Schools Model Coordinator will help to focus our campus towards building community relationships.
Create more opportunities (extracurricular and academic) for parents and community partners to attend (in-person tutoring nights or online how-to videos that focus on parents using technology, social-emotional health of students for parents, and understanding curriculum and school vocabulary).
The campus will host a variety of family events, such as Literacy Night and STEAM Night.
SMART Goal 3: Ensure that all students have a safe, supportive, and collaborative culture for learning by increasing attendance and decreasing discipline referrals. • Increase student attendance from 95.61% to 97.11% by the end of the 2026-2027 school year. • Reduce office discipline referrals by 15%, from 270 to 229 referrals (or fewer), by the end of the 2026-2027 school year.
Evidence: Discipline Reports/Data, Attendance Records, Needs Assessment

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Every Student Growing Every Day

Action Steps
Monthly school-wide celebrations that will recognize and honor citizens of the month.
Student leaders will host morning announcements and work on sharing communication skills, manners, celebrations, etc.
Work with community partners and PTO to make campus improvements.
Continue to provide weekly food bags for students in need of extra resources on the weekends.
Establish a Guided Coalition that will identify and uphold the campus mission, vision, and collective commitments.
Our Community School Site team will meet to review our needs assessment for improvements in parent engagement, communication, etc. throughout the school year.
SMART Goal 4: In the 2026-2027 school year, 55% of Eagle Mountain's 3rd-graders who are identified as English Learners will score Level 2 or higher in ATLAS Summative ELA.
Evidence: ATLAS Summative- ELA
Action Steps
All staff members will be SIOP trained and use SIOP strategies in daily lessons.
An ESOL teacher will be housed at Eagle and will push-in and pull-out ELL students.
Students scoring a level 1 and 2 in 2nd Grade ATLAS ELA will be identified before going into 3rd Grade, so targeted interventions can start immediately in 3rd Grade.

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Every Student Growing Every Day

Sulphur Rock Elementary

Principal: Tina Baker

Site Stakeholder Team
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SMART Goal 1: In alignment with the district's Strategic Plan Goal 1, *Ensuring Excellence for All*, the Sulphur Rock Elementary will increase the academic growth of students in the lowest quartile of achievement. By May 2027, the percentage of students in the lowest quartile of achievement who meet or exceed their annual growth targets will increase from 58% to 65% in English Language Arts, from 33% to 50% in Mathematics, and from 41% to 52% in Science, as measured by state growth data and local benchmark assessments. Progress will be monitored quarterly through formative assessments, intervention data, and PLC review cycles to ensure targeted support and instructional adjustments for low-performing students.

Evidence: Common Formative Assessment (CFA) for Essential Grade Level Standards, ATLAS Screener, Interim and Summative Assessments, .ATLAS Testlets K-3, Dibels, iReady Diagnostic, and DSA

Strategies: Collect and desegregate student data in Professional Learning Communities (PLC) to identify strengths and weaknesses, incorporate What I Need (WIN) Intervention & Enrichment time for all students, and complete Individual Reading Plans and Math Intervention Plans for student's needs.

Timeline: July 1, 2026 - June 30, 2027

Action Steps

- Administer the ATLAS K-3 Screener, Dibels, DSA, and iReady Diagnostic within the first 30 days of school
- Analyze the data from all BOY assessments in weekly PLC meetings and identify students in the lowest quartile within the first four weeks of school
- Implement targeted intervention groups in ELA, Math, and Science by identifying students with similar strengths or weaknesses for targeted support into groups for What I Need (WIN) time
- Utilize PLCs to analyze growth data and adjust instructional strategies
- Assign students to interventionist based on need and set goals for individual students
- Conduct quarterly reviews of growth data to evaluate progress toward the goals

- Administer weekly CFA to monitor learning of essential standard taught

SMART Goal 2: In alignment with the district's commitment to ensuring multilingual learners thrive, by May 2027, 100% of multilingual learners at SRE will receive targeted language and academic supports, and at least 75% will demonstrate growth in English language proficiency and/or academic achievement as measured by English language proficiency assessments, local benchmark data, classroom performance, and progress-monitoring tools. Progress will be reviewed quarterly through PLC meetings, multilingual learner data reviews, and intervention monitoring to ensure students have equitable access to grade-level learning and opportunities for success.

Evidence: Lesson plans showing language supports and differentiation strategies, teacher professional development attendance records related to multilingual learners, PLC agendas, minutes, and data review documents focused on multilingual learner progress, family communication logs, translated materials, and parent engagement records, intervention schedules and progress-monitoring documentation as well as student academic performance and report card data

Strategies: Provide targeted language support and instructional accommodations in classrooms, monitor multilingual learner progress quarterly using academic and language proficiency data, provide professional learning for teachers on effective strategies for multilingual learners, strengthen communication and engagement with multilingual families through translated resources and outreach, use PLCs to review multilingual learner data and adjust supports based on student needs

Timeline: July 1, 2026 - June 30, 2027

Action Steps

- Provide professional development on effective instructional practices for multilingual learners
- Provide targeted language supports and accommodations for multilingual learners in classrooms
- Monitor language proficiency and academic progress quarterly and adjust supports as needed
- Utilize PLCs to review multilingual learner data and plan interventions
- Strengthen communication and engagement with multilingual families through translated resources and outreach opportunities
- Incorporate academic vocabulary instruction, visual supports, and structured student discourse opportunities
- Share best practices through PLCs
- Provide opportunities for families to participate in school events and support student learning at home

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Every Student Growing Every Day

SMART Goal 3: By May 2027, 100% of students and staff will actively participate in the school-wide Positive Behavior Intervention and Supports (PBIS) program, as evidenced by implementation fidelity checks, participation in PBIS lessons and activities, and consistent use of PBIS expectations and behavior data systems. In addition, the school will increase overall student attendance by at least 3% from the current baseline, as measured by quarterly attendance reports and annual state attendance data.

Evidence: Collaboration with stakeholders creating PBIS matrix, PBIS training sign-in sheets and agendas for staff, documentation of school-wide PBIS lessons taught to students, behavior referral data showing decreases in office discipline referrals, student and staff surveys on PBIS implementation and school climate, PBIS participation logs (e.g., student recognition, reward systems), ADA/ADM statistics attendance report, communicate with our families about why attendance matters and the attendance goal for the year, attendance letters sent home after five missed days then at 10 days if needed, attendance reported to the prosecuting attorney in accordance with state law, incentives used for attendance

Strategies: Update the current PBIS matrix, staff training and communication, student engagement, recognition and reinforcement, progress monitoring, family and community involvement.

Timeline: July 1, 2026 - June 30, 2027

Action Steps

- Provide annual PBIS training and ongoing refreshers for all staff to ensure consistent implementation of expectations and procedures
- Form/Strengthen PBIS Leadership Team
- Implement monthly PBIS lessons and recognition activities to reinforce positive behavior
- Develop and Communicate Behavior Expectations to students and families
- Create a tiered system of behavioral supports for students needing additional interventions
- Launch attendance monitoring systems to identify students with chronic absenteeism early
- Develop attendance incentive programs for students, classrooms, and grade levels
- Strengthen family engagement through regular communication, attendance awareness campaigns, and parent partnerships

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Every Student Growing Every Day

SMART Goal 4: By May 2027, the school will provide all students with at least 150 minutes of physical education per week and implement a comprehensive wellness program that includes a health-related fitness component (e.g., Presidential Youth Fitness Program), daily access to free drinking water, and integrated nutrition education through PE instruction and cafeteria partnerships.

Evidence: Increased PE instructional time and verified implementation of wellness practices, master schedules and teacher lesson plans documenting increased physical activity, PE instructional logs and classroom walkthrough data confirming instructional time and standards alignment, Presidential Youth Fitness Program assessment data and student fitness reports, walkthrough and facilities checks verifying consistent student access to working, free water stations throughout the school day, curriculum mapping and lesson plans showing nutrition education embedded in PE, evidence of cafeteria collaboration, wellness committee meeting minutes and quarterly implementation review data

Strategies: Build and monitor a master schedule that ensures all students receive a minimum of 150 minutes of PE per week, implement the Presidential Youth Fitness Program with fall/spring assessments and student goal tracking, ensure all students have daily access to free drinking water through maintained water stations and classroom routines, embed nutrition lessons into PE instruction and reinforce concepts through classroom lessons and cafeteria partnerships, and use a Wellness Committee to conduct quarterly walkthroughs, review implementation data, and adjust practices based on results.

Timeline: July 1, 2026 - June 30, 2027

Action Steps

- Build and maintain a master schedule ensuring all students receive a minimum of 150 minutes of PE per week
- Provide professional development for staff on the Presidential Youth Fitness Program and student fitness goal setting
- Implement fitness assessments at least twice per year to monitor student health-related fitness growth
- Install, maintain, and routinely inspect accessible water stations to ensure free student access throughout the school day
- Integrate nutrition education lessons into PE units and reinforce concepts across grade-level classrooms
- Partner with cafeteria staff to align menus, promote healthy choices, and reinforce nutrition messaging
- Conduct quarterly wellness committee meetings to review implementation data and make instructional or program adjustments
- Use walkthroughs each semester to ensure fidelity of PE time and wellness program implementation

Strategic Plan
School Level Improvement Plan
2026-2027

Every Student Growing Every Day

Pillars of Community School			
Integrate Student Supports	Expand and Enrich Learning	Engage Families and Communities	Lead in Collaboration

West Elementary

BATESVILLE SCHOOL DISTRICT

School Level Improvement Plan
2026-2031

Every Student Growing Every Day

West Elementary

Principal: James Housdan
Assistant Principal: Rachel Mosier
Site Stakeholder Team
Requirements of School Improvement Plans
MySchoolInfo
2024-2025 School Report Card

Vision Statement

"Our aim is to lay the foundation for future growth in all students, enabling them to reach their maximum potential."

Mission Statement

"We are dedicated to Enriching Students' lives for The future."

Culture & Climate

Long Term Goal: Promote a school that creates a culture of nurturing and learning.

Objective: Improve student learning by creating a personalized learning environment.

Strategy: Make West Elementary School a fun, safe, and inviting place for students to mature mentally, socially, and physically.

Action Steps: Utilize our Professional Learning Communities and promote an ongoing process in which educators work collaboratively ***to build a co-teaching partnership*** in recurring cycles of collective inquiry and action research to achieve better results for the students we serve. ***Applying and having been selected, West (BSD) is partnered with the Department of Elementary and Secondary Education to build an inclusive education for students by implementing Universal Designs of Learning (UDL) with Multi-Tiered Systems of Support (MTSS).*** These are common and proven practices to promote teacher collaboration that increase student achievement. We will celebrate, collaborate, encourage, engage, and promote both relationships and high levels of learning. In response to ACT 1084 the district established a committee to explore and install the Positive Behavioral Interventions and Supports (PBIS) to implement a three-tier behavioral response system that supports academic learning.

Assessments: Culture and Climate will be assessed through the Elementary Guiding Coalition, observations, interviews, and surveys.

West Elementary

BATESVILLE SCHOOL DISTRICT

School Level Improvement Plan
2026-2031

Every Student Growing Every Day

Evidence: PBIS, Discipline Reports, and Needs Assessments, Student School Culture Survey, District School Culture Survey, Family & Community School Culture Survey, High Reliability Schools Framework
Stakeholders: Administration, Faculty, Staff, Students, and Community Members
Year 1 (SY 25-26): Professional Learning Communities **Year 2 (SY 26-27):** Acceleration and Career Awareness
Dates: On-going
Smart Goal One: We will ensure excellence for all.
Curriculum & Instruction
Long Term Goal: All students will be able to perform at grade level in Literacy, Math, Science, and Social Studies.
Objective: Students will be engaged in a rigorous curriculum that challenges them with objectives that are aligned to standards and instructional outcomes.
Strategies: 1) Address fluency and comprehension deficiencies in Literacy. 2) Vertical alignment for grade level standards that support student growth in all subject areas.
Action Steps: 1) Look at data and focus on areas of deficiency. 2) Document deficiencies for each grade level. 3) Organize materials for vertical alignment to promote student growth. 4) Compare data on the standards mastery assessment. 5) Include a literacy plan in **Common Knowledge Language Arts** that is based on the Science of Reading and is aligned with the literacy needs of our district. 6) Essential standards will be identified and Unit Plans will be developed for each core subject. 7) Common Formative Assessments will be developed for each core subject 8) Grade level teachers will have professional training throughout the summer through the North Central Cooperative, as well as, attend professional developments throughout the state (Ex. AR Behavior Conference, Testlets, Phonics Instruction, RISE, math, etc.)
Assessments: Diagnostic, formative, and summative assessments will be used to assess the curriculum and instruction. Student learning will be assessed through methods including, but not limited to, classroom engagement, quizzes, and tests. Periodic assessments like Cambium (ATLAS), Dibels, and Renaissance will identify student knowledge. Teachers will use data to guide choices related to curriculum, content, and instructional strategies. Teachers will be assessed by observations and evaluations through the ADE Educator Effectiveness System. ATLAS K-3 Screener ATLAS K-5 Fall Interim

West Elementary

BATESVILLE SCHOOL DISTRICT

School Level Improvement Plan
2026-2031

Every Student Growing Every Day

ATLAS K-5 Winter Interim
ATLAS K-5 Summative
i-Ready Math Diagnostics
i-Ready Literacy Diagnostics
Renaissance STAR Testing

Stakeholders: Principal, Curriculum Coordinator, Northcentral Arkansas ESC Specialists, Leadership Team, and Instructional Staff

Dates: On-going

Assessment Data

The following will provide assessment data from ATLAS screeners, Interims, and summative; iReady Diagnostics, and STAR testing. This data will be used to target areas of deficiency in literacy, math, and science for grades K-6. The deficiencies will be addressed in our P.I.O.N.E.E.R.S. blocks to address and respond to interventions (RTI) for Tier II and Tier III.

All math and literacy teachers in Kindergarten -5th grade will use informal and formal classroom assessments to monitor student progress throughout the school year. K-2 ATLAS, 3-5 - ATLAS, STAR reading data, and i-Ready math diagnostic data

Literacy Needs Assessment

Act 83 states that ".....A public school district and an open-enrollment public charter school shall include a literacy plan in the annual school-level improvement plan for approval by the public school district and public school district board of directors for implementation in the following school year" Arkansas Code § 6-17-429 (k)

Data Collection and Analysis:

Types of data collection that may be needed:

The literacy plan required….. shall include without limitation a curriculum program and a professional development program that include the following:

- ➔ Aligned with the literacy needs of the public school district; and
- ➔ Based on the Science of Reading

Multiple Measures of Student Learning: ATLAS screeners, interim, summative, DIBELS, STARS

West Elementary

BATESVILLE SCHOOL DISTRICT

School Level Improvement Plan
2026-2031

Every Student Growing Every Day

Demographic (student and adults):

Processes, Policies, Programs, and Commitments:

Perception:

What is the problem (issue) and why is it happening? What do I know?

Students are unable to read grade level literature and informational text independently with sufficient accuracy and fluency to support comprehension. Students have low vocabulary acquisition. Students have not been presented with consistent aligned reading or phonics instruction.

Prioritization:

What is the timeline for addressing the problem/issue?

Year 1 (SY 25-26): Continue to use Common Knowledge Language Arts, and UFLI with consistency, fidelity, and validity.

Year 2 (SY 26-27): Provide explicit and intentional professional development for CKLA.

Longterm: Continually evaluate and address needs as they arise.

Theory of Action and Goal Setting:

What are the roles needed to address the problem/issue?
Literacy Support should follow the **Cycle of Inquiry**:

Plan: Overall goals should be about improving reading achievement.

Do: Identify multiple actions to achieve goal. Establish monitoring procedures to include a timeline and evidence.

Check: Establish how the plan will be evaluated. To support implementation of literacy plans, it is critical to promote a culture of collaboration that focuses on instruction and student learning. This is addressed in High Reliability Schools leading indicator 1.4.

Leading Indicator 1.4: Collaborative teams regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.
Look for: Students scoring below level on assessments: **Act 1082** states that "….a public school district in which forty percent (40%) or more of the public school district's students scored 'in need

of support' on the state's prior year summative assessment for reading shall develop a literacy plan as part of the public school district support plan" Arkansas Code § 6-15-2914(d)
If the leaders: Help provide resources and accountability to those responsible for delivering these programs

And the teachers: will be trained in Phonics First and Structures. Teachers will instruct with fidelity and consistency continually evaluating progress towards goals

Then the students: will continually make gains and grow towards higher learning.

Improvement Planning: As a result of everyone working together, what is the expected result (goals)?

3rd Grade Promotion Overview

All K-5th literacy teachers will follow the district literacy plan with fidelity. All teachers are RISE trained and will continue to have refresher courses each year. New teachers will receive 6 days of RISE training in the summer before they begin teaching when possible. A reading interventionist and four instructional aides will intervene with students in grades K-3. The four instructional aides will also work with students in small groups with math as needed.

Goals: Students are able to read grade level literature and informational text independently with sufficient accuracy and fluency to support comprehension.

Smart Goal Two: In the 2026-2027 school year, 47% of West Elementary students in grades K-5 will score in Level 3 or 4 in ATLAS Summative ELA.

Math Needs Assessment

Data Collection and Analysis:

Types of data collection that may be needed:

Multiple Measures of Student Learning: i–Ready Diagnostics, Cambium (ATLAS and ATLAS K-3 Screener)

Demographic (student and adults):

Processes, Policies, Programs, and Commitments:

West Elementary

BATESVILLE SCHOOL DISTRICT

School Level Improvement Plan
2026-2031

Every Student Growing Every Day

Perception:
What is the problem (issue) and why is it happening? What do I know? Students are unable to perform grade level mathematical operations fluently and independently to solve real world problems. There have been gaps in scope and sequence of curriculum.

Prioritization:

What is the timeline for addressing the problem/issue?

Year 1 (SY 25-26): Provide training in i-Ready Mathematics to support math curriculum. Teachers meet throughout the year to achieve vertical alignment and review data for mastery of essential standards. Implementation of standards based grading in K-2. Fully implement i-Ready Mathematics in K-5

Year 2 (SY 26-27): Continue with providing training in Kindergarten through fifth grade for i-Ready Mathematics to support math curriculum.

Year 3 (SY 27-28): Implementation of standards based grading in third through fifth grade.

Longterm: Continually evaluate and address needs as they arise. Use these programs with consistency, fidelity, and validity.

Theory of Action and Goal Setting:

What are the roles needed to address the problem/issue?

Look for: Students scoring below level on assessments

If the leaders: Help provide resources and accountability to those responsible for delivering these programs

And the teachers: Instruct with fidelity and consistency continually evaluating progress towards goals

Then the students: will continually make gains

Improvement Planning: Math_Intervention_Plan_Overview_155711.pdf

As a result of everyone working together, what is the expected result (goals)?

