

## Regular School Board Meeting

Monday, February 9, 2026 5:30 PM

BJHS Cafeteria , 1 Pioneer Dr., Batesville, AR 72501

### A. PRELIMINARY MEETING:

**Speaker (s) :** Board  
President Scott  
Fredricks

A.1. Call the meeting to order:

A.2. Roll Call:

### B. PUBLIC COMMENT:

### C. PROCEDURAL MATTERS:

C.1. Media presence

C.2. Pledge of Allegiance

**Speaker (s) :** Mr. Andy  
Walmsley

C.3. Approval of Regular Agenda

### D. (IO) RECOGNITIONS:

D.1. Citizens Bank Above and Beyond Award

**Speaker (s) :** Mrs.  
Ashley Davis

### E. CONSENT AGENDA:

E.1. Minutes from previous meeting

E.2. Personnel Report

E.3. Financial Advisement

E.4. Proposed Agreement

E.5. Contract Addendums

E.6. Approval of Consent Agenda items as presented.

### F. DISTRICT OPERATIONS:

F.1. 2026-2027 School Calendar

**Speaker (s) :** Dr.  
McDonald and Mr.  
David Campbell

F.2. Policy Updates from ASBA

**Speaker (s) :** Mr.  
David Campbell

F.3. Resolution for Transfers

**Speaker (s) :** Mr. David  
Campbell

F.4. Pioneer Park Rendering

### G. EDUCATIONAL SERVICES DIVISION:

G.1. (IO) District Performance Report

**Speaker (s) :** Mrs.  
Rachel Horn

G.2. (IO) Campus Update: BJHSC

**Speaker (s) :** Mrs.  
Casey Burnside

G.3. BJHSC Course Catalog

**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:**

**TO: BOARD OF DIRECTORS**

**FROM: Dr. Ginni McDonald, Superintendent**

**DATE: February 9, 2026**

**RE: TO APPROVE THE FOLLOWING PERSONNEL ACTIONS**

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**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 Paul Barrett (WRA) as Teacher, effective 6/30/26, due to retirement after 33 years in education.
2. To accept the resignation of Emily Bennett (W) as Teacher, effective 6/30/26.
3. To accept the resignation of Jonna Breezeel (BHS) as Teacher, effective 6/30/26.
4. To accept the resignation of Deena Bruce (WRA) as Teacher, effective 6/30/26, due to retirement after 27 years in education.
5. To accept the resignation of Shannon Simkins (BJHS) as Teacher, effective 6/30/26.

**Classified:**

1. To accept the resignation of Paul Barrett (T) as Bus Driver, effective 6/30/26, due to retirement.
2. To accept the resignation of Brandon Cooksey (W) as Aide, effective 6/30/26.
3. To accept the resignation of Christene Hawkins (M&O) as Custodian, effective 2/2/26.
4. To accept the resignation of Donna Januchowski (PK) as Preschool Teacher, effective 2/28/26, due to retirement after 5 years with Batesville School District.
5. To accept the resignation of Erika Moreno (FS) as Food Service SR. Program Accountant, effective 6/30/2026.
6. To accept the resignation of Darrel Munnerlyn (M&O) as Maintenance, effective 6/30/26, due to retirement after 6 years in education.
7. To accept the resignation of Vicky Smith (PK) as Preschool Teacher, effective 6/30/26, due to retirement after 10 years in education.
8. To offer a conditional employment contract to Kindalh Hoover (DAC) as Clerical Secretary, effective 2/23/26.

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. **Reference E. 3.**



Dear Micheal Dobbs,

Please accept this letter as formal notification the Batesville School District is terminating the service agreement/contract between Batesville School District and First Security Beardsley for Financial Advisement.

In accordance with the notice period required in our agreement stating, "The term shall be automatically extended for successive three (3) year terms unless either party gives the other party written notice of termination at least ninety (90) days prior to the end of the term. The Batesville Board of Education has voted to terminate according to these terms and prior to that 90 day period. The final date of service will be no later than June 30, 2026.

First Security Beardsley is appreciated for the time and service to Batesville School District.

Please confirm receipt of this notice.

Sincerely,

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Scott Fredricks, Board President

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Heather Fulbright, Board Secretary

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Dr. Ginni McDonald, Superintendent



**RESOLUTION AUTHORIZING AN AGREEMENT WITH STEPHENS INC. TO  
PROVIDE MUNICIPAL ADVISORY SERVICES**

BE IT RESOLVED by the Board of Directors of Batesville School District No. 1 of Independence County, Arkansas (the "District") that:

The District retains Stephens Inc. as municipal advisor and approves the attached agreements.

CERTIFICATE

I, the undersigned, Secretary of the Board of Directors of the above District, certify the foregoing to be a true copy of a Resolution duly adopted by the Board at a regular meeting of the Board held on the 9<sup>th</sup> day of February, 2026. The Resolution appears in the official minutes of the meeting which are in my custody. At the time of the meeting the duly elected (or appointed), qualified and serving members of the Board and their respective votes on the adoption of the Resolution were as follows:

<u>Director</u>	<u>Vote</u> <u>(Aye, Nay, Abstain or Absent)</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

I further certify that the meeting of the Board was duly convened and held in all respects according to law; that to the extent required by law due and proper notice of the meeting was given to the members of the Board and to the public; that the meeting was open to the public; that a legal quorum was present throughout the meeting; that all other requirements and proceedings under the law incident to the proper adoption and passage of the Resolution have been duly fulfilled, carried out and otherwise observed; and that I am authorized to execute this Certificate.

CERTIFIED under my hand and seal of the District this 9<sup>th</sup> day of February, 2026.