West Elementary

BATESVILLE SCHOOL DISTRICT

School Level Improvement Plan
2026-2031

Every Student Growing Every Day

Goals: Students are able to perform grade level mathematical operations fluently and independently to solve real world problems.

Smart Goal Three: In the 2026-2027 school year, 48% of West Elementary students in grades K-5 will score in Level 3 or 4 in ATLAS Summative Mathematics.

Science Needs Assessment

Data Collection and Analysis:

Types of data collection that may be needed:

Multiple Measures of Student Learning: Amplify diagnostic testing, Cambium (ATLAS)

Demographic (student and adults):

Processes, Policies, Programs, and Commitments:

Perception:

What is the problem (issue) and why is it happening? What do I know?

Students are unable to perform grade level Scientific operations fluently and independently to solve real world problems. There have been gaps in scope and sequence of curriculum. Program inconsistency

Theory of Action and Goal Setting:

What are the roles needed to address the problem/issue?

Look fors: Students scoring below level on assessments

If the leaders: Help provide resources and accountability to those responsible for delivering these programs

And the teachers: Instruct with fidelity and consistency continually evaluating progress towards goals,

Then the students: will continually make gains.

Improvement Planning:

West Elementary

BATESVILLE SCHOOL DISTRICT

School Level Improvement Plan
2026-2031

Every Student Growing Every Day

As a result of everyone working together, what is the expected result (goals)?

Goals: Students are able to perform grade level scientific operations fluently and independently to solve real world problems.

Smart Goal Four: In the 2026-2027 school year, 50% of West Elementary students in grades 3-5 will score in Level 3 or 4 in ATLAS Summative Science.

Academic Support

Long Term Goal: Students will receive intervention (Explorer) and enrichment (Pathfinder) based on student's needs to support their academic growth.

Objective: Create and implement an effective Response to Intervention (RTI) program for all students.

Strategies: 1) Ensure high levels of learning by implementing Tier I, Tier II, and Tier III interventions. 2) Maximize learning with Tier II and Tier III students. 3) Hold weekly, monthly, and quarterly meetings to review progress of Tier I, Tier II, and Tier III students learning.
General and special educators will learn how to work together to build a co-teaching partnership
Will use instructional practices that support increased academic and behavioral outcomes for all students
Multi-Tiered Systems of Support (MTSS)

Action Steps: 1) Organize intervention blocks (Explorer) and provide professional development and intervention coaching. Implement Educator's Handbook to collect and analyze data that supports academics, attendance, and behavior improvement. 2) Collaborate with stakeholders to determine the academic, behavioral, and emotional needs of the students. 3) Coordinate monthly site visits with Northcentral Arkansas Education Service Cooperative. Northcentral Arkansas ESC literacy, math, and science specialists will provide support for best practices in curriculum use, learning strategies, and assessment/data collection. 4) All grade level teachers will meet monthly to analyze data from common formative assessments, in order to create small groups and specific interventions as needed during PLCs, RTI meetings, and team meetings.

Assessments: Academic Support will be assessed by data analysis, observation, and student and faculty survey.

Stakeholders: Principal, Curriculum Coordinator, Northcentral Arkansas ESC Specialists, Academic Interventionist, Faculty, and ParaProfessionals.

Dates: On-going

West Elementary

BATESVILLE SCHOOL DISTRICT

School Level Improvement Plan
2026-2031

Every Student Growing Every Day

Smart Goal Five: We will ensure multilingual learners thrive. In the 2026-2027 school year, 40% of West Elementary 3rd graders who are identified as English learners will score Level 2 or higher in ATLAS Summative ELA.

Response To Academic and Behavior Intervention Plan(s)

- *Tier 3 Referral Criteria*
- *Tier 3 Student Referral Form*

Dyslexia

- *24-25 AFESC Cycle 7 Dyslexia Data*
  - ***18 students (3.11%)- 2024-2025 SY***

Family and Community Engagement

Long Term Goal: West ES will work with parents and families to develop and review relevant plans, policies, and strategies related to engagement.

Objective:

- **Annual Title I Meeting** *(Title I schools)* Describe the details regarding the Annual Title I meeting used to inform parents of the requirements of Title I, the School's participation, and the parents' rights to be involved.
- *Guiding Questions*
  - ***6.1:*** *How and when (month/year) does the School conduct the Annual Title I meeting, ensuring that parents are informed of the following? (*Include a link to the detailed agenda, meeting minutes, and/or slide deck for this year's Annual Title I Meeting, if available.)*
    - *the requirements of Title I and the School's participation*
    - *the parents' rights under Title I (The Right to Know Teacher Qualifications, Right to Request Meetings)*
      [ESSA § 1116(c)(1)

Strategies: 1) Communication 2) Building Staff Capacity 3) Building Parent Capacity 4) Coordination 5) School-Parent Compact 6) Reservation of Funds

Our Leadership/Community School Site team will meet to review our needs assessment for improvements in parent engagement, communication, etc. throughout the school year.

Host family nights throughout the school year to include a fall (Books, Burgers, and Bingo) and spring (Curiosity Unleashed Steam Night) family nights, Mother/Son, Princess Ball, and musical presentations

West Elementary

BATESVILLE SCHOOL DISTRICT

School Level Improvement Plan
2026-2031

Every Student Growing Every Day

Stakeholders: Administration, School Engagement Facilitator, Faculty, Staff, and Families/Community
Dates: On-going
BSD Family & Community Engagement Plan
Wellness Policy
Long Term Goal: Batesville School District (hereto referred to as the District) is committed to the optimal development of every student. The District strives to provide a safe and positive learning environment that also promotes healthy behaviors throughout the school year.
Objective: Develop a plan to provide healthy and safe environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day. **Strategies:** 1) Implementation Plan 2) Recordkeeping 3) Annual Notification of Policy 4) Triennial Progress Assessments 5) Revisions and Updating the Policy 6) Community Involvement, Outreach, and Communications
Action Steps: ❖ The District will use the Centers for Disease Control and Prevention's School Health Index site to create an action plan to generate an annual plan for improvement. ❖ The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means. ❖ The District will also inform parents of the school meals being served in compliance with school meal standards and the availability of child nutrition programs and how to apply (free/reduced meals). ❖ The methods used for communication by the District include email, displaying notices on the District's website, posts on ParentSquare (elementary), annual health fairs, presentations to parents, or paper notices/newsletters sent home to parents. ❖ The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the District is communicating important school information with parents. ❖ Continue to provide Friday Friend bags to students who need food for the weekends.
Assessments: At least once every three years, the District will evaluate compliance with the wellness

policy to assess the implementation of the policy and will include: ❖ The extent to which the schools in the District (elementary and high school) are in compliance with the wellness policy; ❖ The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and ❖ A description of the progress made in attaining the goals of the District's wellness policy.
Stakeholders: Administration, Medical Personnel, Faculty, Staff, Students and Community
Dates: On-going
West Elementary School Health Index Overall Scorecard West Elementary School Health Index Plan for Improvement Batesville School District Wellness Policy

West Elementary

BATESVILLE SCHOOL DISTRICT

School Level Improvement Plan
2026-2031
Every Student Growing Every Day

West Elementary School Improvement Plan

2026-2027

Plan Approval

School Board President: _____ Date: 7/15/26

Superintendent: _____ Date: 7/15/26

Elementary Principal: _____ Date: 7/15/26

Batesville School District
STUDENTS FIRST

BOARD OF EDUCATION AGENDA ABSTRACT

Abstracts serve to provide background information regarding agenda items.

ACTION

TITLE:	**BJHSC Computer Science Computers**
DATE:	**June 15, 2026**
FUNDS USED:	**Perkins and other restricted funds**
IS THIS A STATE REQUIREMENT:	**No**
RESPONSIBLE ADMINISTRATOR:	**Mrs. Casey Burnside for Mrs. Rachel Horn**

BACKGROUND/CONSIDERATIONS:

The Arkansas Division of Career and Technical Education (DCTE) has established minimum equipment lists for CTE pathways and courses. Perkins funding is the primary source of federal funding for CTE programs. The Code of Federal Regulations (CFR) states that each eligible recipient that receives funds shall use such funds to develop, coordinate, implement, or improve career and technical education programs.

Batesville Junior High School Charter students may take Computer Science for high school credit. As the number of students participating in this option increases, the Batesville School District seeks to improve the Computer Science course by upgrading the computers used for this course. To maximize the number of students served through this course offering, 30 computers are needed.

The Batesville School District has approximately $9,100 remaining in Perkins funding for the 2025-2026 school year, and these funds have been approved for this purpose by the DCTE. Because these funds will be lost if they are not used, the district will purchase the maximum number of computers with the remaining Perkins funds. The remainder of the 30 computers will be purchased in the new fiscal year with other restricted funds.

RECOMMENDATION:

The administration recommends that the Batesville School District Board of Education authorize the Batesville Administration to purchase 30 computers.

If the Board agrees, the motion would read: **move to authorize the Batesville Administration to purchase 30 computers.**

Batesville Jr. High School Charter
#2 Pioneer Dr.
Batesville, AR 72501

Bid Summary Form

30 Dell Desktop Computers

PREPARED FOR
Batesville Board of Education

Name of company submitting a bid	Price
1. White River Services and Solutions	$ 36,372.60
2. Howard Technology Solutions	$ 58, 542.00
3. Dell Technologies	$ 40,627.84

WHITE RIVER
SERVICES & SOLUTIONS
COMMITTED TO A HIGHER STANDARD OF SERVING

Quote

Quote Number: 21332

Payment Terms:
Expiration Date: 06/24/2026
***See tariff policy on last page of document**

Quote Prepared For

Jody Tosh
Batesville Public Schools
955 Water Street
Attn: Cheston Cooper
Batesville, Arkansas 72501
United States
Phone:870-307-1227
jtosh@gobsd1.org

Quote Prepared By

Danica Berry
White River Services
1050 White Drive
Batesville, AR 72501
United States
Phone:8702519100
Fax:866-908-0221
dberry@whiteriverservices.com
TIPS Contract: 250106

Item#	Quantity	Item	Unit Price	Adjusted Unit Price	Extended Price
One-Time Items					
1)	30	Dell Desktop Dell Pro Slim QCS1250 Intel® Core™ Ultra 5 235 (13 TOPS NPU, 14 cores, up to 5.0GHz) Windows 11 Pro 16GB: 1 x 16GB, DDR5, up to 5600 MT/s, non-ECC 512 GB, SSD No Additional Hard Drive Integrated Graphics Intel® Wi-Fi 6E AX211, 2x2, 802.11ax, Bluetooth® wireless card, internal antenna WLAN Driver Intel® Wi-Fi 6E AX211 Dell Pro Slim chassis with 360W PSU Dell Pro Keyboard and Mouse - KM5221W - US English - Black Mouse included with Keyboard No Additional Cable No Stand or Mount ENERGY STAR Qualified System Power Cord (US) Documentation Watch Dog SRV Quick Start Guide Trusted Platform Module (Discrete TPM Enabled) Desktop Standard shipment No Caddy Intrusion cable switch No Optical Drive No CyberLink Media Suite Essentials EPEAT Silver with Climate+ Internal speaker No vPro® support No Additional Add In Cards Cable Cover No Additional Network Card Selected (Integrated NIC included) Optional HDMI 2.1 Port No PCIe add-in-card No External Speaker No Additional Hard Drive No FGA No AutoPilot Activate Your Microsoft 365 For A 30 Day Trial OS-Windows Media Not Included	$1,115.03	$1,115.03	$33,450.90

Item#	Quantity	Item	Unit Price	Adjusted Unit Price	Extended Price
		3Y Basic Onsite Service after remote diagnosis with Hardware-Only Support			
2)	30	Dell Monitor Dell Pro 24 Monitor - E2425HM [210-BQHY] 3 Year Advanced Exchange Warranty Resolution / Refresh Rate 1920 x 1080 Panel Technology In-plane Switching (IPS) Technology Adjustability Tilt Ports 1 HDMI port (HDCP 1.4) (Supports up to FHD 1920 x 1080 100 Hz as per specified in HDMI 1.4) 1 DisplayPort 1.2 (HDCP 1.4) port (Supports up to FHD 1920 x 1080 100 Hz) 1 VGA port Cables Power Cable 1 x DisplayPort-DisplayPort Cable - 1.80 m	$97.39	$97.39	$2,921.70
				Item Total	**$36,372.60**
Tax Exempt per Act 914				**Subtotal**	**$36,372.60**
				Taxes	**$0.00**
				Final Total	**$36,372.60**

Authorizing Signature _____

Date _____

aruba a Hewlett Packard Enterprise company | DELL Technologies GOLD PARTNER | Promethean | SkyPBX | NC | securly:// | SCALE COMPUTING

36 Howard Drive·Ellisville, MS 39437
P.O. Box 1590·Laurel, MS 39441

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888.323.3151 technical support

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www.Howard.com

Online Quotation

Quote No:	KJ3 1654712.00	**Quote Date:**	June 11, 2026
Customer Name:	Jody Tosh	**Phone Number:**	8707936846
Company Name:	Batesville School District	**Fax Number:**	
Quote Name:	Batesville -30 Desktops HP 16GB 512 GB		

Item 1

Category	Description	Qty.	Unit Price	Ext. Price
System Type:	Accessories			
1:	HP 527pm - Series 5 Pro - LED monitor - 27' - 2560 x 1440 QHD - IPS - 350 cd/m² - 1500:1 - 5 ms - HDMI, DisplayPort, USB-C - speakers - jet black, natural silver (stand), jet black (stand) - Smart Buy **MPN:** 9E0Y9UT#ABA	30	**$409.00**	**$12,270.00**
2:	HP ProDesk 4 G1i AI - AI PC - SFF Core Ultra 7 265 / up to 5.3 GHz - vPro Enterprise - RAM 16 GB - SSD 512 GB - NVMe - Intel Graphics - Gigabit Ethernet, IEEE 802.11ax (Wi-Fi 6E), Bluetooth 5.3 - Win 11 Pro - monitor: none - keyboard: US - jack black - Smart Buy - with HP Wolf Pro Security Edition (1 year) **MPN:** BH9F1UT#ABA	30	**$1,365.00**	**$40,950.00**

Sub-Total:	**$53,220.00**
Shipping & Handling:	**Included**
Taxes:	**$ 5,322.00**
Total for Item 1:	**$58,542.00**

This Quote will expire on July 11, 2026.
Please include your Quote Number on your Purchase Order.

Total for all pre-configured items

Sub-Total:	**$53,220.00**
Shipping & Handling :	**Included**
Taxes:	**$ 5,322.00**
Total:	**$58,542.00**

Notes:

****PLEASE NOTE THAT ALL QUOTES/PRICING ARE SUBJECT TO CHANGE WITHOUT NOTICE DUE TO IMPACTS FROM TARIFFS****

THIS QUOTATION IS EXPRESSLY LIMITED TO, AND EXPRESSLY MADE CONDITIONAL ON, PURCHASER'S ACCEPTANCE OF THE TERMS HEREIN AND ACCEPTANCE OF HOWARD'S GENERAL TERMS AND CONDITIONS OF SALE (LOCATED AT: https://www.howardcomputers.com/info/termsofsale.cfm), WHICH ARE FULLY ADOPTED AND INCORPORATED HEREIN BY REFERENCE. PURCHASER'S SUBMISSION OF A PURCHASE ORDER PURSUANT TO THIS QUOTATION CONSTITUTES PURCHASER'S ACCEPTANCE OF AND AGREEMENT WITH HOWARD'S GENERAL TERMS AND CONDTIONS OF SALE. HOWARD OBJECTS TO ANY DIFFERENT OR ADDITIONAL TERMS. A COPY OF THE ABOVE- REFERENCED GENERAL TERMS AND CONDITIONS OF SALE MAY ALSO BE OBTAINED BY CALLING 1-888-912-3151 OR EMAILING webmaster@howardcomputers.com.

Howard's product warranties, return policies and related information are also available at https://www.howardcomputers.com/support/warranties.cfm and https://www.howardcomputers.com/support/returnpolicy.cfm, or may be obtained by calling 1-888-912-3151 or emailing webmaster@howardcomputers.com.

Howard hereby reserves the right to unilaterally withdraw and/or revise any Quotation or quoted prices at any time, including in the event its manufacturing or procurement costs increase due to circumstances such as fluctuations in vendor pricing - particularly for critical components such as RAM - or the imposition by the United States or any other country of new or higher tariffs, taxes, duties, fees, or similar charges.

Jody's Cart (10 Items)

Items	Quantity	Price
Dell Pro 24 Monitor - E2425HM Save for later	30 Remove Items	$3,099.70 -$59.98 **$3,274.70**

View details

Warranty & Support
Includes a 3Y Basic Hardware Service with Advanced Exchange plus remote diagnosis
Upgrade to ProSupport with Advanced Exchange after remote diagnosis
Dell Recommended
Show Details

$149.44 Per System
Add To Cart

Delivery by 7/30/01 ✓
Free delivery for Dell Rewards Members as soon as **Monday, June 22** ⓘ

Dell Pro Slim Desktop Save for later	30 Remove Items	$43,099.70 -$5,600.00 **$33,639.70**

View details

Hardware

Processor	Intel® Core™ Ultra 5 235 (13 TOPS NPU, 14 cores, up to 5.0GHz)
Operating System	Windows 11 Pro
Memory	16GB: 1 x 16GB, DDR5, up to 5600 MT/s, non-ECC
Storage	512 GB, SSD
Additional Storage	No Additional Hard Drive
Graphics	Integrated Graphics
Wireless	Intel® Wi-Fi AX 6E 6237, 2x2, 802.11ax, Bluetooth® wireless card, internal antenna
Wireless Driver	WLAN Driver Intel® Wi-Fi 6E AX211

View more

Software & Services

Operating System Language Pack	English, French, Spanish, Brazilian Portuguese
Microsoft Office	Activate Your Microsoft 365 for A 30 Day Trial
Non-Microsoft Application Software	Dell Pro Slim QCS1250
Home and Small Business Security Identity and Anti-Virus	None
Operating System Recovery Solutions	OS-Windows Media Not Included

Warranty & Support

Standard Hardware Support Service	Basic Onsite Service after remote diagnosis with Hardware-Only Support, 12 Month(s)
Hardware Support Services Upgrade	Basic Onsite Service after remote diagnosis with Hardware-Only Support, 36 Month(s)

Warranty & Support
Includes a Basic Onsite Service after remote diagnosis with Hardware-Only Support, 36 Month(s)
Upgrade to ProSupport Plus with ProSupport and HD and KYHD with Technical Customer Success Mg, 36 Month(s)
Dell Recommended ⓘ
Show Details

$169.97 Per System
Add To Cart

Delivery by 7/30/01 ✓
Free delivery for Dell Rewards Members as soon as **Friday, June 26** ⓘ

We removed the Dell Pro 24 Monitor - E2425HM from your cart. Undo

Open a Dell Pay Credit Account and get:

- **Special financing offers²**
- **$50 ($2,000 priority)⁴** when you open a Dell Pay Credit Account and are enrolled in Dell Rewards.⁵ **Offer ends:** 7/30/2026.
- **Exclusive** access to Special Offers

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This purchase qualifies for special financing.²
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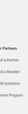
Shop popular accessories ⓘ



Dell Pro Keyboard and Mouse - KM5221W - US...
$34.99
Add To Cart

Dell Webcam - WB3023 - 2K QHD
was $64.99
You Save: $5.00
Add To Cart

Dell USB Slim DVD +/- RW Drive - DW316
was $49.99
You Save: $3.00
Add To Cart

Are you able to find the information you need?