(SEAL)

\_\_\_\_\_  
Secretary

# Stephens Inc.

## Municipal Advisor Agreement

This Municipal Advisor Agreement (the "*Agreement*") is entered into this 9<sup>th</sup> day of February, 2026 between Batesville School District No. 1 of Independence County, Arkansas (the "*District*") and Stephens Inc. ("*Stephens*") and sets forth the terms and conditions under which Stephens will provide services to the District. Stephens and the District are referred to herein individually as a "*Party*" and collectively as the "*Parties*."

WHEREAS, the District desires to obtain the services of a municipal advisor to assist with the development and implementation of strategies to meet its capital financing needs and render assistance in connection with the municipal finance transaction described on **Schedule A** attached hereto (the "*Transaction*"); and

WHEREAS, Stephens is registered as a Municipal Advisor with the U.S. Securities and Exchange Commission (SEC) and Municipal Securities Rulemaking Board (MSRB) and Stephens is capable of providing the necessary municipal advisory services;

NOW, THEREFORE, in consideration of the above mentioned premises and intending to be legally bound hereby, the District and Stephens agree as follows:

**1. Scope of Services.** Stephens will provide, upon request of the District, the municipal advisory and/or consultant services described in **Schedule A** attached hereto and incorporated herein by reference. The District and Stephens intend and agree that, to the extent the performance of services by Stephens with respect to the Transaction constitutes municipal advisory activities within the meaning of the Securities Exchange Act of 1934 (the "*Exchange Act*") or otherwise creates a duty of Stephens under the Exchange Act or the Rules of the Municipal Securities Rulemaking Board and applicable state and local laws, Stephens' duties do not extend beyond the services to be provided with respect to the Transaction.

**2. District Responsibilities.** The District shall:

a. Take all usual and customary steps necessary to complete the issuance of the bonds or notes (the "*Securities*"), as applicable, including but not limited to: directing the preparation and execution of all documents reasonably requested supporting the Securities, and participation by District staff and third parties in a due diligence process in connection with the issuance of the Securities.

b. Furnish information, data, reports, and records in the possession of the District necessary for carrying out the work to be performed under this Agreement;

c. Review the preliminary official statement or other disclosure documentation and confirm the accuracy of the information presented therein;

d. Allow Stephens to rely on the District's representations that the disclosure provided with respect to the Securities is not misleading, and, if necessary, direct bond and local counsel to include Stephens as addressee on all certifications and communications therein;

e. Approve the form of official statement or other disclosure documentation and direct its dissemination;

f. If applicable, participate in all calls, discussions and requests for information necessary to complete the credit rating process; and

g. Comply in all respects with state and federal securities laws, including but not limited to the Securities Act of 1933 and Rules 10b-5 (anti-fraud) and 15c2-12 (continuing disclosure) promulgated under the Securities Exchange Act of 1933 relating to disclosure in connection with municipal securities.

**3. Stephens Compensation and Expenses.** The fees due to Stephens hereunder shall be as set forth in **Schedule B** attached hereto.

**4. District Expenses.** The District will be responsible, to the extent required for the issuance of the Securities, for the payment of all fees and expenses commonly known as Costs of Issuance, including but not limited to: publication expenses, local legal counsel, bond counsel, ratings, credit enhancement, travel associated with securing any rating or credit enhancement, printing and distribution of required documents, trustee fees, paying agent fees, CUSIP identifiers, and the like.

**5. Required Notices and Disclosures.**

a. **MSRB Rule G-10 Notices.** Stephens is registered with the U. S. Securities and Exchange Commission and the Municipal Securities Rulemaking Board (MSRB). The MSRB's website is [www.msrb.org](http://www.msrb.org). A municipal advisory client brochure is posted on the website of the MSRB that describes the protections that may be provided by MSRB rules and how to file a complaint with an appropriate regulatory authority.

b. **MSRB G-42 Disclosures.** MSRB Rule G-42 requires that Stephens provide you with disclosures of material conflicts of interest and of information regarding certain legal events and disciplinary history. Such disclosures are provided in Schedule C and Schedule D attached hereto.

**6. Advice of Third Parties.** The District agrees that, to the extent the District seeks to have Stephens provide advice with regard to any recommendation made by third party financial service providers, bankers, underwriters, accountants, legal advisors or others providing guidance similar in scope to that contemplated herein, the District will provide to Stephens written direction to do so as well as any information it has received from such third party relating to its recommendation. In connection with advice to be provided by Stephens with regard to a recommendation made by a third party, Stephens may communicate with such third party as necessary or appropriate to allow Stephens to provide informed advice to the District with regard to the recommendation. No recommendation by a third party shall be deemed to be a recommendation by Stephens unless Stephens otherwise provides. In particular, a determination that a third party's recommendation is suitable shall not be deemed to constitute a recommendation by Stephens unless otherwise expressly provided by Stephens.

**7. Entire Agreement/Amendments.** This Agreement, including any Schedules and amendments hereto which are expressly incorporated herein, constitute the entire Agreement between the Parties hereto and sets forth the rights, duties, and obligations of each to the other as of this date. Any prior agreements, promises, negotiations, or representations not expressly set forth in

this Agreement are of no force and effect. This Agreement may not be modified except by a writing executed by both Stephens and the District.

**8. Term of Agreement.** The term of this Agreement begins on the date set forth above and ends as set forth on **Schedule A**.

**9. No Third Party Beneficiary.** This Agreement is made solely for the benefit of the parties and their respective successors and permitted assigns. Nothing in this Agreement, express or implied, is intended to confer on any person, other than the parties and their respective successors and permitted assigns, any rights, remedies, obligations or liabilities under or by reason of this Agreement.

**10. Counterparts.** This Agreement may be executed in counterparts, each of which shall be an original, but which taken together, shall constitute one and the same instrument.

**IN WITNESS WHEREOF**, the Parties have executed this Agreement on the date first written above. By the signature of its representative below, each Party affirms (a) that it has taken all actions necessary to authorize said representative to execute this Agreement, and (b) that it has read in its entirety this Agreement, including the attached Schedules, and has had the opportunity to ask any questions or seek any clarification about any aspect of this Agreement, including specifically any disclosures of conflicts of interest.

Batesville School District  
District

By: \_\_\_\_\_ Signature: \_\_\_\_\_

Title: President

By: \_\_\_\_\_ Signature: \_\_\_\_\_

Title: Secretary

Stephens Inc.

By: Michael McBryde Signature: \_\_\_\_\_

Title: Senior Vice President

## **Schedule A**

### **Scope of Municipal Advisory Services**

#### **Description of Financing**

To be determined

#### **Term of Agreement**

This agreement shall remain in effect for a period of 24 months from acceptance and shall cover any financings during this period.

#### **Scope of Services**

As your Municipal Advisor, Stephens agrees to assist in the preparation of the following items:

- ◆ Amortization schedules in connection with various financing options;
- ◆ All documentation submitted to the Department of Education, including but not limited to:
  - Application for Permit to Issue Bonds
  - Notice of Intent to Issue Bonds
  - Certificate of Commissioner
  - Notice of Sale and related proofs of publication
  - All other forms and documentation necessary for the issuance of the bonds
- ◆ Assist in the preparation of the preliminary and final Official Statement containing financial data and other information ordinarily required by municipal security dealers in bidding on bonds; and
- ◆ As your Municipal Advisor, we will work with the Issuer to determine the most appropriate optional call provision for the transaction. Typically, the bonds will be subject to redemption, from any source, in approximately five years from the date of issuance.
- ◆ Publication of Notice of Intent to Issue Bonds and Notices of Sale with local newspaper.
- ◆ Verify bid results and prepare post sale packet for the Board's review.
- ◆ Work with the District's Bond Counsel to provide feedback on all bond documents prior to close.
- ◆ Attend all required and/or requested meetings with the District.
- ◆ Coordinate closing of the transaction with all involved parties.
- ◆ Subject to the direction of the District, Stephens will provide continuing disclosure services as presented below:

**I. Preparation of Annual Disclosure Report**

Stephens will assist the District:

- a) In preparation of the District's Annual Report to include the following items:
  - 5 year history of assessed valuation of property located within the District;
  - debt structure including restricted debt of the District;
  - a chart containing the District's annual debt service requirements for previously issued bonds;
  - a coverage table comparing revenues available for debt service and the annual aggregate debt service requirement;
  - a 5-year summary of the District's Sources & Uses of Funds;
  - the District's most recent LEA Financial Report filed with the Arkansas Department of Education;
  - a 5-year summary of tax collections of the ad valorem tax levied in the District.
- b) Upon completion and approval by the District, electronically file the District's Annual Report with the Electronic Municipal Market Access ("EMMA") database.

**II. Monitor and File the District's Audited Financial Statements**

Stephens will assist the District by:

- a) monitoring the completion of the District's audited financial statements
- b) obtain the District's audited financial statements within 90 days after the audited financials have been completed and received by the District
- c) timely file the District's audited financials with the Municipal Securities Rule Making Board

**III. Assist the District with the filing of material event notices, as required by the District's Continuing Disclosure Agreement, upon receipt of notice from the District of the occurrence of a material event.**

### **Limitations on Scope of Services**

The Scope of Services are subject to the following limitations:

The Scope of Services with respect to Stephens' engagement as municipal advisor shall be limited solely to the services set forth in this Schedule as they relate to the Transaction, and shall not encompass (i) the services described herein with respect to any other offering or potential offering of the Client or (ii) any services not described herein with respect to the Transaction.

Other than with respect to the receipt and same day return or forwarding of good faith deposits, if applicable, this engagement does not contemplate that Stephens will receive deposits of or maintain custody of any Client funds, or will provide fiduciary or agency services offered by Stephens or any of its affiliates.

Unless otherwise provided in Schedule A, Stephens is not responsible for preparing any preliminary or final official statement or other disclosure documents, or for certifying as to the accuracy or completeness of any preliminary or final official statement or other disclosure documents, other than with respect to any information about Stephens provided by Stephens for inclusion in such documents.

The Scope of Services does not include tax, legal, accounting or engineering advice with respect to any Transaction or in connection with any opinion or certificate rendered by counsel or any other person at closing, and does not include review or advice on any feasibility study.

The Scope of Services may be changed only by written amendment to this Schedule, and the parties agree to amend this Schedule promptly to reflect any material changes or additions to the Scope of Services.

## **Schedule B**

### **Compensation and Expenses**

Fees for the services provided by Stephens to the District under this Agreement and the manner for payment of expenses incurred by Stephens in the course of performing its services are as set forth below:

Compensation for this engagement will be based on a mutually agreed upon percentage of the par amount of the bonds issued during the term of this agreement. In the event the bonds are sold with a net premium, the fee percentage will be based on the actual bond proceeds for the financing, not the par amount of the bonds. The District will be responsible for bond counsel fees, appropriate trustee fees, publication and printing costs if applicable and other offering expenses. These cost of issuance expenses shall be paid from bond proceeds or existing funds.