Yes | No

Your Dell Rewards ⓘ
You will earn $1,186.05 in rewards from this purchase.

Coupon
Enter code | Apply Coupon

Items (SD)	$46,505.40
Savings ⓘ	-$9,625.00
Delivery	FREE
Estimated Tax ⓘ	$3,693.44
Total	**$40,837.84**

Checkout

Unlock $50 ($2,000 priority) bonus Dell Rewards dollars¹ just for opening a Dell Pay Credit Account⁴⁵ (must enroll in the Dell Rewards Program).
Apply

Safe Key | ID Check

Share Cart

Marketing Campaign Claims/Legal Disclaimers

1. Returns. The 30-day return period is calculated from invoice date. Exceptions to Dell's standard return policy will apply, and certain products are not eligible for return at any time. See dell.com/returnpolicy.

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3. Onsite Service After Remote Diagnosis and Other Important Information: *Onsite Service or Advanced Exchange Service after remote diagnosis is provided if the issue cannot be resolved remotely, as determined by Dell. Technician will be dispatched, if needed, following the resolution of your call. Availability and response times may vary depending on your location, the time you place your call, and the technician and/or replacement part will be dispatched, usually in 1 or 2 business days, following the completion of the remote diagnosis. The Service Area for Onsite Service is within 50 miles of a Dell designated service location. For the onsite service is provided by Dell Marketing L.P. in Australia (www.dell.com.au/contactus), Onsite/In-Home Service replaces hardware at customer's location after remote diagnosis. The customer must return the original hardware to Dell according to the rules specified. Advanced Exchange Service is dependent on parts availability. For complete details about Onsite/In-Home or Advanced Exchange Service, see dell.com/servicedescriptions.*

4. Accidental Damage Additional Information: Accidental Damage Service excludes theft, loss, and damage due to fire, flood or other acts of nature, or intentional damage. Customer must report incident to Dell within 30 days of purchase. Limit 1 of 1 qualified Dell-branded product. Not available on all Dell systems. See Accidental Damage Service Contract Consumer or commercial customers visit Accidental Damage Service Contract Commercial).

5. PowerScale optimizes your workloads with up to 16PB per cluster. Based on Dell analysis, July 2023.

Feel the flexibility of PowerScale. 6.To more PB per cluster than Pure FlashBlade//S. Based on Dell analysis, July 2023.

6. World's broadest storage portfolio with comprehensive security features. - Based on Dell analysis of Primary, Unstructured, PBBA and HCI segments, April 2023.

7. Dell offers more business laptop and mobile workstation models and form factors, more monitor models and more options to customize device configuration than Apple. - Based on a Principled Technologies report commissioned by Dell Technologies, "Lower cost, more choice: The business advantages of Dell business PCs," June 2022. Additional information: Full Report.

8. The CES Innovation Awards are based upon descriptive materials submitted to the judges. CTA did not verify the accuracy of any submission or attempt to actually test the products to determine the winners' abilities.

9. Based on May 2024 Strategic Thermal Lab report commissioned by Dell Technologies using Cinebench 2024 Multi-Core, 10-minute stress test + Intel 13900K/14900K Thermal Test Suite with V3, Graphique 5.0 (Dell: 5.0.0.0150, Qualcomm Adreno graphics, 64GB memory, 2TB SSD vs. MacBook Air 13, M3 8-core GPU, 16GB memory, 1TB SSD).

10. Dell has the industry's most comprehensive portfolio of multi-cloud capable storage from a single vendor. Based on Dell analysis, February 2024.

11. The world's most comprehensive storage portfolio with robust security. Based on Dell analysis of Primary, Unstructured, PBBA, and HCI segments, February 2024.

12. For supported systems and requirements, please see our user guide. Supported tools or Home PCs version for personal use; administrator guide. Supported tools for Business PCs version 10.5 or later (Dell Command | Update) and click "supported PCs". Proactive and predictive capabilities depend upon your active service plan and Dell Technologies business rules. For Optimizer Tools for PCs capabilities, view Dell Optimizer Service Terms. For Dell Client Command Suite capabilities, see Dell Client Command Suite Service Terms. For Dell Command | Monitor Service Terms, see Alienware Care Suite for PCs capabilities, view the Alienware Care Pack Service Terms. For Supported Linux capabilities and Dell service plans.

13. Based on Dell analysis of cybersecurity software capabilities, flexibility-related features including functional, operational and hardware flexibility, and efficiency-related features including data reduction, storage capacity, data protection overhead, hardware, rack units, lifecycle management, and ENERGY STAR-certified configurations, as of June 2023.

14. Based on Dell analysis of public information on data reduction guarantees, April 2024. See terms and conditions for details at www.delltechnologies.com/en-us/storage/storage-service-level-agreement-guarantees-powerscale.pdf. Arrival date reduction will vary.

15. World's first ethernet-based NVDIA DGX SuperPOD certified storage. Based on Dell analysis, March 2024.

A **PC Care Pack**: Subscription continues automatically at regular monthly price unless cancelled. Subject to dell.com/autorenewalterms. Terms and exclusions apply. Game catalog varies over time, by region, and by system. System requirements vary by game. All rights reserved. dell.com/complete, dell.com/complete-duo, dell.com/xps.

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****Alienware Special Offer**: *Purchase any Alienware Desktop or Laptop and save 50% on Alienware 27 4K Dual-Resolution Gaming Monitor - AW2725DF Monitor.* Discount reflected in cart. Offer ends 7/31/2026 11:59 PM CST. Discount policy not available when AWCTSSUP monitor is purchased as a standalone product.

Pricing: The pricing available on this site is Dell's pricing for online purchases only. No discounts apply to Dell's online pricing other than the discounts, if any, that are posted on this site at the time of your purchase. Dell reserves the right to change prices and offers at any time without notice, except as otherwise stated. "Estimated Value" is Dell's estimate of current retail value based on industry data, including the prices at which third-party retailers have offered or stated the same or substantially similar products. In the recent survey of major online and/or off-line retailers. Third-party retailers may not have sold the identified products or may not currently offer them for sale. Dell is not responsible for any typographical or other errors in any offer or in any Dell sales representative's statement about Dell's list pricing. "Best/Lowest Price of the Year" claims are based on calendar-year-to-date prices.

Savings up to an additional 5% with Dell Premier and getting Dell's best online pricing with Dell Premier excludes the following: limited quantity deals, limited time deals, client peripherals, Dell, Dell Premium, XPS, and Alienware.

Business Offer: Offer valid until 11/2/26 at 7am CST.
The offer is open to high-school students 16 and older and college students at degree-granting schools. Students must join Dell Rewards or be a Dell Rewards member and verify student status. See Dell Rewards Terms and Conditions. Limit one (1) offer per customer per purchase of eligible product. Purchase limit of 2 discounted items per order and 2 orders per student per year. Exclusions include: all limited quantity deals, limited time deals, client peripherals, Dell, Dell Premium, XPS, and Alienware. Not available for resellers.

Member Discounts: Offer valid until 11/2/26 at 7am CST.
The offer is open to members of select organizations. Customers must join Dell Rewards or be a current member and verify member status. Dell Rewards Terms and Conditions apply. Learn more about Dell Rewards. Offer contingent on purchase of eligible product. Purchase limit of 2 discounted items per order and 2 orders per customer per year. Exclusions include: all limited quantity deals, limited time offers, clearance offers, all warranties, gift cards, and other select PCs, electronics and accessories.
Offer subject to change; not combinable with all other offers. Taxes, shipping, and other fees apply. Free shipping offers valid only in the Continental U.S. (excludes Alaska and P.O. Boxes). Not available for resellers. The Dell Rewards system reserves the right to cancel orders arising from pricing or other errors.

PayPal: Subscription products are not eligible for Pay in 4.

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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: Appointing Mr. David Campbell to the NAESC Board of Directors June 2026

DATE: June 15, 2026

RESPONSIBLE ADMINISTRATOR: David Campbell, Interim Superintendent

BACKGROUND/CONSIDERATIONS:

Each year, the Batesville School District appoints a representative administrator to be the voting Board member at the Northcentral Arkansas Education Service Cooperative. This member of the Board of Directors is traditionally the acting superintendent of the Batesville School District.

RECOMMENDATION:

The administration recommends the Batesville School District Board of Education approve the resolution to appoint Mr. David Campbell to the NAESC Board of Directors for a one year term.

If the Board agrees, the motion would read: ***move to approve the*** resolution to appoint Mr. David Campbell to the NAESC Board of Directors for a one year term.

Resolution to Appoint a Member to NorthCentral Arkansas Education Service Cooperative Board of Directors

The **Batesville** School District Board of Directors within the boundary of and a member district of Northcentral Arkansas Education Service Cooperative appoints **Mr. David Cambpell, Interim Superintendent** to serve as a member of the NAESC Board of Directors for a term of one year.

This resolution was approved during a legally held meeting of the **Batesville** School District Board of Directors on **June 15, 2026** and signed by the President and Secretary. This resolution will be forwarded annually by June 30 to the Director of the NAESC Cooperative. The School Board of Directors may reappoint an outgoing representative following the conclusion of his or her one year term.

_____	_____
Secretary	President
_____	_____
Date	Date

Batesville School District
STUDENTS FIRST

FY26 Period 11 = May - 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	0	0	39,378.56	0	39,378.56	0
3010	FUTURE PROJECTS	4,949,515.81	175,975.12	0	0	5,044,515.81	80,975.12
3200	TRFR NET LEGAL BALANCE	1,022,284.25	0	0	0	0	1,022,284.25
3404	ACA.FAC. PARTNERSHIP PRG	2,957,160.20	2,277,666.04	0	0	5,234,826.24	0.00
Total		**8,928,960.26**	**2,453,641.16**	**39,378.56**	**0**	**10,318,720.61**	**1,103,259.37**

Batesville School District
STUDENTS FIRST

FY26 Period 11 - May - 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	-	-	9,305,653.15	-	9,305,317.65	335.50
1007	COMM.SCHLS MODEL GRANTS	-	-	39,826.24	-	39,826.24	-
1011	SAVE THE CHILDREN	-	-	21,584.75	-	21,584.75	-
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	-	-	122,656.59	-	122,656.59	-
1275	ALE - ALT. LEARNING ENVIR	-	-	224,234.43	-	224,234.43	-
1276	ELL-ENGLISH LANG LEARNERS	-	-	57,823.31	-	57,823.31	-
1281	ENHANCED STUDENT ACHV	-	-	241,909.24	-	241,909.24	-
1365	AR BETTER CHANCE GRANT	-	-	157,995.80	-	157,995.80	-
1941	COMPUTER SCI BONUS ADE	-	-	2,000.00	-	2,000.00	-
Total		**-**	**-**	**10,192,668.72**	**-**	**10,192,333.22**	**335.50**
2000	OPERATING FUND	1,317,232.14	-	76,014.58	9,305,653.15	10,271,452.19	(18,183,858.62)
2001	OTHER OPERATING	1,882,762.63	30,436,628.67	142,867.74	2,915,816.90	780,244.56	28,766,197.58
2002	GRANT FUNDING	20,410.47	5,000.00	-	-	29,512.76	(4,102.29)
2004	PILOT GRANT	-	155,351.83	-	-	151,487.25	3,864.58
2005	CHROMEBOOKS USAGE	22,017.75	14,481.00	-	-	-	36,498.75
2007	COMM.SCHLS MODEL GRANTS	-	132,304.28	-	39,826.24	124,160.66	(31,682.62)
2008	IEL-COMM SCHLS GRANT	6,587.70	500.00	-	-	8,322.09	(1,234.39)
2010	AR FOODBANK PANTRY GRANT	-	5,444.75	-	-	4,253.66	1,191.09
2011	SAVE THE CHILDREN	-	318,042.64	-	97,599.33	325,281.86	(104,838.55)
2012	STC MINI / SUB GRANTS	6,451.07	15,000.00	-	-	2,038.13	19,412.94
2013	PRESCHOOL CHILD CARE	4,116.48	658,240.62	(723.00)	7,933.94	805,437.56	(151,737.40)
2014	KID CARE/STAR	292.18	2,525.13	-	-	576.21	2,241.10
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	-	-	30,350.05	1,529.19
2018	RESTORE HOPE	7,410.64	112,283.88	-	-	112,752.19	6,942.33
2019	MATERNAL LIFE 360	-	35,190.97	-	-	75,991.29	(40,800.32)

Batesville School District
STUDENTS FIRST

FY26 Period 11 - May - 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
2020	SAFE CARE GRANT	-	157,283.82	-	-	121,267.02	36,016.80
2040	CURRICULUM	9.90	-	230,000.00	-	249,804.85	(19,794.95)
2217	STUDENT GROWTH	309,355.28	-	-	-	46,111.58	263,243.70
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	-	-	37,785.86	185,846.52
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	261,728.08	-	122,656.59	92,461.64	48,882.72
2262	SP ED EIDT CENTERS	891.57	-	-	-	-	891.57
2265	SP ED CATASTROPHIC LOSS	80,429.16	-	-	-	185,665.37	(105,236.21)
2271	G/T ADVANCED PLACEMENT	20,595.49	5,320.00	-	-	3,710.83	22,204.66
2275	ALE - ALT. LEARNING ENVIR	-	172,004.00	-	224,234.43	104,570.33	(156,800.76)
2276	ELL-ENGLISH LANG LEARNERS	16,537.27	247,500.00	-	57,823.31	17,452.88	188,761.08
2281	ENHANCED STUDENT ACHV	122,314.57	916,965.00	-	241,909.24	294,601.52	502,768.81
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	-	157,995.80	650,012.89	265,245.87
2366	CHILDCARE STATE MATCH	99,892.70	15,299.80	(50,485.66)	-	61,614.40	3,092.44
2374	PARENT AS TEACHERS (PAT)	5,242.87	198,870.00	-	-	179,933.53	24,179.34
2397	STATE SCHOOL SAFETY GRANT	-	183,767.00	-	-	187,767.00	(4,000.00)
2941	COMPUTER SCI BONUS ADE	-	2,453.00	-	2,000.00	451.00	2.00
Total		**4,503,522.28**	**35,582,363.43**	**397,673.66**	**13,192,434.14**	**14,995,310.47**	**12,295,814.76**
4000	DEBT SERVICE FUND	-	-	2,570,423.76	-	2,569,465.78	957.98
Total		**-**	**-**	**2,570,423.76**	**-**	**2,569,465.78**	**957.98**
Total		**4,503,522.28**	**35,582,363.43**	**13,160,766.14**	**13,192,434.14**	**27,757,109.47**	**12,297,108.24**

Batesville School District
STUDENTS FIRST

TO: **Board of Directors**

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

DATE: **July 20, 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 offer a conditional employment contract to Jessica Arnhart (BJHSC) as Teacher, effective 7/21/26.
2. To offer a conditional employment contract to Ashley Baker (W) as Teacher, effective 7/21/26.
3. To offer a conditional employment contract to Nikki Childers (BHS) as Teacher, effective 7/21/26.
4. To offer a conditional employment contract to Nicole Holmes (W) as Teacher, effective 7/21/26.
5. To offer a conditional employment contract to Abigail Kindschi (E) as Teacher, effective 7/21/26.
6. To offer a conditional employment contract to Stefan Lyons (W) as Teacher, effective 7/21/26.
7. To offer a conditional employment contract to RaLynnda March (EM) as Teacher, effective 7/21/26.
8. To offer a conditional employment contract to Cody Newman (BHS) as Teacher, effective 7/21/26.
9. To offer a conditional employment contract to Madison Taylor (W) as Teacher, effective 7/21/26.

Classified:

1. To accept the resignation of Stacey Canard (SR) as Elementary Bookkeeper effective 6/30/26, to accept the position of Clerical/Accounting, effective 7/1/26.
2. To accept the resignation of Mary Collins (PK) as Preschool Teacher, effective 6/30/26.
3. To accept the resignation of Jennifer Garcia (HUB) as Secretary, effective 6/30/26.
4. To accept the resignation of Scott Pitcher (T) as Bus Driver, effective 6/30/26.
5. To accept the resignation of Courtney Sanchez (PK) as Preschool Teacher, effective 6/30/26.
6. To offer a conditional employment contract to Melissa Aleman (PK) as Preschool Teacher, effective 7/27/26.
7. To offer a conditional employment contract to Sherry Bentz (T) as Bus Driver, effective 7/21/26.
8. To offer a conditional employment contract to Tracey Bishop (M&O) as Custodian, effective 8/1/26.
9. To offer a conditional employment contract to Katelynn Carnett (PK) as Preschool Teacher, effective 8/1/26.
10. To offer a conditional employment contract to Calvin Carter (T) as Bus Driver, effective 7/21/26.
11. To offer a conditional employment contract to Ignacio Dieppa (M&O) as General Maintenance, effective 7/13/26.
12. To offer a conditional employment contract to Amanda Domingue (HUB) as Safe Care Provider, effective 8/1/26.
13. To offer a conditional employment contract to Carmen Gonzalez (ESOL) as Migrant Parapro, effective 7/21/26.
14. To offer a conditional employment contract to Alex Lawrence (M&O) as Custodian, effective 7/1/26.
15. To offer a conditional employment contract to Gabriella Magno (E) as STC Tutor, effective 7/21/26.
16. To offer a conditional employment contract to Candice Martin (HUB) as PAT Team Lead, effective 7/21/26.
17. To offer a conditional employment contract to Amanda Sorg (HUB) as Family Case Manager, effective 7/21/26.
18. To offer a conditional employment contract to Jayden Wade (M&O) as Custodian, effective 8/1/26.
19. To offer a conditional employment contract to Steve Warren (M&O) as Custodian, effective 8/1/26.

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.

Batesville School District
STUDENTS FIRST

BOARD OF EDUCATION AGENDA ABSTRACT

Abstracts serve to provide background information regarding agenda items.

ACTION

TITLE:	MOU with the Independence County Sheriff's Department (SRO)
DATE:	July 20, 2026
FUNDS USED:	Operations
IS THIS A STATE REQUIREMENT:	No
RESPONSIBLE ADMINISTRATOR:	David Campbell, Superintendent

BACKGROUND/CONSIDERATIONS:
A Memorandum of Understanding (MOU) with the Independence County Sheriff for School Resource Officers (SROs) is a formal written agreement that clearly outlines the roles, responsibilities, funding structure, training requirements, and operational procedures for SROs serving on our campuses. This document establishes shared expectations between the school district and the Sheriff's Office, ensuring accountability, effective communication, and a balanced approach to student safety, mentorship, and crime prevention. It also defines the SROs' duties, command structure, and interactions with students, staff, and the justice system, promoting trust and clear professional boundaries throughout the district.