If for any reason the District decides not to issue these bonds, it will not be obligated to Stephens for expenses that may have been incurred.

## **Schedule C**

### **Conflicts of Interest**

MSRB Rule G-42 requires that municipal advisors provide to their clients disclosures relating to any actual or potential material conflicts of interest, including certain categories of potential conflicts of interest identified in Rule G-42, if applicable. If no such material conflicts of interest are known to exist based on the exercise of reasonable diligence by the municipal advisor, municipal advisors are required to provide a written statement to that effect.

Accordingly, Stephens makes the following disclosures with respect to material conflicts of interest in connection with the Scope of Services under this Agreement, together with explanations of how Stephens addresses or intends to manage or mitigate each conflict. To that end, with respect to all of the conflicts disclosed below, Stephens mitigates such conflicts through its adherence to its fiduciary duty to the District, which includes a duty of loyalty to the District in performing all municipal advisory activities for the District. This duty of loyalty obligates Stephens to deal honestly and with the utmost good faith with the District and to act in the District's best interests without regard to Stephens' financial or other interests. In addition, because Stephens is a broker-dealer with significant capital due to the nature of its overall business, the success and profitability of Stephens is not dependent on maximizing short-term revenue generated from individualized recommendations to its clients but instead is dependent on long-term profitability built on a foundation of integrity, quality of service and strict adherence to its fiduciary duty. Furthermore, Stephens' municipal advisory supervisory structure, leveraging our long-standing and comprehensive broker-dealer supervisory processes and practices, provides strong safeguards against individual representatives of Stephens potentially departing from their fiduciary duties due to personal interests. The disclosures below describe, as applicable, any additional mitigations that may be relevant with respect to any specific conflict disclosed below.

#### **Forms of Compensation; Potential Conflicts.**

The forms of compensation for municipal advisors vary according to the nature of the engagement and requirements of the District, among other factors. Various forms of compensation present actual or potential conflicts of interest because they may create an incentive for an advisor to recommend one course of action over another if it is more beneficial to the advisor to do so. The information below discusses various forms of compensation and the timing of payments to a municipal advisor.

- **Fixed fee.** Under a fixed fee form of compensation, the municipal advisor is paid a fixed amount established at the outset of the transaction. The amount is usually based upon an analysis by the District and the advisor of, among other things, the expected duration and complexity of the transaction and the agreed-upon scope of work that the advisor will perform. This form of compensation presents a potential conflict of interest because, if the transaction requires more work than originally contemplated, the advisor may suffer a loss. Thus, the advisor may recommend less time-consuming alternatives, or fail to do a thorough analysis of alternatives. There may be additional conflicts of interest if the municipal advisor's fee is contingent upon the successful completion of a financing, as described below.
- **Hourly fee.** Under an hourly fee form of compensation, the municipal advisor is paid an amount equal to the number of hours worked by the advisor times an agreed-upon hourly billing rate. This form of compensation presents a potential conflict of interest if the District

and the advisor do not agree on a reasonable maximum amount at the outset of the engagement, because the advisor does not have a financial incentive to recommend alternatives that would result in fewer hours worked. In some cases, an hourly fee may be applied against a retainer (e.g., a retainer payable monthly), in which case it is payable whether or not a financing closes. Alternatively, it may be contingent upon the successful completion of a financing, in which case there may be additional conflicts of interest, as described below.

- **Fee contingent upon the completion of a financing or other transaction.** Under a contingent fee form of compensation, payment of an advisor's fee is dependent upon the successful completion of a financing or other transaction. Although this form of compensation may be customary for the District, it presents a conflict because the advisor may have an incentive to recommend unnecessary financings or financings that are disadvantageous to the District. For example, when facts or circumstances arise that could cause the financing or other transaction to be delayed or fail to close, an advisor may have an incentive to discourage a full consideration of such facts and circumstances, or to discourage consideration of alternatives that may result in the cancellation of the financing or other transaction.
- **Fee paid under a retainer agreement.** Under a retainer agreement, fees are paid to a municipal advisor periodically (e.g., monthly) and are not contingent upon the completion of a financing or other transaction. Fees paid under a retainer agreement may be calculated on a fixed fee basis (e.g., a fixed fee per month regardless of the number of hours worked) or an hourly basis (e.g., a minimum monthly payment, with additional amounts payable if a certain number of hours worked is exceeded). A retainer agreement does not present the conflicts associated with a contingent fee arrangement (described above).
- **Fee based upon principal or notional amount and term of transaction.** Under this form of compensation, the municipal advisor's fee is based upon a percentage of the principal amount of an issue of securities (e.g., bonds) or, in the case of a derivative, the present value of or notional amount and term of the derivative. This form of compensation presents a conflict of interest because the advisor may have an incentive to advise the District to increase the size of the securities issue or modify the derivative for the purpose of increasing the advisor's compensation.

As a fiduciary to the District, Stephens will work closely with the District in terms of the conflicts that may exist with respect to compensation and based on the services provided to establish a fair and reasonable fee associated with the municipal advisory services for the District.

#### **Other Potential Conflicts.**

**Other Municipal Advisor or Underwriting Relationships.** Stephens serves a wide variety of other clients that may from time to time have interests that could have a direct or indirect impact on the interests of the District. For example, Stephens serves as municipal advisor to other municipal entities and, in such cases, owes a fiduciary duty to such other clients just as it does to the District under this Agreement. These other clients may, from time to time and depending on the specific circumstances, have competing interests, such as accessing the new issue market with the most advantageous timing and with limited competition at the time of the offering. In acting in the interests of its various clients, Stephens could potentially face a conflict of interest arising from these competing client interests. In other cases, as a broker-dealer that engages in underwritings of new

issuances of municipal securities by other municipal entities, the interests of Stephens to achieve a successful and profitable underwriting for its municipal entity underwriting clients could potentially constitute a conflict of interest if, as in the example above, the municipal entities that Stephens serves as underwriter or municipal advisor have competing interests in seeking to access the new issue market with the most advantageous timing and with limited competition at the time of the offering. None of these other engagements or relationships would impair Stephens' ability to fulfill its fiduciary duty to the District.

**Broker-Dealer and Investment Advisory Business.** Stephens is a broker-dealer and investment advisory firm that engages in a broad range of securities-related activities to service its clients, in addition to serving as a municipal advisor or underwriter. Such securities-related activities, which may include but are not limited to the buying and selling of new issue and outstanding securities and investment advice in connection with such securities, including securities of the District, may be undertaken on behalf of, or as counterparty to, the District, personnel of the District, and current or potential investors in the securities of the District. These other clients may, from time to time and depending on the specific circumstances, have interests in conflict with those of the District, such as when their buying or selling of the District's securities may have an adverse effect on the market for the District's securities, and the interests of such other clients could create the incentive for Stephens to make recommendations to the District that could result in more advantageous pricing for the other clients. Any potential conflict arising from Stephens effecting or otherwise assisting such other clients in connection with such transactions is mitigated by means of such activities being engaged in customary terms through units of Stephens that operate independently from Stephens' municipal advisory business, thereby reducing the likelihood that the interests of such other clients would have an impact on the services provided by Stephens to the District under this Agreement.

**Secondary Market Transactions in District's Securities.** Stephens, in connection with its sales and trading activities, may take a principal position in securities, including securities of the District, and therefore Stephens could have interests in conflict with those of the District with respect to the value of the District's securities while held in inventory and the levels of mark-up or mark-down that may be available in connection with purchases and sales thereof. In particular, Stephens or its affiliates may submit orders for and acquire the District's securities issued in a Transaction under the Agreement from members of the underwriting syndicate, either for its own account or for the accounts of its customers. This activity may result in a conflict of interest with the District in that it could create the incentive for Stephens to make recommendations to the District that could result in more advantageous pricing of the District's securities in the marketplace. Any such conflict is mitigated by means of such activities being engaged in customary terms through units of Stephens that operate independently from Stephens' municipal advisory business, thereby reducing the likelihood that such investment activities would have an impact on the services provided by Stephens to the District under this Agreement.

**Miscellaneous.**

(a) any affiliate of the municipal advisor that provides any advice, service, or product to or on behalf of the District that is directly related to the municipal advisory activities to be performed by the disclosing municipal advisor;

(b) any other actual or potential conflicts of interest, of which the municipal advisor is aware after reasonable inquiry, that could reasonably be anticipated to impair the municipal advisor's ability to provide advice to or on behalf of the District in accordance with the standards of MSRB Rule G-42 (a).

Other than the potential material conflicts of interest described above, Stephens, based on the exercise of reasonable diligence, does not believe that it has any other material conflicts of interest related to this Agreement.

## **Schedule D**

### **Disclosure of Information Regarding Legal Events and Disciplinary History**

MSRB Rule G-42 requires that municipal advisors provide to their clients certain disclosures of legal or disciplinary events material to its client's evaluation of the municipal advisor or the integrity of the municipal advisor's management or advisory personnel.

Accordingly, Stephens sets out below required disclosures and related information in connection with such disclosures.

**I. Material Legal or Disciplinary Event.** We do not believe that there are any legal or disciplinary events that are material to the District's evaluation of Stephens or the integrity of Stephens' management or advisory personnel disclosed, or that should be disclosed, on any Form MA or Form MA-I filed with the SEC involving our firm's municipal advisory business. As a full service broker dealer and investment banking firm, Stephens is and has been involved in regulatory and civil actions involving other areas of the firm's business, none of which are expected to have any impact on the firm's ability to perform the services which are the subject of this Agreement. The details of all such regulatory and civil actions are available in Item 9 and the accompanying Regulatory Action DRPs on Form MA filed with the SEC.

**II. How to Access Form MA and Form MA-I Filings.** Stephens' most recent Form MA and each most recent Form MA-I filed with the SEC are available on the SEC's EDGAR system at <https://www.sec.gov/cgi-bin/browse-edgar?action=getcompany&CIK=0000757657&owner=include&count=40&hidefilings=0>. The SEC permits certain items of information required on Form MA or MA-I to be provided by reference to information already filed by Stephens in its capacity as a broker-dealer on Form BD or Form U4 or as an investment adviser on Form ADV, as applicable. Information provided by Stephens on Form BD or Form U4 is publicly accessible through reports generated by BrokerCheck at <http://brokercheck.finra.org>, and Stephens' most recent Form ADV is publicly accessible at the Investment Adviser Public Disclosure website at <http://www.adviserinfo.sec.gov>. For purposes of accessing such BrokerCheck reports or Form ADV, Stephens' CRD number is 3496.

**III. Most Recent Change in Legal or Disciplinary Event Disclosure.** Stephens has not made any material legal or disciplinary event disclosures with respect to its municipal advisory business on Form MA or any Form MA-I filed with the SEC.

**TO: BOARD OF DIRECTORS**  
**FROM: Dr. Ginni McDonald, Superintendent**  
**DATE: February 9, 2026**  
**RE: TO APPROVE THE FOLLOWING CONTRACT ADDENDUMS**

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**Background Information:**

The following employee contract addendums are submitted for your information and approval. All people listed are current contracted employees who have changes that need to be made to their original contract.