For several years, the compensation provided to the Independence County SROs assigned to the Batesville School District did not align with the county's established pay scale. To address this discrepancy and strengthen collaboration, district leadership met multiple times with the County Sheriff and Deputy Sheriff to review expectations and discuss strategies for retaining and recruiting qualified SROs.

The district currently reimburses the county for the services of two SROs and supplements campus safety by compensating additional off-duty county and city law enforcement officers as needed. Our goal is to have three fulltime SROs covering our campuses.

RECOMMENDATION:
The administration recommends the Batesville School District Board of Education accepting the updated school resource officer memorandum of understanding.

If the Board agrees, the motion would read: ***move to approve the updated School Resource Officer MOU between the Independence County Sheriff's Department and the Batesville School District.***

SCHOOL RESOURCE OFFICER AGREEMENT

This Agreement is made, this day of July 20, 2026, by and between the BATESVILLE SCHOOL DISTRICT (hereinafter School District") and the INDEPENDENCE COUNTY SHERIFF'S OFFICE (hereinafter "Sheriff's Office"), as follows:

W I T N E S S ET H:

WHEREAS, the Sheriff's Office agrees to provide the School District a School Resource Officer ("SRO") Program in the School District; and

WHEREAS, the School District and the Sheriff's Office desire to set forth in this SRO Agreement the specific terms and conditions of the services to be performed and provided by the SRO in the School District;

NOW, THEREFORE, THE PARTIES MUTUALLY AGREE AS FOLLOWS:

1. Cost of the SRO Program.

A. The Sheriff's Office will be responsible for the costs of salary, benefits, uniforms, training, and equipment for SROs serving in the School District, which shall at all times conform to the then existing salary schedule for Sheriff's Office other personnel.
   i. The Batesville School District will reimburse the Sheriff's Office each month for the salary of each SRO.

B. Necessary squad cars, office space and furniture, including a computer with connectivity to the portals necessary to complete assigned duties will be the responsibility of the School District. Resources such as books, study material classroom handouts and other "classroom only" educational materials will be supplied by the School District.

C. The District will provide each SRO a clothing allowance each year in the amount of $750.00.

2. Employment of School Resource Officers.

A. The SRO shall be an employee of the Sheriff's Office and shall be subject to the administration, supervision and control of the Sheriff's Office.

B. The SRO shall be subject to all personnel policies and practices of the Sheriff's Office except as such policies or practices may be modified by the terms and conditions of this Agreement.

C. The selection of the SRO is made by the Sheriff or designee, subsequent to an announcement and a screening process. The Superintendent of Schools or designee will assign an interview committee to interview the candidate(s) for the purpose of selecting the best candidate for the School District. The criteria for selection should include the following:
   i. Candidate must have a minimum of two (2) years, have received satisfactory or better evaluations in law enforement.
   ii. The candidate must have the ability to deal effectively with students, regardless of age, socio-economic status, and cultural or racial background.
   iii. The candidate must present a positive image of the Sheriff's Office. A goal of school resource programs is to foster a positive image of law enforcement officers

among young people. The personality, grooming, and communications skills of the officer should reflect this positive image.

iv. The candidate must have the desire and ability to work cooperatively with the students and administrative staff of the school(s).

v. The candidate must have the education, background, experience, communication skills, and interest to effectively and accurately provide good quality teaching and educational services in the area of law enforcement.

vi. An SRO may be removed from his/her assignment by the agency or at the request of the school principal where the SRO is assigned.

D. Three (3) SRO shall be assigned to the School District. The School District may request an additional SRO be assigned to the School District for any reason, by providing the request to the Sheriff's Department in writing.

3. Duty Hours.

A. The SRO will primarily work Monday through Friday. The SRO's normal duty hours will be established by the School District and may include school functions, athletic events, home visits, etc., as assigned by the School District.

B. It is understood and agreed that time spent by the SRO attending municipal court, juvenile court, and/or criminal cases arising from and/or out of their employment as an SRO shall be considered as hours worked under this Agreement.

C. In the event of an emergency, if the SRO is ordered by the Sheriff's Office to leave the School District during normal duty hours as described above and to perform other services for the Sheriff's Office, then the time spent shall not be considered hours worked under this Agreement. In such an event, the compensation paid by the School District to the Sheriff's Office shall be reduced by the number of hours of SRO service not provided to the School District or the hours shall be made up in a manner determined by mutual agreement of the parties.

D. In the event the SRO is absent from work, the SRO shall notify his or her. supervisor in the Sheriff's Office and the Superintendent of the School District.

E. In the case of extended absence by an SRO, a temporary replacement for the SRO shall be provided by the Sheriff's Office.

4. Term of Agreement.

The initial term of this Agreement is the remainder of this calendar year commencing on the 30th day June 2026, and ending on the 30th day of June, 2029; however, should either party encounter budgetary constraints that make the continuation of this agreement impractical, then either party may cancel this agreement upon sixty days' notice to the other. This request will be made in writing. If the School District exercises its right to request a change of the assigned SRO and the Sherriff's Office does not comply, the School District may terminate this agreement upon sixty (60) days' notice.

5. Duties of School Resource Officers.

The SRO's duties will include, but not be limited to, the following:

A. To be an extension of the principal's office for assignments consistent with this Agreement.

B. To be a visible, active law enforcement figure on campus dealing with law enforcement matters and school code violations originating on the assigned campus. As to school

code violations, the SRO will take the student to the principal's office for discipline to be meted out by school officials.

C. To act as the designee of the campus administrator in maintaining the physical plant of the assigned campus to provide a safe environment as to law enforcement matters and school code violations. This includes building(s), grounds, parking lot(s), lockers and other public school property. As to school code violations, the SRO will take the student to the principal's office for discipline to be meted out by school officials.

D. To attend school functions, athletic events, and other extracurricular activities.

E. To make home visits.

F. To provide a classroom resource for law education using approved materials.

G. To be a resource for students which will enable them to be associated with a law enforcement figure and role model in the students' environment.

H. To be a resource for teachers, parents and students for conferences on an individual basis dealing with individual problems or questions, particularly in the area of substance control.

I. To make appearances before site councils, parent groups, and other groups associated with the campus and as a speaker on a variety of requested topics, particularly drug and alcohol abuse.

J. To document activities of the SRO on and off campus and as a compiler of a monthly report to be provided to the Sheriff's Office and to the principal of the assigned school.

K. The SRO will be involved in school discipline, when it pertains to preventing a disruption that would, if ignored, place students, faculty and staff at risk of harm, the SRO will resolve the problem to preserve the school climate. As to school code violations, the SRO will take the student to the principal's office for discipline to be meted out by school officials.

L. IN ALL OTHER CASES, disciplining students is a School District responsibility, and the SRO will take students who violate the code of conduct to the principal where school discipline can be meted out.

M. It will be the responsibility of the SRO to report all crimes originating on campus. Information on cases that are worked off-campus by the Sheriff's Office or other agencies involving students on a campus served by an SRO will be provided to the SRO, but the SRO will not normally be actively involved in off-campus investigation(s).

N. The SRO will share information with the administrator about persons and conditions that pertain to campus safety concerns.

O. The SRO will be familiar with helpful community agencies, such as mental health clinics, drug treatment centers, etc., that offer assistance to dependency- and delinquency-prone youths and their families. Referrals will be made when necessary.

P. The SRO and the principals will develop plans and strategies to prevent and/or minimize dangerous situations which might result in student unrest.

Q. The SRO will coordinate all of his/her activities with the principals and staff members concerned and will seek permission, guidance, and advice prior to enacting any programs within the school.

R. The SRO may be asked to provide community wide crime prevention presentations that include, but are not limited to:

i. Drugs and the law - Adult and juvenile; Alcohol and the law - Adult and juvenile;

ii. Sexual assault prevention;

iii. Safety programs - Adult and juvenile;
iv. Assistance in other crime prevention programs as assigned.

S. The SRO will wear approved department uniform, formal business attire or business casual with appropriate logos and name badges depending on the time of school year, the type of school activity or program, and the requests of the school and/or Sheriff's Office. The Sheriff and the Superintendent of the School District shall jointly set expectations and resolve any disputes in this area.

T. The SRO will wear their department authorized duty weapons in accordance with department policy.

U. The SRO will be familiar with School District policies and procedures and the Student Handbook.

6. Chain of Command.

A. As an employee of the Sheriff's Office, the SRO will be subject to the chain of command of the Sheriff's Office.

B. In the performance of his/her duties, the SRO shall coordinate and communicate with the superintendent, the principals or the principals' designees of the schools.

7. Transporting Students

A. The SRO shall not transport students in district SRO vehicles except:

(1) When the students are victims of a crime, under arrest, or some other emergency circumstances exist; and

(2) When students are suspended and/or sent home from school pursuant to school disciplinary actions, if the student's parent or guardian has refused or is unable to pick up the child within a reasonable time period and the student is disruptive/disorderly and his/her continued presence on campus is a threat to the safety and welfare of other students and school personnel.

B. Students shall not be transported to any location unless it is determined that the student's parent, guardian or custodian is at the destination to which the student is being transported. The SRO shall not transport students in their personal vehicles.

C. The SRO shall notify school personnel upon removing a student from campus.

8. Access to Education Records.

A. School officials shall allow the SRO to inspect and copy any public records maintained by the school to the extent allowed by law.

B. If some information in a student's record is needed in an emergency to protect the health or safety of the student or other individuals, school officials shall disclose to the SRO that information which is needed to respond to the emergency situation based on the seriousness of the threat to someone's health or safety; the need of the information to meet the emergency situation and the extent to which time is of the essence.

C. If confidential student record information is needed by the SRO, but no emergency situation exists, the information may be released only as allowed by law.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed the day and year first written above.

By:_____ _____
Batesville School District Date

Superintendent

By:_____ _____
Independence County Sheriff's Office Date

Batesville School District
STUDENTS FIRST

BOARD OF EDUCATION AGENDA ABSTRACT

Abstracts serve to provide background information regarding agenda items.

ACTION

TITLE: Food Service Disposable bid

DATE: July 20, 2026

RESPONSIBLE ADMINISTRATOR: David Campbell, Interim Superintendent

BACKGROUND/CONSIDERATIONS:

Our district solicited bids for disposable products for our Food Service program. Bid information. The district only received one bid. Received bid Bid Summary

RECOMMENDATION:

The administration recommends the Batesville School District Board of Education approve the bid from Kallsnicks, INC for Food Service disposables for SY 26-27.

If the Board agrees, the motion would read: ***move to approve the*** **bid from Kallsnicks, INC for Food Service disposables for SY 26-27.**

Batesville School District
STUDENTS FIRST

David K. Campbell
Interim Superintendent

Batesville School District
490 E College Ave.
Batesville, AR 72501

Bid Summary Form

Food Service Disposables

PREPARED FOR

Batesville Board of Education School Year 2026-2027

Name of company submitting a bid	Price	Quality	Availability	Leadtime	Volumn Price	Total Points
Kallsnick INC	8	9	9	7	8	41
1=lowest, 10=highest total out of 50						

Company Name	Contract Recommended Yes/No
Kallsnick INC	Yes

a. Did the Batesville School District recommend the bid to the vendor with the lowest bid? _____yes no
b. If no, provide an explanation:

c. If only one bid was received, provide an explanation:

We received only one bid. We advertised on social media and in the paper, however, lony one vendor replied. We reached out to our common vendors and the common response was that most companies are not bidding on single bids such as our case.

AGREED AND ACCEPTED:

David Campbell	Interim Supt.	07/20/2026
NAME	**TITLE**	**DATE**

Batesville School District
STUDENTS FIRST

BOARD OF EDUCATION AGENDA ABSTRACT

Abstracts serve to provide background information regarding agenda items.

ACTION

TITLE: District Vehicle Insurance approval

DATE: July 20, 2026

RESPONSIBLE ADMINISTRATOR: David Campbell, Interim Superintendent

BACKGROUND/CONSIDERATIONS:

The Batesville School District has utilized the Arkansas Insurance Department Risk Management Division in the past with successful results.

Per the Arkansas Insurance Department....."Casualty auto insurance pricing has been a challenge with numerous districts experiencing accidents. The Arkansas Insurance Department Risk Management Division has been successful in keeping rates relatively stable for several years. The Risk Management Division formally bid the business auto insurance as required by state procurement law."

Our FY27 annual premium, of $50,461.00, is the same as last year.

RECOMMENDATION:

The administration recommends the Batesville School District Board of Education approve the FY27 annual premium, of $50,461.00, with the Arkansas Insurance Department Risk Management Division

If the Board agrees, the motion would read: ***move to approve the*** **FY27 annual premium, of $50,461.00, with the Arkansas Insurance Department Risk Management Division.**

ARKANSAS INSURANCE DEPARTMENT

Risk Matters Renewal News

(2026-2027)

VEHICLE INSURANCE – ALL APSIT-PARTICIPATING DISTRICTS

Casualty auto insurance pricing has been a challenge with numerous districts experiencing accidents. The AID Risk Management Division has been successful in keeping rates relatively stable for several years. The Risk Management Division formally bid the business auto insurance as required by TSS-OSP state procurement law. The TSS-OSP bid number is S-000000426.

COMPREHENSIVE/COLLISION DEDUCTIBLE INCREASE

Due to the increasing frequency of physical damage claims and rising repair costs, the Comprehensive and Collision deductibles will increase from $500/$1,000 to $2,500/$2,500, effective with the July 1, 2026 renewal.

Please note that deductibles for the APSIT Auto Program have remained unchanged since the program's inception in 2004. This adjustment reflects current loss trends and broader market conditions, impacting vehicle repair costs.

This deductible increase will not impact your renewal premium.

USE OF PERSONAL VEHICLES

It is the responsibility of the vehicle owner to contact their personal insurance agent to confirm if "business use" coverage is required for their personal vehicles on official business trips. The employee's personal auto coverage is primary. The APSIT vehicle policy does not provide physical damage coverage for personal vehicles.

USE OF RENTAL AND BORROWED VEHICLES

We recommend the purchase of liability, comprehensive, and collision insurance coverage for all borrowed autos from auto dealers and rented "vehicles" from the rental car company for all out-of-state and in-state travel.

VEHICLE GUIDELINES

- Drivers must be employees, age 21 or older, and properly licensed.
- School bus drivers must follow Department of Education / Transportation rules.
- Vehicles may not be loaned to non-governmental organizations.
- Vehicles may not be rented out or used to transport people or goods for payment.
- All vehicles are public property and must be used only for official government business.
- Clients, wards, indigent individuals, or inmates may not operate APSIT-covered vehicles.

ARKANSAS
INSURANCE
DEPARTMENT

APSIT VEHICLE INSURANCE PROGRAM

(2026-2027 Coverage Highlights)*

General Policy Information

- Liability coverage for named insureds **ONLY** on all owned or leased vehicles.
- Excess liability coverage for the use of a personal vehicle by an employee of a named insured while on **Official Business Only**.
- Liability coverage: Combined single limit for Bodily Injury and Property Damage - $100,000 In-State / $5,000,000 Out-of-State
- Uninsured and Underinsured Motorist Bodily Injury Coverage - $100,000.
- Uninsured and Underinsured Motorist Physical Damage Coverage – $50,000.
- Physical Damage Coverage, on actual cash value basis, applies only to those vehicles with a premium charge on the schedule.
- Medical Payments - $5,000 medical payment coverage per passenger.
- Recommend for all out-of-state travel: the use of public transportation as opposed to owned, hired, or employee-owned vehicles.

Deductibles for Physical Damage (*Comprehensive and Collision)*

- Comprehensive - $2,500 per vehicle per occurrence
- Collision - $2,500 per vehicle per occurrence

Rental Vehicles *(less than 30 days)*

- Recommend the purchase of Liability and Comprehensive/Collision damage coverage from the rental car company for vehicles
  - used for all travel.
- Automatic Liability Coverage for **Official Business Use Only.**
- Excess Liability Coverage when the rental vehicle is in the name of the individual but for **Official Business Use Only.**
- Comprehensive and Collision Damage Coverage is available - $25/day per vehicle. $75,000 maximum limit of insurance.

Leased or Loaned Vehicles from Third Party Entities

- Must be listed on the vehicle schedule to be covered for liability and physical damage. Recommend insurable interest by contract.

Mobile Equipment

- Liability Coverage will only apply to **specifically scheduled** mobile equipment.
- Liability Coverage does not apply to "Bodily Injury" or "Property Damage" resulting from the operation of any machinery that is on, attached to, or part of any of above referenced mobile equipment.

Trailers

- Liability Coverage for a trailer with a load capacity of 2,000 lbs. **or less** is provided by the towing vehicle.
- Auto Physical Damage (APD) Coverage is available upon request on trailers with a 2,000 lb. or less load capacity.
- Trailers with a load capacity of **more** than 2,000 lbs., **must** be scheduled for liability, and may be scheduled for optional APD.

Risk Management Services Provided

- This program strictly adheres to State Purchasing laws administered by TSS – Office of State Procurement. In accordance with TSS instructions, this program complies with mandated requirements that insurance contracts be competitively bid on a periodic basis. (***State Bid No. S000000426***)

Changes, or Deletions

- Request to ADD Vehicles: form must be completed and submitted to Risk Management to add coverage for any newly-purchased or leased vehicles. See forms at: https://insurance.arkansas.gov/documents/public-schools-request-to-add-vehicle-form/
- VIN CHANGES and DELETIONS must be submitted on a current Vehicle Schedule. To request a change or deletion, circle VIN number, make change or write "Delete", sign, date and return revised vehicle schedule to Risk Management via **fax: (501) 371-2842** or **email: insurance.risk.management@arkansas.gov.**

**** Limits and deductibles are subject to change upon renewal.***

This Coverage Highlight document does NOT convey or provide insurance coverage. Refer to the Insurance Policy for terms and conditions.

ARKANSAS INSURANCE DEPARTMENT
Risk Management Division
1 Commerce Way, Suite 504
Little Rock, Arkansas 72202-2087
Phone: 501-371-2690 Fax: 501-371-2842
Email: insurance.risk.management@arkansas.gov
Website: www.insurance.arkansas.gov

INVOICE

July 1, 2026 APSIT PLAN VEHICLE INSURANCE RENEWAL

To:

32-01 - Batesville School District
Shelley McCormick / Alicia Robertson
490 East College Ave., Ste. 106
Batesville, AR 72501

Invoice Date	Jul 1, 2026
Premium Due	$50,461.00

PREMIUM DUE SHOULD BE MADE PAYABLE THE ARKANSAS PUBLIC SCHOOL INSURANCE TRUST. COPY AND RETURN WITH YOUR PAYMENT TO THE RISK MANAGEMENT DIVISION AT THE ADDRESS ABOVE.