**Certified:**

1. Mariah Hankins - Degree change to Educational Specialist (MA + 30)
2. Jenine Ottaway - Degree change to Educational Specialist (MA + 30)

**Classified:**

**Fiscal Impact:**

Additional Salary Payable

**Recommendation:**

It is recommended that the Board of Directors approve the Contract Addendum as submitted.

**Reference D. 3.**  
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**BOARD OF EDUCATION AGENDA ABSTRACT**

Abstracts serve to provide background information regarding agenda items.

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**ACTION**

**TITLE:** 2026-2027 School Calendar  
**DATE:** February 9, 2026  
**RESPONSIBLE ADMINISTRATOR:** Dr. Ginni McDonald

**BACKGROUND/CONSIDERATIONS:**

A school calendar is approved through the Board of Education. A calendar was created by the administration based on feedback received from data collected at the return of school professional development, collaboration days, and parent teacher conferences. An additional survey was distributed through the certified and classified personnel committees. Based on this data, an additional calendar was created. The certified and classified committees had campuses cast votes for the calendar options. The certified and classified committees voted with results of Option 2 and Option 1, respectively.

The differences in the calendars are:

Professional Development: December 18th or January 4th

Parent Teacher Conferences: Spread between two evenings or on a single evening

**RECOMMENDATION:**

The administration recommends the Batesville School District Board of Education consider both calendars since the certified and classified were not unified in the selection. If overall votes is the deciding factor, Option 2 would be recommended.

If the Board agrees, the motion would read: ***move to approve Option 2 as the school calendar for 2026-2027.***

# Batesville School District 2026/27 School Calendar

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						
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
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September 2026						
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April 2027						
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June 2027						
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## Important Dates

Jul 3, 2026	Independence Day (Recognized)		
Aug 3-7, 10, 2026	PD/TWD	Jan 4, 2027	PD/TWD
Aug 4, 2026	Open House: 6-12	Jan 18, 2027	Martin L. King Day (Make-up Day 1)
Aug 6, 2026	Open House: PK-5	Feb 11, 2027	P/T Conferences
Aug 11, 2026	First Day of School	Feb 12, 2027	PD
Sep 7, 2026	Labor Day	Feb 15, 2027	Presidents' Day (Make-up Day 2)
Oct 9, 2026	End of Q1 (43 days)	Mar 10, 2027	End of Q3 (44 days)
Oct 15, 2026	P/T Conferences	Mar 22-26, 2027	Spring Break
Oct 19, 2026	Fall Break	Apr 23 & 26, 2027	No School (Make-up Days 4 & 5)
Oct 20, 2026	PD	May 25, 2027	End of Q4 (47 days), Last Day of School
Nov 23-27, 2026	Thanksgiving Break	May 31, 2027	Memorial Day
Dec 18, 2026	End of Q2 (43 days)		
Dec 21, 2026 - Jan 1, 2027	Christmas Break		

177 Student Contact Days

7 Professional Development Days (including 1 in the summer of 2026)

3 Teacher Work Days

2 Parent/Teacher Conference Days

1 Open House - 2 hours, Parent Engagement - 2 hours fall, 2 hours spring

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190 Total Contracted Days

Draft

# Batesville School District 2026/27 School Calendar

July 2026						
Su	Mo	Tu	We	Th	Fr	Sa
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September 2026						
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October 2026						
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November 2026						
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January 2027						
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February 2027						
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March 2027						
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April 2027						
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May 2027						
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June 2027						
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## Important Dates

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Aug 4, 2026	Open House: 6-12	Feb 12, 2027	PD
Aug 6, 2026	Open House: PK-5	Feb 15, 2027	Presidents' Day (Make-up Day 2)
Aug 11, 2026	First Day of School	Mar 10, 2027	End of Q3 (45 days)
Sep 7, 2026	Labor Day	Mar 19, 2027	No School (Make-up Day 3)
Oct 9, 2026	End of Q1 (43 days)	Mar 22-26, 2027	Spring Break
Oct 13 & 15, 2026	P/T Conferences	Apr 23 & 26, 2027	No School (Make-up Days 4 & 5)
Oct 19, 2026	Fall Break	May 25, 2027	End of Q4 (46 days), Last Day of School
Oct 20, 2026	PD	May 26, 2027	PD/TWD
Nov 23-27, 2026	Thanksgiving Break	May 31, 2027	Memorial Day
Dec 17, 2026	End of Q2 (42 days)		
Dec 18, 2026	TWD		
Dec 21, 2026 - Jan 1, 2027	Christmas Break		

176 Student Contact Days

7 Professional Development Days (including 1 in the summer of 2026)

4 Teacher Work Days

2 Parent/Teacher Conference Days

1 Open House - 2 hours, Parent Engagment - 2 hours fall, 2 hours spring

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190 Total Contracted Days

Draft



**BOARD OF EDUCATION AGENDA ABSTRACT**

Abstracts serve to provide background information regarding agenda items.

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**ACTION**

**TITLE:** Update to policies 4.4, 4.45.1 and 4.47  
**DATE:** February 9, 2026  
**RESPONSIBLE ADMINISTRATOR:** David Campbell, Assistant Superintendent

**BACKGROUND/CONSIDERATIONS:**

The Arkansas School Boards Association (ASBA) provides regular model policy updates for local school districts. The updates highlight new and revised policies reflecting changes in state/federal laws and ADE rules. The model policy guidance helps districts tailor policies to local needs and stay compliant.

Updates from the Arkansas School Board Association typically are sent to the school district in July and January of each school year.

The updates reflect legal reference changes and clarification regarding DESE rules and regulations.

**RECOMMENDATION:**

The administration recommends the Batesville School District Board of Education accept updates from the Arkansas School Board Association as stated in policies 4.4, 4.45.1 and 4.47

If the Board agrees, the motion would read: ***move to approve the updates from the Arkansas School Board Association as stated in the model policies 4.4, 4.45.1 and 4.47***

#### **4.4—STUDENT TRANSFERS**

<sup>2</sup> If the board intends or has adopted a resolution authorizing the superintendent to accept transfer applications on behalf of the board, replace this paragraph and the bullets with the following:

*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<sup>3</sup> shall be considered individually and receive a separate vote by the Board. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to a student who submits a transfer application shall be given at least five (5) minutes to present the student's case for a transfer to the Board.

The Board may reject a nonresident's application for admission if its acceptance would necessitate the addition of staff or classrooms; exceed the capacity of a program, class, grade level, or school building; or cause the District to provide educational services not currently provided in the affected school.<sup>4</sup> 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 home school 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.<sup>5</sup>

Except as otherwise required or permitted by law,<sup>6</sup> 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.

Notes: <sup>1</sup> Applications are required to be placed at the earliest meeting following their receipt, whether that is the next regularly scheduled meeting or a special board meeting.

<sup>2</sup> If the board intends or has adopted a resolution authorizing the superintendent to accept transfer applications on behalf of the board, replace this paragraph and the bullets with the following:

*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.*

<sup>3</sup> If your board has authorized the superintendent to accept transfer applications on behalf of the district, add "the superintendent intends to recommend for denial" here.

<sup>4</sup> Your application of "capacity" should be consistent in order to avoid potential exposure to liability for unlawful discrimination against individuals with disabilities. For example, you should not choose to accept a student who requires no special services, but would require you to add an additional elementary teacher, but refuse to accept a student with a disability because it would require you to add an additional special education teacher.

<sup>5</sup> A.C.A. § 6-18-510 requires that districts adopt this policy language, or similar, **AND** provide a hearing before the board for the student seeking to enroll in the district while currently serving an expulsion from another district in order for the district to exclude the student until the expiration of the student's expulsion. Districts who do not include this policy language, or similar, **AND** provide the hearing before the board may **NOT** prohibit the enrollment of a student who is currently serving an expulsion from another district.

<sup>6</sup> A.C.A. § 9-28-113(b)(4) encourages districts to arrange for transportation for foster children who have had a change in placement to a new school, but have been kept in their previous school by a DHS or court ruling. The statute's language would permit the change in placement to be in a different district and the policy language would allow the district to arrange for the transportation at district expense.

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:  
Last Revised:

## 4.47 POSSESSION AND USE OF 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.

### 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:

- o The personal electronic device is required by the student’s individual education plan (IEP), 504 Plan, or Individual Health Plan for health reasons;<sup>1</sup>
- o The possession of the personal electronic device is during an emergency as defined by this policy;
- o The personal electronic device is issued by the District for the student’s use during the school day; or
- o The possession of the personal electronic device is during a special event during the school day.
- o 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.

A student shall be deemed to not be in possession of a personal electronic device if 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:

- o The personal electronic device is required by the student's individual education plan (IEP), 504 Plan, or Individual Health Plan for health reasons;<sup>1</sup>
- o The use of the personal electronic device is during an emergency as defined by this policy;
- o The personal electronic device is issued by the District for the student's use during the school day;
- o 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.
- o The use of the personal electronic device is during a special event during the school day.

"Special school events" may include  
Activities held during the school day that occur outside of the standard in-class curriculum, which may include any of the following activities:

- o Pep rallies;
- o Interscholastic activities;
- o Concerts and performances;
- o Art shows and science fairs;
- o School sponsored events held off campus; and
- o Graduation ceremonies; or Regular school activities where the public is invited.

Students will be notified that a special school event is one where personal electronic devices will be allowed before a student may possess or use one during the event.

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;<sup>3</sup> 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.<sup>4</sup>

### **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.<sup>1, 5</sup>

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.<sup>2</sup> Students have no right of privacy as to the content contained on any personal electronic devices that have been confiscated.<sup>3</sup> A search of a confiscated device shall meet the reasonable individualized suspicion requirements of Policy 4.32—SEARCH, SEIZURE, AND INTERROGATIONS.<sup>6</sup>

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:<sup>7-</sup>

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: July 17, 2006  
Last Revised: July 21, 2025

#### **~~4.45 GRADUATION REQUIREMENTS FOR THE CLASS OF 2026~~**

~~Graduation requirements will be sent home with students prior to their enrolling in seventh (7<sup>th</sup>) grade, or when a seventh (7<sup>th</sup>) through twelfth (12<sup>th</sup>) 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<sup>4</sup> 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:<sup>2</sup>~~

- ~~\_\_\_\_\_ 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.<sup>3</sup>~~

~~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.<sup>4</sup> 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.~~

~~English: four (4) units—9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup>~~

~~Oral Communications: one-half (1/2) 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)~~

~~\_\_\_\_\_ A computer science flex credit may be taken in the place of a math credit beyond Algebra I and Geometry.~~

~~\* A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.~~

~~Science: three (3) units~~

~~a. DESE approved biology—1 credit;~~

~~b. DESE approved physical science—1 credit; and~~

~~c. A third unit that is either:~~

~~o An additional science credit approved by DESE; or~~

~~o A computer science flex credit may be taken in the place of a third science credit.~~