POLICY INFORMATION	
TYPE OF POLICY	Commercial Vehicle
PREMIUM PAYABLE TO	Arkansas Public School Insurance Trust Federal Tax I.D. 71-6006766
CARRIER	Cincinnati Insurance Company
INSURED	32-01 - Batesville School District
EFFECTIVE DATE	7/1/2026
EXPIRATION DATE	6/30/2027
TERM	Annual
TRANSACTION	Renewal

RENEWAL

PREMIUM DUE: $50,461.00

PREMIUM PAYMENT IS DUE UPON RECEIPT.

Batesville School District
STUDENTS FIRST

BOARD OF EDUCATION AGENDA ABSTRACT

Abstracts serve to provide background information regarding agenda items.

ACTION

TITLE: Abstract: Technology Licensing SY26-27

DATE: July 20, 2026

RESPONSIBLE ADMINISTRATOR: David Campbell, Interim Superintendent

BACKGROUND/CONSIDERATIONS:

We are requesting approval to purchase **Extreme Networks licensing through IK Solutions** for the district's network infrastructure.

This licensing provides comprehensive coverage for all district network switches. If a switch experiences a hardware or software issue, the licensing ensures we have access to the necessary support and replacement services to restore network operations as quickly as possible, minimizing downtime for students and staff.

In addition, this licensing includes network access control for every device that connects to the district's network, whether through a wired (hard-wired) or wireless connection. This allows the Technology Department to:

- Monitor and manage all devices connected to the district network.
- Verify authorized users and devices before granting network access.
- Strengthen network security by identifying unauthorized or non-compliant devices.
- Maintain a secure and reliable technology environment for students, staff, and district operations.

Renewing this licensing is essential to maintaining the security, reliability, and performance of the district's network infrastructure while ensuring continued vendor support for critical networking equipment.

RECOMMENDATION:

The administration recommends the Batesville School District Board of Education approve the expenditure for the **Extreme Networks licensing through IK Solutions** for the district's network infrastructure.

If the Board agrees, the motion would read: ***move to approve the*** expenditure for the **Extreme Networks licensing through IK Solutions** for the district's network infrastructure.

36 Howard Drive·Ellisville, MS 39437
P.O. Box 1590·Laurel, MS 39441

HOWARD™ TECHNOLOGY SOLUTIONS

888.912.3151 general·601.399.5077 fax
888.323.3151 technical support

A Division of Howard Industries, Inc.
www.Howard.com

Online Quotation

Quote No:	SR5 1667093.00	**Quote Date:**	July 17, 2026
Customer Name:	Kandy Tosh	**Phone Number:**	8707930611
Company Name:	Batesville School District	**Fax Number:**	
Quote Name:	Extreme		

Item 1

Category	Description	Qty.	Unit Price	Ext. Price
System Type:	Accessories			
1:	08/01/2026 - 07/31/2027 Serial # 0803-18B0-J9F5-E4B1-D3H7 ExtremeXOS Advanced Core - Upgrade license - 1 switch - upgrade from ExtremeXOS Advanced Edge **MPN:** 16423	1	**$244.00**	**$244.00**
2:	08/01/2026 - 07/31/2027 Serial # 0926-17F5-B1E4-B0D3-F5G6 ExtremeXOS Advanced Core - Upgrade license - 1 switch - upgrade from ExtremeXOS Advanced Edge **MPN:** 16423	1	**$244.00**	**$244.00**
3:	08/01/2026 - 07/31/2027 3 EW NBD AHR RMA Only - 16703 **MPN:** Srvc Part Number 97304-1670	1	**$168.00**	**$168.00**
4:	08/01/2026 - 07/31/2027 EW NBD AHR RMA Only - 16718 **MPN:** Srvc Part Number 97304-16718	1	**$124.00**	**$124.00**
5:	08/01/2026 - 07/31/2027 Extreme Platform One Standard Networking for Tier A includes ExtremeWorks Right-to-Use Subscription and TAC OS for One Tier A Device per Year (US K-12) **MPN:** Srvc Part Number USK12-STD-A-S-C-EW	20	**$172.00**	**$3,440.00**
6:	08/01/2026 - 07/31/2027 Extreme Platform One Standard Networking for Tier C includes ExtremeWorks Right-to-Use Subscription and TAC OS for One Tier C Device per Year (US K-12) **MPN:** Srvc Part Number USK12-STD-C-S-C-EW	2	**$583.00**	**$1,166.00**
7:	10/04/2026 - 07/31/2027 Serial # 0908-25B0-E4B0-D3B1-I8C2 Extreme Platform One Standard Networking for Tier D includes ExtremeWorks Right-to-Use Subscription and TAC OS for One Tier D Device per Year (US K-12) **MPN:** USK12-STD-D-S-C-EW	1	**$677.00**	**$677.00**
8:	10/04/2026 - 07/31/2027 Extreme Platform One Standard Networking for Tier D includes ExtremeWorks Right-to-Use Subscription and TAC OS for One Tier D Device per Year (US K-12) **MPN:** USK12-STD-D-S-C-EW	9	**$677.00**	**$6,093.00**
9:	08/01/2026 - 07/31/2027 Serial # 0708-25D3-D3H7-F5C2-C2J9 1214-229J-4E0A-0A7H-2C6G EW Software Support - XIQ-CACT-VT **MPN:** 97003-XIQ-CACT-VT	1	**$461.00**	**$461.00**
10:	08/01/2026 - 07/31/2027 Serial # ExtremeNAC SW Subscription for 10000 End-Systems for 1Year ExtremeWorks **MPN:** XIQ-NAC-S-10K-EW	1	**$22,534.00**	**$22,534.00**

Sub-Total:	**$35,151.00**
Shipping & Handling:	**Included**
Taxes:	**$ 3,515.10**
Total for Item 1:	**$38,666.10**

This Quote will expire on August 16, 2026.
Please include your Quote Number on your Purchase Order.

Total for all pre-configured items

Sub-Total:	**$35,151.00**
Shipping & Handling :	**Included**
Taxes:	**$ 3,515.10**
Total:	**$38,666.10**

Notes:

THIS QUOTATION IS EXPRESSLY LIMITED TO, AND EXPRESSLY MADE CONDITIONAL ON, PURCHASER'S ACCEPTANCE OF THE TERMS HEREIN AND ACCEPTANCE OF HOWARD'S GENERAL TERMS AND CONDITIONS OF SALE (LOCATED AT: https://www.howardcomputers.com/info/termsofsale.cfm), WHICH ARE FULLY ADOPTED AND INCORPORATED HEREIN BY REFERENCE. PURCHASER'S SUBMISSION OF A PURCHASE ORDER PURSUANT TO THIS QUOTATION CONSTITUTES PURCHASER'S ACCEPTANCE OF AND AGREEMENT WITH HOWARD'S GENERAL TERMS AND CONDTIONS OF SALE. HOWARD OBJECTS TO ANY DIFFERENT OR ADDITIONAL TERMS. A COPY OF THE ABOVE- REFERENCED GENERAL TERMS AND CONDITIONS OF SALE MAY ALSO BE OBTAINED BY CALLING 1-888-912-3151 OR EMAILING webmaster@howardcomputers.com.

Howard's product warranties, return policies and related information are also available at https://www.howardcomputers.com/support/warranties.cfm and https://www.howardcomputers.com/support/returnpolicy.cfm, or may be obtained by calling 1-888-912-3151 or emailing webmaster@howardcomputers.com.

Howard hereby reserves the right to unilaterally withdraw and/or revise any Quotation or quoted prices at any time, including in the event its manufacturing or procurement costs increase due to circumstances such as fluctuations in vendor pricing - particularly for critical components such as RAM - or the imposition by the United States or any other country of new or higher tariffs, taxes, duties, fees, or similar charges.

800.404.3423
ik-ns.com

TO: Batesville School District
Matt Baxter

Quote: 1745649
Date: 5/8/26
Terms: NET 30
Price Firm For: 14 days
F.O.B: S/P & PPA
Delivery: As Needed

QTY	PART#	DESCRIPTION	PRICE	EXTENDED
1		26-27 Extreme Networks Renewal	$28,395.30	$28,395.30
		See attached sheet for details		
		Contracts co-termed to end: 7/31/2027		
		NOTE: Tariffs may affect final price at time of purchase.		
			Subtotal	$28,395.30
		10.000%	Tax	$2,839.53
			TOTAL	$31,234.83

- All information contained in this design and or quotation is not for use or disclosure outside (customer).
- Any and all quotations and configurations prepared by IK Network Solutions represent our best efforts and are completed in good faith.
- Any errors and/or omissions on customer provided configurations are not the responsibility of IK Network Solutions.
- IK Network Solutions is not responsible for any unmarked utilities, private or public.
- IK Network Solutions standard insurance is included.
- All workmanship is guaranteed against defects for a period of one year from the date of substantial completion of installation of work described in this proposal. THIS WARRANTY IS IN LIEU OF ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING ANY WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE. The exclusive remedy shall be to replace or repair any part of this offer which is found to be defective.
- IK Network Solutions will not be responsible for any data loss, special, incidental, or consequential damages.
- In submitting this proposal, IK Network Solutions reserves the right to negotiate mutually agreeable contract terms and conditions that incorporate this Scope of Work.

***** Unless explicitly stated prices do NOT include shipping charges. *****

Shawn O'Donnell
Senior Vice President
sodonnell@ik-ns.com
C: 501-352-7105
SPIN #143007431

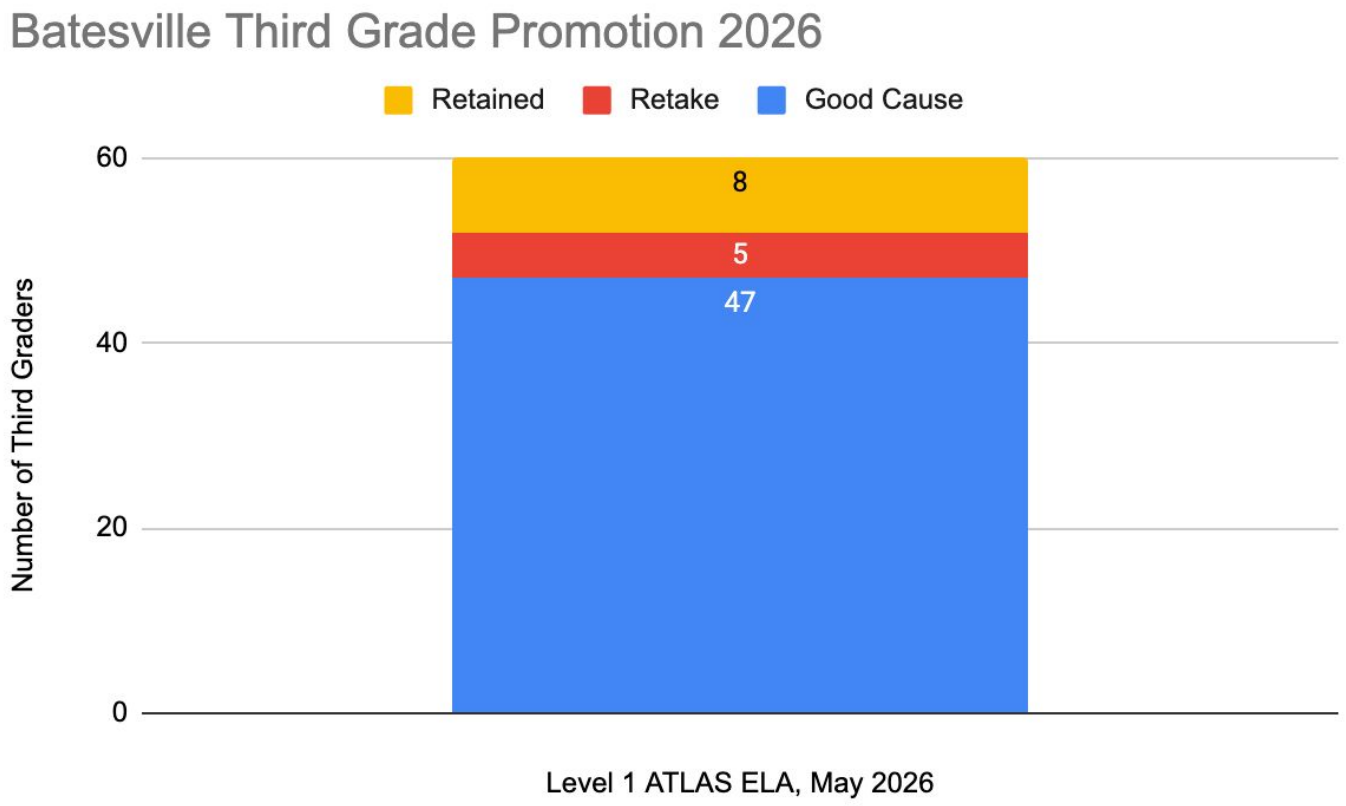
Qty	Part Number	Description	Srvc Part Number	Serial #	Srvc Description	UNIT	EXTENDED	Start Date	End Date
1	16423	SX460 Core License from Adv Edge - VOUCHER	97000-16423	0926-17F5-B1E4-B0D3-F5G6	EW Software & TAC - 16423	$ 246.10	$ 246.10	8/1/26	7/31/27
1	16423	SX460 Core License from Adv Edge - VOUCHER	97000-16423	0803-18B0-J9F5-E4B1-D3H7	EW Software & TAC - 16423	$ 246.10	$ 246.10	8/1/26	7/31/27
1			97304-16703		EW NBD AHR RMA Only - 16703	$ 169.10	$ 169.10	8/1/26	7/31/27
1			97304-16718		EW NBD AHR RMA Only - 16718	$ 126.40	$ 126.40	8/1/26	7/31/27
20			USK12-STD-A-S-C-EW		Extreme Platform One Standard Networking for Tier A includes ExtremeWorks Right-to-Use Subscription and TAC OS for One Tier A Device per Year (US K-12)	$ 169.30	$ 3,386.00	8/1/26	7/31/27
2			USK12-STD-C-S-C-EW		Extreme Platform One Standard Networking for Tier C includes ExtremeWorks Right-to-Use Subscription and TAC OS for One Tier C Device per Year (US K-12)	$ 574.40	$ 1,148.80	8/1/26	7/31/27
1	USK12-STD-D-S-C-EW	Extreme Platform One Standard Networking for Tier D includes	USK12-STD-D-S-C-EW	0908-25B0-E4B0-D3B1-I8C2	Extreme Platform One Standard Networking for Tier D includes ExtremeWorks Right-to-Use Subscription and TAC OS for One Tier D Device per Year (US K-12)	$ 667.50	$ 667.50	10/4/26	7/31/27
9	USK12-STD-D-S-C-EW	Extreme Platform One Standard Networking for Tier D includes	USK12-STD-D-S-C-EW		Extreme Platform One Standard Networking for Tier D includes ExtremeWorks Right-to-Use Subscription and TAC OS for One Tier D Device per Year (US K-12)	$ 667.50	$ 6,007.50	10/4/26	7/31/27
1	XIQ-CACT-VT	ExtremeCloud IQ Controller Activation License for Virtual Ap	97003-XIQ-CACT-VT	1214-229J-4E0A-0A7H-2C6G	EW Software Support - XIQ-CACT-VT	$ 454.50	$ 454.50	8/1/26	7/31/27
1	XIQ-NAC-S-10K-EW	ExtremeNAC SW Subscription for 10000 End-Systems for 1Year	XIQ-NAC-S-10K-EW	0708-25D3-D3H7-F5C2-C2J9	ExtremeNAC SW Subscription for 10000 End-Systems for 1Year ExtremeWorks	$ 15,943.30	$ 15,943.30	8/1/26	7/31/27
							$ 28,395.30		

Batesville Pioneers

District Student Performance Report

July 20, 2026

Progress Toward Reading Proficiency



Strategic Professional Development

June 2026

- Curriculum Internalization
  - District Team (5): Principals, Master Professional Educators, District Leader
  - Specific Result 1.1: Align districtwide systems to support student and staff excellence.

July 2026

- Teacher-Developed Walkthrough Tool with Multilingual Learner Supports
- Principal Training
- Specific Result 2.2: Cultivate effective practices among staff members.

Strategic Professional Development

August 2026

- Districtwide Rollout of walkthrough tool
- Strategic implementation of CTE Plan

Fall 2026

- Onsite calibration, coaching, and support
  - Walkthrough tool
  - CTE Plan

Spring 2026

- Onsite calibration, coaching, and support
  - Walkthrough tool
  - CTE Plan

Questions?

Batesville School District
STUDENTS FIRST

BOARD OF EDUCATION AGENDA ABSTRACT

Abstracts serve to provide background information regarding agenda items.

ACTION

TITLE:	**2026-2027 Preschool Calendar**
DATE:	**July 20, 2026**
RESPONSIBLE ADMINISTRATOR:	**Mrs. Mindy Shaw & Mrs. Rachel Horn**

BACKGROUND/CONSIDERATIONS:
A school calendar is approved through the Board of Education. The creation of the Preschool calendar was informed by feedback from various stakeholders. Like the Batesville School District K-12 calendar, the proposed Preschool calendar includes professional development days before the start of school and throughout the year. The Preschool calendar also mirrors the K-12 calendar for student breaks and holidays. Decisions about professional development, student breaks, and holidays were made so that Preschool and K-12 students could attend school on the same days, minimizing scheduling disruptions for families.

RECOMMENDATION:
The administration recommends that the Batesville School District Board of Education approve the 2026-2027 Preschool calendar.

If the Board agrees, the motion would read: ***move to approve the 2026-2027 Preschool calendar as presented.***

Batesville Prechool Calendar 26/27 - 178 ABC Days

July 2026						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026						15
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026						21
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026						20
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026						16
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026						14
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027						18
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027						18
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027						18
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027						20
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027						18
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 3, 2026 4th of July (Recognized)
July 27-31 Closed - Building Maintenace
August 3-10 PD Closed
Aug 6, 2026 Open House PK-5
190, 200 & 240-Day Only
Aug 11, 2026 First Day of School
Sept 7, 2026 Labor Day
Oct. 12 2026 P/T Conference 4:30-7:30
Oct. 13, 2026 P/T Conference 4:30-7:30
Oct. 15, 2026 P/T Conference 4:30-6:30
Oct. 19, 2026 Fall Break
240-Day Cert. and Class.- Work
Oct. 20 PD (no School)
Nov. 23-27, 2026 Thanksgiving Break
240-Day Class. = Nov. 25-27, 2026
Dec. 21-Jan. 1, 2027 Christmas Break
240-Day Classified-Dec. 23-Jan. 1, 2027

178 Student Contact Days
2 Parent/Teacher Conference Days

Jan. 4, 2027 PD Closed
Jan. 18, 2027 MLK (Make-Up Day 1)
240-Day Certified Work
Feb. 8, 2027 P/T Conference 4:30-7:30
Feb. 9, 2027 P/T Conference 4:30-7:30
Feb. 11, 2027 P/T Conference 4:30-7:30
Feb. 12, 2027 PD CLosed
Feb. 15, 2027 Presidents Day (Make-Up Day 2)
240-Day Certified Work
Mar. 22-26, 2027 Spring Break
April 23 & 26 No School (Make-Up Day 3 & 4)
240-Day Cert. and Class. Work
May 26, 2027 Last Day of Preschool
May 31, 2026 Memorial Day

Batesville School District
STUDENTS FIRST

BOARD OF EDUCATION AGENDA ABSTRACT

Abstracts serve to provide background information regarding agenda items.

ACTION

TITLE:	**2026-2027 K-12 Capacity Determination**
DATE:	**July 20, 2026**
RESPONSIBLE ADMINISTRATOR:	**Mrs. Rachel Horn**

BACKGROUND/CONSIDERATIONS:
Established by the Public School Choice Act of 2015, the public school choice program enables students in kindergarten through grade twelve (K-12) to attend a school in a nonresident district, subject to certain limitations, including the capacity of the nonresident district.

A district may claim lack of capacity only when one of the following applies:

- 95% threshold: 95% or more of grade-level seats are filled at the requested school/program as of the date of application; or
- Legal class size/ratio limits: accepting the student would exceed student-to-teacher ratio/class-size limits established by federal law, state law, or DESE rules.

Capacity determinations must be reviewed and adopted annually by the local school board. Districts should maintain board documentation and apply capacity standards consistently.

RECOMMENDATION:
The administration recommends that the Batesville School District Board of Education adopt the the capacity as presented.

If the Board agrees, the motion would read: ***move to adopt the capacity as presented.***

Batesville School District
STUDENTS FIRST

BOARD OF EDUCATION AGENDA ABSTRACT

Abstracts serve to provide background information regarding agenda items.

ACTION

TITLE:	**2026-2027 School Improvement Plans**
DATE:	**July 20, 2026**
RESPONSIBLE ADMINISTRATOR:	**Mrs. Rachel Horn**

BACKGROUND/CONSIDERATIONS:
All public schools in Arkansas must develop a school improvement plan (Ark. Code Ann. §6-15-2914). These plans include goals based on an analysis of students' needs and the support and actions necessary to generate the anticipated outcomes. The Batesville school improvement plans reflect the district's strategic priorities while honoring the unique context of each campus. The school improvement plans will be collaboratively monitored throughout the year to measure progress toward established goals.

RECOMMENDATION:
The administration recommends that the Batesville School District Board of Education approve the school improvement plans.

If the Board agrees, the motion would read: ***move to approve the school improvement plans as presented.***

Strategic Plan
School Level Improvement Plan
2027-2031

Batesville High School

Principal: Kevin Bledsoe
Assistant Principals: Jace Dunegan, Briley Strecker
Site Stakeholder Team
Requirements of School Improvement Plans
MySchoolInfo
2025 School Report Card

Core District Beliefs

- When everyone feels safe to try and fail, learning and growth will occur.
- We believe in strong, positive relationships with clear communication cultivate a sage and valued learning experience.
- We believe excellence is attainable for all.
- We believe that every student can achieve at high levels when their individual needs are met.
- We believe everyone will be engaged when their unique talents are recognized, valued, and utilized.

District and School Goals

We will ensure excellence for all

- Align district-wide systems to support student and staff excellence at the school level (2027-2031)

We will ensure multilingual learners thrive

- Establish support for multilingual students and staff.
- Cultivate effective practices among staff members. (2027)
- Create an inclusive/culturally responsive environment

We will foster a positive public perception

- Cultivate processes for students and staff that develop a sense of belonging.
- Implement meaningful recognition practices for students and staff.
- Organize events that include internal and external stakeholders. (2027)
- Utilize structures for capturing and sharing compelling stories to multiple stakeholder groups.

Strategic Plan
School Level Improvement Plan
2027-2031

We will recruit, develop, and retain highly effective staff.

- Develop a recruitment process to attract highly qualified staff.
- Provide opportunities for staff to obtain mentoring, meaningful professional development, and assistance from highly trained staff.
- Create a sustainable incentive program to retain staff.

We will build and maintain community partnerships.

- Celebrate community partnerships that actively engage with students and school initiatives.
- Create active partnerships with the community that will support students' and businesses' success.

2027 Goal 1: Ensuring excellence for all and aligning systems to support success:

In the 2026-2027 school year, 40% of Batesville High School students in grades 9-10 will score in Level 3 or 4 in ATLAS Summative ELA

- 2025-2026 ATLAS Summative ELA 9-10 Levels 3&4: 36%
- 2024-2025 ATLAS Summative ELA 9-10 Levels 3&4: 31%
- 2023-2024 ATLAS Summative ELA 9-10 Levels 3&4: 29%

In the 2026-2027 school year, 32% of Batesville High School students in grades 9-10 will score in Level 3 or 4 in ATLAS Algebra 1/ Geometry Summative.

- 2025-2026 ATLAS Math Summative Alg 1/Geometry Levels 3&4: 26%
- 2024-2025 ATLAS Math Summative Alg 1/Geometry Levels 3&4: 29%
- 2023-2024 ATLAS Math Summative Alg 1/Geometry Levels 3&4: 28%

In the 2026-2027 school year, 45% of Batesville High School students in Biology will score in Level 3 or 4 in ATLAS Summative Assessment.

- 2025-2026 ATLAS Summative Biology Levels 3&4: 41%
- 2024-2025 ATLAS Summative Biology Levels 3&4: 35%
- 2023-2024 ATLAS Summative Biology Levels 3&4: 36%

Evidence: Unit plans, pacing guides, and proficiency scales for all subject areas are complete, aligned to state standards, and are aligned horizontally and vertically across

grade levels. ATLAS Interim Assessments fall and spring semester will be used to monitor alignment and progress.
Action Steps
Develop and maintain proficiency scales for all priority standards to ensure consistent expectations across classrooms.
Conduct regular instructional walkthroughs to monitor alignment between curriculum, instruction, and assessment.
Develop common formative assessments aligned to proficiency scales and priority standards.
All teachers will participate in Professional Learning Communities (PLCs) focused on analyzing student learning and instructional effectiveness.
Train teacher and instructional leaders to support curriculum implementation and instructional alignment.
2027 Goal 2: All BHS teachers will implement evidence based practices to support multilingual learners.
Evidence: Observation and Feedback, Instructional Coaching, Professional Development Coaching
Action Steps
Provide professional development on effective instructional strategies for multilingual learners.
Offer professional learning focused on scaffolding instruction while maintaining grade-level rigor.
Incorporate academic vocabulary instruction into daily lessons.
Create systems for sharing accommodations and instructional supports among staff.
Conduct classroom observations to identify strengths and opportunities related to multilingual learner instructional practices.

Strategic Plan
School Level Improvement Plan
2027-2031

Assist PLCs in examining student work to identify effective practices and areas for instructional adjustment.
2027 Goal 3: Batesville High School will increase attendance at stakeholder engagement events by 10% compared to the previous school year. .
Evidence: Parent/Teacher Conferences, First Event, Quarterly Academic Awards Ceremony, College Fair, Area Career Fair, FAFSA and Scholarship Workshops, Senior Signing Day.
Action Steps
Develop an annual calendar of stakeholder engagement events that includes academic, extracurricular, career, and community-focused opportunities.
Establish a stakeholder engagement committee composed of staff, students, parents, and community representatives.
Identify community organizations, businesses, and partners to collaborate in school events and initiatives.
BHS Goal 4: All students in grades 9-12 will be introduced to and provided an opportunity to explore a variety of careers.
Evidence: Class meetings, Launch for Students, Career Fairs, Internship and Job Shadowing opportunities, guest speakers
Action Steps
Introduce students to career clusters and pathways through advisory periods, classroom lessons, and school-wide activities.
Explore careers through Launch for Students (Advisory)
Assist in organizing and participating in area career fair featuring representatives from a variety of industries and professions through WorkWired.
Host career speakers and guest presenters throughout the school year.

Coordinate college, technical school, military, and workforce information sessions for students and families.
Assist in the development of internship and apprenticeship partnerships with local businesses and organizations through WorkWired.
Conduct mock interviews with business and community partners.
BHS Goal 5: All students will develop a Personal Student Success Plan to use as a guide for graduation and post-secondary education and/or workforce readiness.
Evidence: Class meetings, Advisory Class, Launch for Students
Action Steps
Use concurrent and dual credit courses to prepare students for college/careers.
Create flexible schedules based on the individual needs of each student (internships, JAG Job, etc)
Use Launch for Students as a tool for post-secondary and workforce readiness exploration.
Career Coach working in conjunction with UACCB to offer pathways to acceleration and workforce education center.
Student Success Plans for all grades in Launch for Students to track student progress to graduation with merit and distinction.

Strategic Plan
School Level Improvement Plan
2026-2031

Every Student Growing Every Day

Batesville Junior High School Charter

Principal: Casey Burnside
Assistant Principal: Scott Carpino

Site Stakeholder Team
Requirements of School Improvement Plans
MySchoolInfo
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2024 ESSA Index

SMART Goals

1. In the 2026-2027 school year, BJHSC will increase the percentage of students scoring in Levels 3 and 4 on the ATLAS Summative Mathematics Assessment from 43% to 48%, representing a 5 percentage-point increase from the 2025-2026 school year.

2. In the 2026-2027 school year, BJHSC will increase the percentage of students scoring in Levels 3 and 4 on the ATLAS Summative ELA Assessments from 37% to 42%, representing a 5 percentage-point increase from the 2025-2026 school year.

3. All BJHSC students will engage in career exploration through "Launch for Students!" by completing career and college readiness lessons designed to increase awareness of career pathways and postsecondary opportunities. Students will develop a Student Success Plan (SSP) that will follow them through junior high and into their 9th grade year, revisiting and updating the plan annually with a counselor based on their interests, goals, and information gained through career exploration activities. Parents/guardians will be actively involved in the Student Success Plan process and will review and sign the plan annually as required by state guidelines. Additionally, Technology and Computer Science course options will be added to the elective offerings at BJHSC to enhance career readiness by equipping students with both technical and soft skills. This work aligns with the district's Career and Technical Education (CTE) planning efforts by supporting early career awareness, pathway exploration, and intentional academic planning for future success.

4. BJHSC will increase the academic success of students identified as English learners by ensuring that 100% of teachers implement research-based language supports in instruction and by demonstrating growth in student language proficiency and academic performance as measured by ELPA21, classroom assessments, and course grades. This goal aligns with the Batesville School District Strategic Plan to ensure multilingual learners thrive.

5. BJHSC will strengthen parent and community engagement by increasing communication with stakeholders, expanding opportunities for family involvement, and developing meaningful partnerships with local businesses and community organizations. By May 2027, at least 85% of parents and community stakeholders responding to the annual engagement survey will indicate satisfaction with school communication, family engagement opportunities, and school-community partnerships. Through consistent communication, family engagement activities, and collaborative partnerships, BJHSC will foster a supportive school community that promotes student success and strengthens relationships between the school, families, and community.

Strategic Plan
School Level Improvement Plan
2026-2031

Every Student Growing Every Day

SMART Goal 1:

In the 2026-2027 school year, BJHSC will increase the percentage of students scoring in Levels 3 and 4 on the ATLAS Summative Mathematics Assessment from 43% to 48%, representing a 5 percentage-point increase from the 2025-2026 school year.

Evidence: ATLAS Summative Data

Timeline: Student progress will be monitored and analyzed throughout the school year using ATLAS Interim Assessments, ATLAS Classroom Assessments, and other benchmark data. Results will be reviewed during PLC and department meetings to guide instructional decisions and interventions. Academic support and intervention efforts will be monitored and adjusted as needed throughout the year.

Action Steps

Targeted academic support and intervention will be provided during the intervention period for students who are struggling in mathematics.

After-school math tutoring opportunities will be available to all students needing additional support or enrichment.

i-Ready, instructional best practices, and formative assessment data will be utilized to personalize instruction and address individual student learning needs.

Curriculum and instruction will be aligned to the Arkansas Essential Standards and ATLAS Assessment Blueprints to ensure students are prepared for grade-level expectations and state assessments.

PLCs will regularly analyze student performance data, pacing, curriculum implementation, and assessment results to ensure instructional fidelity and identify areas for improvement.

A structured mathematics intervention program will be implemented to support student growth in mathematical proficiency. Students will engage in targeted skill practice aligned to individual learning needs and grade-level standards. Progress will be monitored regularly through available assessment data, and students will be assigned to a teacher who will monitor progress, establish goals, provide accountability, and celebrate growth. Intervention supports will be adjusted based on student performance and identified areas of need.

Strategic Plan
School Level Improvement Plan
2026-2031

Every Student Growing Every Day

SMART Goal 2:

In the 2026-2027 school year, BJHSC will increase the percentage of students scoring in Levels 3 and 4 on the ATLAS Summative ELA Assessments from 37% to 42%, representing a 5 percentage-point increase from the 2025-2026 school year.

Evidence: ATLAS Summative Data

Timeline: Student progress will be monitored and analyzed throughout the school year using ATLAS Interim Assessments, ATLAS Classroom Assessments, and other benchmark data. Results will be reviewed during PLC and department meetings to guide instructional decisions and interventions. Academic support and intervention efforts will be monitored and adjusted as needed throughout the year.

Action Steps

Targeted academic support and intervention will be provided during the intervention period for students who are struggling in reading.

After-school reading tutoring opportunities will be available to all students needing additional support or enrichment.

Amplify ELA, instructional best practices, and formative assessment data will be utilized to personalize instruction and address individual student learning needs.

Curriculum and instruction will be aligned to the Arkansas Essential Standards and ATLAS Assessment Blueprints to ensure students are prepared for grade-level expectations and state assessments.

PLCs will regularly analyze student performance data, pacing, curriculum implementation, and assessment results to ensure instructional fidelity and identify areas for improvement.

A structured reading intervention program will be implemented to support student growth in literacy. Students will engage in targeted skill practice aligned to individual learning needs and grade-level standards. Progress will be monitored regularly through available assessment data, and students will be assigned to a teacher who will monitor progress, establish reading goals, provide accountability, and celebrate growth. Intervention supports will be adjusted based on student performance and identified areas of need.

Teachers will incorporate evidence-based literacy practices, including explicit vocabulary instruction, comprehension strategies, and opportunities for reading across content areas to strengthen students' reading proficiency.

Strategic Plan
School Level Improvement Plan
2026-2031

Every Student Growing Every Day

SMART Goal 3:

All BJHSC students will engage in career exploration through "Launch for Students!" by completing career and college readiness lessons designed to increase awareness of career pathways and postsecondary opportunities. Students will develop a Student Success Plan (SSP) that will follow them through junior high and into their 9th grade year, revisiting and updating the plan annually with a counselor based on their interests, goals, and information gained through career exploration activities. Parents/guardians will be actively involved in the Student Success Plan process and will review and sign the plan annually as required by state guidelines. Additionally, Technology and Computer Science course options will be added to the elective offerings at BJHSC to enhance career readiness by equipping students with both technical and soft skills. This work aligns with the district's Career and Technical Education (CTE) planning efforts by supporting early career awareness, pathway exploration, and intentional academic planning for future success.

Evidence: Student schedules, "Launch for Students!" completion and participation data, Student Success Plans (SSPs), annual parent/guardian signatures on SSPs, and course enrollment data.

Timeline: Counselors will monitor student scheduling, Student Success Plan development, parent involvement, and annual SSP signatures throughout the school year. "Launch for Students!" participation and completion data will be reviewed regularly by administration, counselors, and leadership team members to monitor implementation and student engagement.

Action Steps

All students will participate in weekly career readiness lessons and activities through "Launch for Students!" to increase awareness of career pathways, workplace skills, and postsecondary opportunities. Additional career-focused experiences will be provided through Career Exploration, Career Awareness, and Leadership & Service courses.

Technology and Computer Science courses will be added to the BJHSC elective offerings to expand opportunities for students to develop technical, problem-solving, collaboration, and digital literacy skills that support future career readiness.

All BJHSC students will receive annual course advising from the counseling staff to ensure they understand available academic and career-focused opportunities and can make informed decisions regarding course selections.

Student Success Plans will be developed for all students beginning in the 6th grade Career Exploration course or upon enrollment at BJHSC. Plans will be reviewed and updated annually using information gained through career exploration activities, student interests, academic performance, and counselor guidance. Parents/guardians will participate in the annual review process and will sign the Student Success Plan each year to acknowledge involvement in their child's academic and career planning.

All students will complete assigned "Launch for Students!" lessons and activities to strengthen career awareness, goal setting, financial literacy, college readiness, and workforce preparedness.

Eighth-grade students will collaborate with counselors and high school advisors to expand their Student Success Plans into a preliminary four-year high school plan. During this process, students will explore available academic pathways, Career and Technical Education opportunities, and postsecondary options to support informed decision-making for high school and beyond.

Strategic Plan
School Level Improvement Plan
2026-2031

Every Student Growing Every Day

SMART Goal 4:

BJHSC will increase the academic success of students identified as English learners by ensuring that 100% of teachers implement research-based language supports in instruction and by demonstrating growth in student language proficiency and academic performance as measured by ELPA21, classroom assessments, and course grades. This goal aligns with the Batesville School District Strategic Plan to ensure multilingual learners thrive.

Evidence: ELPA21 growth data, classroom observation data showing implementation of ELL strategies, and/or improved grades and course completion rates for English learners

Timeline: Student progress will be monitored and analyzed throughout the school year using ELPA21 data, classroom assessments, grades, and teacher observations. Implementation instructional strategies will be reviewed through classroom observations and PLC discussions. The leadership team, counselors, teachers, administration, and ESOL staff will regularly review student performance data and adjust supports and interventions as needed to promote language acquisition and academic success.

Action Steps

Teachers will participate in professional learning opportunities focused on effective instructional strategies for students identified as English learners, including scaffolding techniques, academic vocabulary development, and structured language practice. Teachers will apply these strategies consistently within their classrooms to support language acquisition and content mastery.

Classroom teachers will implement accommodations and supports identified for English learners, including visual aids, graphic organizers, sentence stems, and other scaffolds that promote access to grade-level content. Administrators will monitor implementation through classroom observations and feedback cycles.

Student progress will be reviewed regularly using ELPA21 data, classroom assessments, grades, and teacher observations. Students requiring additional support will be identified, and targeted interventions will be provided to address specific language and academic needs.

General education teachers, interventionists, counselors, and ESOL staff will collaborate throughout the year to discuss student progress and instructional needs. These collaborative efforts will ensure consistent support and alignment of strategies across learning environments.

Teachers will provide intentional opportunities for students to develop speaking, listening, reading, and writing skills within all content areas. Academic language development will be embedded into daily instruction through structured discussions, collaborative learning, and content-specific vocabulary instruction.

The school will strengthen partnerships with families of multilingual learners through regular communication regarding student progress, academic expectations, and available resources. Communication will be provided in a language and format that is accessible to families whenever possible.

Strategic Plan
School Level Improvement Plan
2026-2031

Every Student Growing Every Day

SMART Goal 5:

BJHSC will strengthen parent and community engagement by increasing communication with stakeholders, expanding opportunities for family involvement, and developing meaningful partnerships with local businesses and community organizations. By May 2027, at least 85% of parents and community stakeholders responding to the annual engagement survey will indicate satisfaction with school communication, family engagement opportunities, and school-community partnerships. Through consistent communication, family engagement activities, and collaborative partnerships, BJHSC will foster a supportive school community that promotes student success and strengthens relationships between the school, families, and community.

Evidence: Parent orientation sign-in sheets, PTO meeting records, family engagement event attendance, newsletters, social media communication records, stakeholder survey participation and results, and documentation of community partnerships.

Timeline: Family and community engagement efforts will be monitored throughout the school year by the BJHSC Parent Engagement Coordinator, counselors, administration, and leadership team. Participation data, communication efforts, and partnership activities will be reviewed periodically to evaluate effectiveness and identify opportunities for growth.

Action Steps

Monthly newsletters and daily announcements will be shared through Facebook, email, and other communication platforms to keep families informed about school events, programs, student achievements, and important school information.

A parent orientation night and additional family engagement opportunities will be provided throughout the school year to strengthen communication and increase family involvement in the school community.

BJHSC will maintain an active PTO and encourage participation through regular meetings, volunteer opportunities, and collaboration on school events and initiatives.

BJHSC staff will regularly communicate with families regarding student progress, school activities, and available resources to promote strong home-school partnerships.

Partnerships with local businesses, community organizations, and civic groups will be developed and maintained to provide resources, student support services, mentoring opportunities, and career awareness experiences.

Stakeholder feedback will be collected through surveys, meetings, and other communication channels to identify strengths, address concerns, and guide continuous improvement efforts related to family and community engagement.

Strategic Plan
School Level Improvement Plan
2026-2031

Every Student Growing Every Day

Eagle Mountain Elementary

Principal: Mychelle Spivey
Assistant Principal: Stephen Robertson
Site Stakeholder Team
Requirements of School Improvement Plans
2024-2025 School Report Card
EME ATLAS Progression Report

SMART Goal 1: By the end of the 2027 academic year, we will deliver high-quality, data-driven instruction aligned to state standards and student needs, resulting in a 5% increase in overall student growth and achievement in Science, Math and Literacy.

- In the 2026-2027 school year, 48% of Eagle Mountain students in grades K-5 will score in Level 3 or 4 in ATLAS Summative ELA.
- In the 2026-2027 school year, 56% of Eagle Mountain students in grades K-5 will score in Level 3 or 4 in ATLAS Summative Math.
- In the 2026-2027 school year, 51% of Eagle Mountain students in grades K-5 will score in Level 3 or 4 in ATLAS Summative Science.

Evidence: District CFA's, K-3 ATLAS Screener, ATLAS, iReady Diagnostic

Action Steps

All grade-level teachers will meet weekly to analyze data in order to create small groups and specific interventions as needed during PLCs, RTI meetings, and team meetings.

Classroom teachers will plan and implement iReady Math, CKLA, UFLI, and Amplify Curriculum.

All Kindergarten through 5th-grade teachers will use informal and formal classroom assessments to monitor student progress throughout the school year.

Grade-level math teachers will have professional training with iReady Consultants.

Grade-level science teachers will have professional training with Amplify Consultants.

Strategic Plan
School Level Improvement Plan
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Every Student Growing Every Day

Follow the district literacy plan with fidelity.
A reading interventionist will provide Tier 2 instruction with targeted students.
All K-5 teachers will be RISE trained and implement SOR strategies into daily routine and instruction.
Some aides will be RISE trained and all will help use SOR strategies in interventions.
Teachers will plan and implement district-wide HQIM while using Phonics First, Heggerty, Gizmos, BUILD, iReady Literacy, and CKLA Skills as supplemental resources.
SMART Goal 2: By the end of 2031, we will improve parent and community engagement by increasing participation in schoolwide events from 36% (175 attendees) to 45% (219 attendees), achieving a 25% total increase in attendance. In addition, establish two-way communication with at least 95% of families by the end of each grading period.
Evidence: Parent Square Report, Event attendance, Call Logs
Action Steps
Communication to stakeholders will include a weekly campus newsletter, social media outlets, and Parent Square.
The Community Schools Model Coordinator will help to focus our campus towards building community relationships.
Create more opportunities (extracurricular and academic) for parents and community partners to attend (in-person tutoring nights or online how-to videos that focus on parents using technology, social-emotional health of students for parents, and understanding curriculum and school vocabulary).
The campus will host a variety of family events, such as Literacy Night and STEAM Night.
SMART Goal 3: Ensure that all students have a safe, supportive, and collaborative culture for learning by increasing attendance and decreasing discipline referrals. • Increase student attendance from 95.61% to 97.11% by the end of the 2026-2027 school year. • Reduce office discipline referrals by 15%, from 270 to 229 referrals (or fewer), by the end of the 2026-2027 school year.
Evidence: Discipline Reports/Data, Attendance Records, Needs Assessment

Strategic Plan
School Level Improvement Plan
2026-2031

Every Student Growing Every Day

Action Steps
Monthly school-wide celebrations that will recognize and honor citizens of the month.
Student leaders will host morning announcements and work on sharing communication skills, manners, celebrations, etc.
Work with community partners and PTO to make campus improvements.
Continue to provide weekly food bags for students in need of extra resources on the weekends.
Establish a Guided Coalition that will identify and uphold the campus mission, vision, and collective commitments.
Our Community School Site team will meet to review our needs assessment for improvements in parent engagement, communication, etc. throughout the school year.
SMART Goal 4: In the 2026-2027 school year, 55% of Eagle Mountain's 3rd-graders who are identified as English Learners will score Level 2 or higher in ATLAS Summative ELA.
Evidence: ATLAS Summative- ELA
Action Steps
All staff members will be SIOP trained and use SIOP strategies in daily lessons.
An ESOL teacher will be housed at Eagle and will push-in and pull-out ELL students.
Students scoring a level 1 and 2 in 2nd Grade ATLAS ELA will be identified before going into 3rd Grade, so targeted interventions can start immediately in 3rd Grade.

Strategic Plan
School Level Improvement Plan
2026-2027

Every Student Growing Every Day

Sulphur Rock Elementary

Principal: Tina Baker

Site Stakeholder Team

Required Components of School Improvement Plan

2024 School Report Card

2025 School Info

2025 Letter Grade

MySchoolInfo

SMART Goal 1: In alignment with the district's Strategic Plan Goal 1, *Ensuring Excellence for All*, the Sulphur Rock Elementary will increase the academic growth of students in the lowest quartile of achievement. By May 2027, the percentage of students in the lowest quartile of achievement who meet or exceed their annual growth targets will increase from 58% to 65% in English Language Arts, from 33% to 50% in Mathematics, and from 41% to 52% in Science, as measured by state growth data and local benchmark assessments. Progress will be monitored monthly through formative assessments, intervention data, and PLC review cycles to ensure targeted support and instructional adjustments for low-performing students.

Evidence: Common Formative Assessment (CFA) for Essential Grade Level Standards, ATLAS Screener, Interim and Summative Assessments, ATLAS Individual Reading Plans (IRP), Math Intervention Plans (MIP), ATLAS Testlets K-3, Dibels, iReady Diagnostic, and DSA

Strategies: Collect and desegregate student data in Professional Learning Communities (PLC) to identify strengths and weaknesses, incorporate What I Need (WIN) Intervention & Enrichment time for all students, and complete Individual Reading Plans and Math Intervention Plans for student's needs.

Timeline: July 1, 2026 - June 30, 2027

Action Steps

- Administer the ATLAS K-3 Screener, Dibels, DSA, and iReady Diagnostic within the first 30 days of school
- Analyze the data from all BOY assessments in weekly PLC meetings and identify students in the lowest quartile within the first four weeks of school
- Implement targeted intervention groups in ELA, Math, and Science by identifying students with similar strengths or weaknesses for targeted support into groups for What I Need (WIN) time
- Utilize PLCs to analyze growth data and adjust instructional strategies
- Complete IRP's and MIP's on those students who are below grade level
- Assign students to interventionist based on need and set goals for individual students

- Conduct monthly reviews of growth data to evaluate progress toward the goals
- Administer weekly CFA to monitor learning of essential standard taught

SMART Goal 2: In alignment with the district's commitment to ensuring multilingual learners thrive, by May 2027, 100% of multilingual learners at SRE will receive targeted language and academic supports, and at least 75% will demonstrate growth in English language proficiency and/or academic achievement as measured by English language proficiency assessments, local benchmark data, classroom performance, and progress-monitoring tools. Progress will be reviewed quarterly through PLC meetings, multilingual learner data reviews, and intervention monitoring to ensure students have equitable access to grade-level learning and opportunities for success.

Evidence: Lesson plans showing language supports and differentiation strategies, teacher professional development attendance records related to multilingual learners, PLC agendas, minutes, and data review documents focused on multilingual learner progress, family communication logs, translated materials, and parent engagement records, intervention schedules and progress-monitoring documentation as well as student academic performance and report card data

Strategies: Provide targeted language support and instructional accommodations in classrooms, monitor multilingual learner progress quarterly using academic and language proficiency data, provide professional learning for teachers on effective strategies for multilingual learners, strengthen communication and engagement with multilingual families through translated resources and outreach, use PLCs to review multilingual learner data and adjust supports based on student needs

Timeline: July 1, 2026 - June 30, 2027

Action Steps

- Provide professional development on effective instructional practices for multilingual learners
- Provide targeted language supports and accommodations for multilingual learners in classrooms
- Monitor language proficiency and academic progress quarterly and adjust supports as needed
- Utilize PLCs to review multilingual learner data and plan interventions
- Strengthen communication and engagement with multilingual families through translated resources and outreach opportunities
- Incorporate academic vocabulary instruction, visual supports, and structured student discourse opportunities
- Share best practices through PLCs

- Provide opportunities for families to participate in school events and support student learning at home

SMART Goal 3: By May 2027, 100% of students and staff will actively participate in the school-wide Positive Behavior Intervention and Supports (PBIS) program, as evidenced by implementation fidelity checks, participation in PBIS lessons and activities, and consistent use of PBIS expectations and behavior data systems. In addition, the school will increase overall student attendance by at least 3% from the current baseline, as measured by quarterly attendance reports and annual state attendance data.

Evidence: Collaboration with stakeholders creating PBIS matrix, PBIS training sign-in sheets and agendas for staff, documentation of school-wide PBIS lessons taught to students, behavior referral data showing decreases in office discipline referrals, student and staff surveys on PBIS implementation and school climate, PBIS participation logs (e.g., student recognition, reward systems), ADA/ADM statistics attendance report, communicate with our families about why attendance matters and the attendance goal for the year, attendance letters sent home after five missed days then at 10 days if needed, attendance reported to the prosecuting attorney in accordance with state law, incentives used for attendance

Strategies: Update the current PBIS matrix, staff training and communication, student engagement, recognition and reinforcement, progress monitoring, family and community involvement.

Timeline: July 1, 2026 - June 30, 2027

Action Steps

- Provide annual PBIS training and ongoing refreshers for all staff to ensure consistent implementation of expectations and procedures
- Form/Strengthen PBIS Leadership Team
- Implement monthly PBIS lessons and recognition activities to reinforce positive behavior
- Develop and Communicate Behavior Expectations to students and families
- Create a tiered system of behavioral supports for students needing additional interventions
- Launch attendance monitoring systems to identify students with chronic absenteeism early
- Develop attendance incentive programs for students, classrooms, and grade levels
- Strengthen family engagement through regular communication, attendance awareness campaigns, and parent partnerships

Strategic Plan
School Level Improvement Plan
2026-2027

Every Student Growing Every Day

SMART Goal 4: By May 2027, the school will provide all students with at least 150 minutes of physical education per week and implement a comprehensive wellness program that includes a health-related fitness component (e.g., Presidential Youth Fitness Program), daily access to free drinking water, and integrated nutrition education through PE instruction and cafeteria partnerships.

Evidence: Increased PE instructional time and verified implementation of wellness practices, master schedules and teacher lesson plans documenting increased physical activity, PE instructional logs and classroom walkthrough data confirming instructional time and standards alignment, Presidential Youth Fitness Program assessment data and student fitness reports, walkthrough and facilities checks verifying consistent student access to working, free water stations throughout the school day, curriculum mapping and lesson plans showing nutrition education embedded in PE, evidence of cafeteria collaboration, wellness committee meeting minutes and quarterly implementation review data

Strategies: Build and monitor a master schedule that ensures all students receive a minimum of 150 minutes of PE per week, implement the Presidential Youth Fitness Program with fall/spring assessments and student goal tracking, ensure all students have daily access to free drinking water through maintained water stations and classroom routines, embed nutrition lessons into PE instruction and reinforce concepts through classroom lessons and cafeteria partnerships, and use a Wellness Committee to conduct quarterly walkthroughs, review implementation data, and adjust practices based on results.

Timeline: July 1, 2026 - June 30, 2027

Action Steps

- Build and maintain a master schedule ensuring all students receive a minimum of 150 minutes of PE per week
- Provide professional development for staff on the Presidential Youth Fitness Program and student fitness goal setting
- Implement fitness assessments at least twice per year to monitor student health-related fitness growth
- Install, maintain, and routinely inspect accessible water stations to ensure free student access throughout the school day
- Integrate nutrition education lessons into PE units and reinforce concepts across grade-level classrooms
- Partner with cafeteria staff to align menus, promote healthy choices, and reinforce nutrition messaging
- Conduct quarterly wellness committee meetings to review implementation data and make instructional or program adjustments
- Use walkthroughs each semester to ensure fidelity of PE time and wellness program implementation

Strategic Plan
School Level Improvement Plan
2026-2027

Every Student Growing Every Day

West Elementary

BATESVILLE SCHOOL DISTRICT

School Level Improvement Plan
2026-2031

Every Student Growing Every Day

West Elementary

Principal: James Housdan
Assistant Principal: Rachel Mosier
Site Stakeholder Team
Requirements of School Improvement Plans
MySchoolInfo
2024-2025 School Report Card

Vision Statement

"Our aim is to lay the foundation for future growth in all students, enabling them to reach their maximum potential."

Mission Statement

"We are dedicated to Enriching Students' lives for The future."

Culture & Climate

Long Term Goal: Promote a school that creates a culture of nurturing and learning.

Objective: Improve student learning by creating a personalized learning environment.

Strategy: Make West Elementary School a fun, safe, and inviting place for students to mature mentally, socially, and physically.

Action Steps: Utilize our Professional Learning Communities and promote an ongoing process in which educators work collaboratively ***to build a co-teaching partnership*** in recurring cycles of collective inquiry and action research to achieve better results for the students we serve. ***Applying and having been selected, West (BSD) is partnered with the Department of Elementary and Secondary Education to build an inclusive education for students by implementing Universal Designs of Learning (UDL) with Multi-Tiered Systems of Support (MTSS).*** These are common and proven practices to promote teacher collaboration that increase student achievement. We will celebrate, collaborate, encourage, engage, and promote both relationships and high levels of learning. In response to ACT 1084 the district established a committee to explore and install the Positive Behavioral Interventions and Supports (PBIS) to implement a three-tier behavioral response system that supports academic learning.

Assessments: Culture and Climate will be assessed through the Elementary Guiding Coalition, observations, interviews, and surveys.

West Elementary

BATESVILLE SCHOOL DISTRICT

School Level Improvement Plan
2026-2031

Every Student Growing Every Day

Evidence: PBIS, Discipline Reports, and Needs Assessments, Student School Culture Survey, District School Culture Survey, Family & Community School Culture Survey, High Reliability Schools Framework
Stakeholders: Administration, Faculty, Staff, Students, and Community Members
Year 1 (SY 25-26): Professional Learning Communities **Year 2 (SY 26-27):** Acceleration and Career Awareness
Dates: On-going
Smart Goal One: We will ensure excellence for all.
Curriculum & Instruction
Long Term Goal: All students will be able to perform at grade level in Literacy, Math, Science, and Social Studies.
Objective: Students will be engaged in a rigorous curriculum that challenges them with objectives that are aligned to standards and instructional outcomes.
Strategies: 1) Address fluency and comprehension deficiencies in Literacy. 2) Vertical alignment for grade level standards that support student growth in all subject areas.
Action Steps: 1) Look at data and focus on areas of deficiency. 2) Document deficiencies for each grade level. 3) Organize materials for vertical alignment to promote student growth. 4) Compare data on the standards mastery assessment. 5) Include a literacy plan in **Common Knowledge Language Arts** that is based on the Science of Reading and is aligned with the literacy needs of our district. 6) Essential standards will be identified and Unit Plans will be developed for each core subject. 7) Common Formative Assessments will be developed for each core subject 8) Grade level teachers will have professional training throughout the summer through the North Central Cooperative, as well as, attend professional developments throughout the state (Ex. AR Behavior Conference, Testlets, Phonics Instruction, RISE, math, etc.)
Assessments: Diagnostic, formative, and summative assessments will be used to assess the curriculum and instruction. Student learning will be assessed through methods including, but not limited to, classroom engagement, quizzes, and tests. Periodic assessments like Cambium (ATLAS), Dibels, and Renaissance will identify student knowledge. Teachers will use data to guide choices related to curriculum, content, and instructional strategies. Teachers will be assessed by observations and evaluations through the ADE Educator Effectiveness System. ATLAS K-3 Screener ATLAS K-5 Fall Interim

West Elementary

BATESVILLE SCHOOL DISTRICT

School Level Improvement Plan
2026-2031

Every Student Growing Every Day

ATLAS K-5 Winter Interim
ATLAS K-5 Summative
i-Ready Math Diagnostics
i-Ready Literacy Diagnostics
Renaissance STAR Testing

Stakeholders: Principal, Curriculum Coordinator, Northcentral Arkansas ESC Specialists, Leadership Team, and Instructional Staff

Dates: On-going

Assessment Data

The following will provide assessment data from ATLAS screeners, Interims, and summative; iReady Diagnostics, and STAR testing. This data will be used to target areas of deficiency in literacy, math, and science for grades K-6. The deficiencies will be addressed in our P.I.O.N.E.E.R.S. blocks to address and respond to interventions (RTI) for Tier II and Tier III.

All math and literacy teachers in Kindergarten -5th grade will use informal and formal classroom assessments to monitor student progress throughout the school year. K-2 ATLAS, 3-5 - ATLAS, STAR reading data, and i-Ready math diagnostic data

Literacy Needs Assessment

Act 83 states that ".....A public school district and an open-enrollment public charter school shall include a literacy plan in the annual school-level improvement plan for approval by the public school district and public school district board of directors for implementation in the following school year" Arkansas Code § 6-17-429 (k)

Data Collection and Analysis:

Types of data collection that may be needed:

The literacy plan required….. shall include without limitation a curriculum program and a professional development program that include the following:

- ➔ Aligned with the literacy needs of the public school district; and
- ➔ Based on the Science of Reading

Multiple Measures of Student Learning: ATLAS screeners, interim, summative, DIBELS, STARS

West Elementary

BATESVILLE SCHOOL DISTRICT

School Level Improvement Plan
2026-2031

Every Student Growing Every Day

Demographic (student and adults):

Processes, Policies, Programs, and Commitments:

Perception:

What is the problem (issue) and why is it happening? What do I know?

Students are unable to read grade level literature and informational text independently with sufficient accuracy and fluency to support comprehension. Students have low vocabulary acquisition. Students have not been presented with consistent aligned reading or phonics instruction.

Prioritization:

What is the timeline for addressing the problem/issue?

Year 1 (SY 25-26): Continue to use Common Knowledge Language Arts, and UFLI with consistency, fidelity, and validity.

Year 2 (SY 26-27): Provide explicit and intentional professional development for CKLA.

Longterm: Continually evaluate and address needs as they arise.

Theory of Action and Goal Setting:

What are the roles needed to address the problem/issue?
Literacy Support should follow the **Cycle of Inquiry**:

Plan: Overall goals should be about improving reading achievement.

Do: Identify multiple actions to achieve goal. Establish monitoring procedures to include a timeline and evidence.

Check: Establish how the plan will be evaluated. To support implementation of literacy plans, it is critical to promote a culture of collaboration that focuses on instruction and student learning. This is addressed in High Reliability Schools leading indicator 1.4.

Leading Indicator 1.4: Collaborative teams regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.
Look for: Students scoring below level on assessments: **Act 1082** states that "….a public school district in which forty percent (40%) or more of the public school district's students scored 'in need

of support' on the state's prior year summative assessment for reading shall develop a literacy plan as part of the public school district support plan" Arkansas Code § 6-15-2914(d)
If the leaders: Help provide resources and accountability to those responsible for delivering these programs

And the teachers: will be trained in Phonics First and Structures. Teachers will instruct with fidelity and consistency continually evaluating progress towards goals

Then the students: will continually make gains and grow towards higher learning.

Improvement Planning: As a result of everyone working together, what is the expected result (goals)?

3rd Grade Promotion Overview

All K-5th literacy teachers will follow the district literacy plan with fidelity. All teachers are RISE trained and will continue to have refresher courses each year. New teachers will receive 6 days of RISE training in the summer before they begin teaching when possible. A reading interventionist and four instructional aides will intervene with students in grades K-3. The four instructional aides will also work with students in small groups with math as needed.

Goals: Students are able to read grade level literature and informational text independently with sufficient accuracy and fluency to support comprehension.

Smart Goal Two: In the 2026-2027 school year, 47% of West Elementary students in grades K-5 will score in Level 3 or 4 in ATLAS Summative ELA.

Math Needs Assessment

Data Collection and Analysis:

Types of data collection that may be needed:

Multiple Measures of Student Learning: i–Ready Diagnostics, Cambium (ATLAS and ATLAS K-3 Screener)

Demographic (student and adults):

Processes, Policies, Programs, and Commitments:

West Elementary

BATESVILLE SCHOOL DISTRICT

School Level Improvement Plan
2026-2031

Every Student Growing Every Day

Perception:
What is the problem (issue) and why is it happening? What do I know? Students are unable to perform grade level mathematical operations fluently and independently to solve real world problems. There have been gaps in scope and sequence of curriculum.

Prioritization:

What is the timeline for addressing the problem/issue?

Year 1 (SY 25-26): Provide training in i-Ready Mathematics to support math curriculum. Teachers meet throughout the year to achieve vertical alignment and review data for mastery of essential standards. Implementation of standards based grading in K-2. Fully implement i-Ready Mathematics in K-5

Year 2 (SY 26-27): Continue with providing training in Kindergarten through fifth grade for i-Ready Mathematics to support math curriculum.

Year 3 (SY 27-28): Implementation of standards based grading in third through fifth grade.

Longterm: Continually evaluate and address needs as they arise. Use these programs with consistency, fidelity, and validity.

Theory of Action and Goal Setting:

What are the roles needed to address the problem/issue?

Look for: Students scoring below level on assessments

If the leaders: Help provide resources and accountability to those responsible for delivering these programs

And the teachers: Instruct with fidelity and consistency continually evaluating progress towards goals

Then the students: will continually make gains

Improvement Planning: Math_Intervention_Plan_Overview_155711.pdf

As a result of everyone working together, what is the expected result (goals)?

West Elementary

BATESVILLE SCHOOL DISTRICT

School Level Improvement Plan
2026-2031

Every Student Growing Every Day

Goals: Students are able to perform grade level mathematical operations fluently and independently to solve real world problems.

Smart Goal Three: In the 2026-2027 school year, 48% of West Elementary students in grades K-5 will score in Level 3 or 4 in ATLAS Summative Mathematics.

Science Needs Assessment

Data Collection and Analysis:

Types of data collection that may be needed:

Multiple Measures of Student Learning: Amplify diagnostic testing, Cambium (ATLAS)

Demographic (student and adults):

Processes, Policies, Programs, and Commitments:

Perception:

What is the problem (issue) and why is it happening? What do I know?

Students are unable to perform grade level Scientific operations fluently and independently to solve real world problems. There have been gaps in scope and sequence of curriculum. Program inconsistency

Theory of Action and Goal Setting:

What are the roles needed to address the problem/issue?

Look fors: Students scoring below level on assessments

If the leaders: Help provide resources and accountability to those responsible for delivering these programs

And the teachers: Instruct with fidelity and consistency continually evaluating progress towards goals,

Then the students: will continually make gains.

Improvement Planning:

West Elementary

BATESVILLE SCHOOL DISTRICT

School Level Improvement Plan
2026-2031

Every Student Growing Every Day

As a result of everyone working together, what is the expected result (goals)?

Goals: Students are able to perform grade level scientific operations fluently and independently to solve real world problems.

Smart Goal Four: In the 2026-2027 school year, 50% of West Elementary students in grades 3-5 will score in Level 3 or 4 in ATLAS Summative Science.

Academic Support

Long Term Goal: Students will receive intervention (Explorer) and enrichment (Pathfinder) based on student's needs to support their academic growth.

Objective: Create and implement an effective Response to Intervention (RTI) program for all students.

Strategies: 1) Ensure high levels of learning by implementing Tier I, Tier II, and Tier III interventions. 2) Maximize learning with Tier II and Tier III students. 3) Hold weekly, monthly, and quarterly meetings to review progress of Tier I, Tier II, and Tier III students learning.
General and special educators will learn how to work together to build a co-teaching partnership
Will use instructional practices that support increased academic and behavioral outcomes for all students
Multi-Tiered Systems of Support (MTSS)

Action Steps: 1) Organize intervention blocks (Explorer) and provide professional development and intervention coaching. Implement Educator's Handbook to collect and analyze data that supports academics, attendance, and behavior improvement. 2) Collaborate with stakeholders to determine the academic, behavioral, and emotional needs of the students. 3) Coordinate monthly site visits with Northcentral Arkansas Education Service Cooperative. Northcentral Arkansas ESC literacy, math, and science specialists will provide support for best practices in curriculum use, learning strategies, and assessment/data collection. 4) All grade level teachers will meet monthly to analyze data from common formative assessments, in order to create small groups and specific interventions as needed during PLCs, RTI meetings, and team meetings.

Assessments: Academic Support will be assessed by data analysis, observation, and student and faculty survey.

Stakeholders: Principal, Curriculum Coordinator, Northcentral Arkansas ESC Specialists, Academic Interventionist, Faculty, and ParaProfessionals.

Dates: On-going

West Elementary

BATESVILLE SCHOOL DISTRICT

School Level Improvement Plan
2026-2031

Every Student Growing Every Day

Smart Goal Five: We will ensure multilingual learners thrive. In the 2026-2027 school year, 40% of West Elementary 3rd graders who are identified as English learners will score Level 2 or higher in ATLAS Summative ELA.

Response To Academic and Behavior Intervention Plan(s)

- *Tier 3 Referral Criteria*
- *Tier 3 Student Referral Form*

Dyslexia

- *24-25 AFESC Cycle 7 Dyslexia Data*
  - ***18 students (3.11%)- 2024-2025 SY***

Family and Community Engagement

Long Term Goal: West ES will work with parents and families to develop and review relevant plans, policies, and strategies related to engagement.

Objective:

- **Annual Title I Meeting** *(Title I schools)* Describe the details regarding the Annual Title I meeting used to inform parents of the requirements of Title I, the School's participation, and the parents' rights to be involved.
- *Guiding Questions*
  - ***6.1:*** *How and when (month/year) does the School conduct the Annual Title I meeting, ensuring that parents are informed of the following? (*Include a link to the detailed agenda, meeting minutes, and/or slide deck for this year's Annual Title I Meeting, if available.)*
    - *the requirements of Title I and the School's participation*
    - *the parents' rights under Title I (The Right to Know Teacher Qualifications, Right to Request Meetings)*
      [ESSA § 1116(c)(1)

Strategies: 1) Communication 2) Building Staff Capacity 3) Building Parent Capacity 4) Coordination 5) School-Parent Compact 6) Reservation of Funds

Our Leadership/Community School Site team will meet to review our needs assessment for improvements in parent engagement, communication, etc. throughout the school year.

Host family nights throughout the school year to include a fall (Books, Burgers, and Bingo) and spring (Curiosity Unleashed Steam Night) family nights, Mother/Son, Princess Ball, and musical presentations

West Elementary

BATESVILLE SCHOOL DISTRICT

School Level Improvement Plan
2026-2031

Every Student Growing Every Day

Stakeholders: Administration, School Engagement Facilitator, Faculty, Staff, and Families/Community
Dates: On-going
BSD Family & Community Engagement Plan
Wellness Policy
Long Term Goal: Batesville School District (hereto referred to as the District) is committed to the optimal development of every student. The District strives to provide a safe and positive learning environment that also promotes healthy behaviors throughout the school year.
Objective: Develop a plan to provide healthy and safe environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day. **Strategies:** 1) Implementation Plan 2) Recordkeeping 3) Annual Notification of Policy 4) Triennial Progress Assessments 5) Revisions and Updating the Policy 6) Community Involvement, Outreach, and Communications
Action Steps: ❖ The District will use the Centers for Disease Control and Prevention's School Health Index site to create an action plan to generate an annual plan for improvement. ❖ The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means. ❖ The District will also inform parents of the school meals being served in compliance with school meal standards and the availability of child nutrition programs and how to apply (free/reduced meals). ❖ The methods used for communication by the District include email, displaying notices on the District's website, posts on ParentSquare (elementary), annual health fairs, presentations to parents, or paper notices/newsletters sent home to parents. ❖ The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the District is communicating important school information with parents. ❖ Continue to provide Friday Friend bags to students who need food for the weekends.
Assessments: At least once every three years, the District will evaluate compliance with the wellness

policy to assess the implementation of the policy and will include: ❖ The extent to which the schools in the District (elementary and high school) are in compliance with the wellness policy; ❖ The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and ❖ A description of the progress made in attaining the goals of the District's wellness policy.
Stakeholders: Administration, Medical Personnel, Faculty, Staff, Students and Community
Dates: On-going
West Elementary School Health Index Overall Scorecard West Elementary School Health Index Plan for Improvement Batesville School District Wellness Policy

West Elementary

BATESVILLE SCHOOL DISTRICT

School Level Improvement Plan
2026-2031
Every Student Growing Every Day

West Elementary School Improvement Plan

2026-2027

Plan Approval

School Board President: _____ Date: 7/15/26

Superintendent: _____ Date: 7/15/26

Elementary Principal: _____ Date: 7/15/26

Batesville School District
STUDENTS FIRST

FY26 Period 12 - June - 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	-	-	11,859,843.92	-	11,859,843.92	-
1007	COMM.SCHLS MODEL GRA	-	-	44,070.24	-	44,070.24	-
1011	SAVE THE CHILDREN	-	-	21,686.75	-	21,686.75	-
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	-	-	163,542.00	-	163,542.00	-
1275	ALE - ALT. LEARNING	-	-	288,314.78	-	288,314.78	-
1276	ELL-ENGLISH LANG LEA	-	-	76,379.30	-	76,379.30	-
1281	ENHANCED STUDENT ACH	-	-	313,789.59	-	313,789.59	-
1365	AR BETTER CHANCE GRA	-	-	208,526.30	-	208,526.30	-
1941	COMPUTER SCI BONUS A	-	-	2,000.00	-	2,000.00	-
Total		**-**	**-**	**12,997,138.09**	**-**	**12,997,138.09**	**-**
2000	OPERATING FUND	1,317,232.14	-	76,014.58	11,859,843.92	11,918,038.48	(22,384,635.68)
2001	OTHER OPERATING	1,882,762.63	32,358,278.59	183,912.94	3,016,981.17	804,045.61	30,603,927.38
2002	GRANT FUNDING	20,410.47	8,500.00	-	-	28,905.16	5.31
2004	PILOT GRANT	-	155,659.67	-	-	165,476.27	(9,816.60)
2005	CHROMEBOOKS USAGE	22,017.75	14,481.00	-	-	8,137.96	28,360.79
2007	COMM.SCHLS MODEL GRA	-	132,304.28	-	44,070.24	139,752.93	(51,518.89)
2008	IEL-COMM SCHLS GRANT	6,587.70	500.00	-	-	6,764.23	323.47
2010	AR FOODBANK PANTRY G	-	5,444.75	-	-	4,253.66	1,191.09
2011	SAVE THE CHILDREN	-	376,969.51	-	97,701.33	363,624.35	(84,356.17)
2012	STC MINI / SUB GRANT	6,451.07	15,000.00	-	-	2,038.13	19,412.94
2013	PRESCHOOL CHILD CARE	4,116.48	712,256.62	(723.00)	7,933.94	560,802.18	146,913.98
2014	KID CARE/STAR	292.18	2,525.13	-	-	1,653.66	1,163.65
2015	S.R. PRESCHOOL	321.26	-	-	-	260.22	61.04

Batesville School District
STUDENTS FIRST

FY26 Period 12 - June - 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
2016	TORO FOUNDATION GRAN	32,723.92	-	-	-	29,771.00	2,952.92
2017	HOME VISITING GRANTS	379.24	31,500.00	-	-	30,350.05	1,529.19
2018	RESTORE HOPE	7,410.64	123,768.18	-	-	124,584.92	6,593.90
2019	MATERNAL LIFE 360	-	35,190.97	-	-	32,411.65	2,779.32
2020	SAFE CARE GRANT	-	181,313.88	-	-	133,695.20	47,618.68
2040	CURRICULUM	9.90	-	250,000.00	-	249,804.85	205.05
2214	MERIT TEACHER INCENT	-	63,164.75	-	-	-	63,164.75
2217	STUDENT GROWTH	309,355.28	-	-	-	46,111.58	263,243.70
2218	DECLINING ENROLLMENT	267,664.00	141,978.00	-	-	-	409,642.00
2220	NATL BRD CERT ADE/SU	-	42,927.50	-	-	-	42,927.50
2222	SUPP TRANSPORTATIN A	-	13,357.20	-	-	-	13,357.20
2223	PD- PROFESSIONAL DEV	97,685.38	125,947.00	-	-	39,139.03	184,493.35
2232	AR SCHOOL RECOG PRG	14,368.85	-	-	-	-	14,368.85
2240	SP ED LEA SUPERVISOR	1,086.01	12,922.54	-	16,375.69	3,909.49	(6,276.63)
2244	SP ED EXT SCH YEAR	6,882.50	4,366.00	-	2,609.52	6,298.60	2,340.38
2247	PROFESSIONAL LEARNIN	108,360.39	-	-	-	-	108,360.39
2260	SP ED E. CHILDHOOD	2,272.87	290,578.42	-	163,542.00	112,334.21	16,975.08
2262	SP ED EIDT CENTERS	891.57	-	-	-	-	891.57
2265	SP ED CATASTROPHIC L	80,429.16	140,827.64	-	-	244,565.78	(23,308.98)
2271	G/T ADVANCED PLACEME	20,595.49	5,320.00	-	-	4,586.83	21,328.66
2275	ALE - ALT. LEARNING	-	215,005.00	175,000.00	288,314.78	101,216.20	474.02
2276	ELL-ENGLISH LANG LEA	16,537.27	247,500.00	-	76,379.30	22,203.50	165,454.47
2281	ENHANCED STUDENT ACH	122,314.57	1,120,734.00	-	488,789.59	629,695.02	124,563.96
2282	ESA MATCHING GRANT P	38,805.99	4,659.70	-	-	-	43,465.69
2365	AR BETTER CHANCE GRA	10,422.00	1,108,634.52	-	208,526.30	858,938.32	51,591.90

Batesville School District
STUDENTS FIRST

FY26 Period 12 - June - 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
2366	CHILDCARE STATE MAT	99,892.70	16,791.80	(50,485.66)	-	61,614.40	4,584.44
2374	PARENT AS TEACHERS (	5,242.87	198,870.00	-	-	199,546.32	4,566.55
2397	STATE SCHOOL SAFETY	-	183,767.00	-	-	187,767.00	(4,000.00)
2941	COMPUTER SCI BONUS A	-	2,453.00	-	2,000.00	451.00	2.00
Total		**4,503,522.28**	**38,093,496.65**	**633,718.86**	**16,273,067.78**	**17,122,747.79**	**9,834,922.22**
4000	DEBT SERVICE FUND	-	-	2,570,423.76	1,075,275.00	1,494,190.78	957.98
Total		**-**	**-**	**2,570,423.76**	**1,075,275.00**	**1,494,190.78**	**957.98**
Total		**4,503,522.28**	**38,093,496.65**	**16,201,280.71**	**17,348,342.78**	**31,614,076.66**	**9,835,880.20**

Batesville School District
STUDENTS FIRST

FY26 Period 12 - June - 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	0	0	39,378.56	0	39,378.56	0
3010	FUTURE PROJECTS	4,949,515.81	175,975.12	0	0	5,044,515.81	80,975.12
3200	TRFR NET LEGAL BALANCE	1,022,284.25	0	0	0	0	1,022,284.25
3404	ACA.FAC. PARTNERSHIP PRG	2,957,160.20	2,277,666.04	0	0	5,234,826.24	0.00
Total		**8,928,960.26**	**2,453,641.16**	**39,378.56**	**0**	**10,318,720.61**	**1,103,259.37**