~~Social Studies: three (3) units~~

~~o Civics one-half (1/2) unit~~

~~o World history, one (1) unit~~

~~o American History, one (1) unit~~

~~o Other social studies—one-half (1/2) unit~~

~~Physical Education: one-half (1/2) unit~~

~~Note: While one-half (1/2) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.~~

~~Health and Safety: one-half (1/2) unit~~

~~Economics—one-half (1/2) 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.<sup>8</sup>~~

~~Fine Arts: one-half (1/2) unit~~

~~**CAREER FOCUS:—Six (6) units**~~

~~All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.~~

~~A student who enlists in a branch of the United States Armed Forces or the National Guard through the military delayed entry program, the National Guard Split Training Option, or other similar early entry program and completes basic training before graduating from high school shall receive two (2) units of the Career Focus graduation requirements.~~

~~a student who completes at least seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12) at any certified service agency or a part of a service learning school program shall receive one (1) Career Focus credit.<sup>8</sup>~~

**Notes:**

~~<sup>1</sup>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).~~

~~<sup>2</sup>Schools are required to retain documentation procedures and methods used.~~

~~<sup>3</sup>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.~~

~~<sup>4</sup>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.~~

~~<sup>5</sup>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.~~

~~<sup>6</sup>In order for students to receive the community service learning (CLS) credit, the district must have completed and submitted a CLS plan to DESE. In addition, a partner site application must be approved by the district's board of directors if an organization the District has partnered with, rather than a District employee, is responsible for certifying a student's hours of service. Districts who do not intend to submit a CLS plan should not include this language.~~

~~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 LS-18-082~~

~~A.C.A. § 6-4-302 A.C.A. § 6-15-2906 A.C.A. § 6-15-2911~~

~~A.C.A. § 6-16-122 A.C.A. § 6-16-143 A.C.A. § 6-16-149~~

~~A.C.A. § 6-16-150 A.C.A. § 6-16-152 A.C.A. § 6-28-115~~

~~Date Adopted: June 14, 2021~~

~~Last Revised: July 21, 2025~~

#### **4.45-1 GRADUATION REQUIREMENTS FOR THE CLASS OF 2027 AND THEREAFTER**

Graduation requirements will be sent home with students prior to their enrolling in seventh (7<sup>th</sup>) grade, or when a seventh (7<sup>th</sup>) through twelfth (12<sup>th</sup>) 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<sup>4</sup> 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:<sup>2</sup>

- Inclusion in the student handbook **or course catalog** 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.<sup>3</sup>

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.<sup>4</sup> 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 —9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup>

- English I
- English II
- English III
- English IV

**Oral Communications: one-half ( $\frac{1}{2}$ ) 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)
- A computer science flex credit may be taken in the place of a math credit beyond Algebra I and Geometry.

\* A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.

**Science: three (3) units**

- DESE approved biology – 1 credit;
- DESE approved physical science – 1 credit; and
- 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 ( $\frac{1}{2}$ ) unit
- World history, one (1) unit
- American History, one (1) unit
- Other social studies – one-half ( $\frac{1}{2}$ ) unit

**Physical Education: one-half ( $\frac{1}{2}$ ) unit**

**Note:** While one-half ( $\frac{1}{2}$ ) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.

**Health and Safety: one-half ( $\frac{1}{2}$ ) unit**

**Economics – one half ( $\frac{1}{2}$ ) 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.<sup>5</sup>**

**Fine Arts: one-half ( $\frac{1}{2}$ ) unit**

**CAREER FOCUS: - Six (6) units**

All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.

A student who enlists in a branch of the United States Armed Forces or the National Guard through the military delayed entry program, the National Guard Split Training Option, or other similar early entry program and completes basic training before graduating from high school shall receive two (2) units of the Career Focus graduation requirements.

**Notes:**

~~<sup>4</sup>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):~~

~~<sup>2</sup>Schools are required to retain documentation procedures and methods used.~~

~~<sup>6</sup>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.~~

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**Cross References:** 4.55—STUDENT PROMOTION AND RETENTION  
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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

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: July 21, 2025**



## BOARD OF EDUCATION AGENDA ABSTRACT

Abstracts serve to provide background information regarding agenda items.

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### ACTION

**TITLE:** Board Resolution (Students Transfers)  
**DATE:** February 09, 2026  
**RESPONSIBLE ADMINISTRATOR:** David Campbell, Assistant Superintendent

### BACKGROUND/CONSIDERATIONS:

In 2023 the State law changed and gave superintendents the authority to accept transfers. The law is specific in that a denial must be referred to the Board for official action. The language of the law dictates that when the recommendation from the Superintendent is to deny a transfer request the reason must be provided in writing to the Board and the parent/guardian of the denied student, and then the parent is entitled to a five-minute presentation to the Board at the meeting before they take action on the request

Section 6-18-316 of the Arkansas Code was amended by Act 731 of 2023 in how petitions for transfers of students from one school district to another school district are processed. This resolution will allow the superintendent of the Batesville school district to comply with the Act and to make decisions for the approval of petitions but refer denials of petitions to the Batesville School Board as directed by Act 731

### RECOMMENDATION:

The administration recommends the Batesville School District Board of Education to approve the resolution to allow superintendent of the Batesville school district to comply with the Act and to make decisions for the approval of petitions but refer denials of petitions to the Batesville School Board as directed by Act 731

If the Board agrees, the motion would read: ***move to approve the board resolution to allow superintendent of the Batesville school district to comply with the Act and to make decisions for the approval of petitions but refer denials of petitions to the Batesville School Board as directed by Act 731***



**RESOLUTION OF BOARD OF DIRECTORS OF  
BATESVILLE SCHOOL DISTRICT**

WHEREAS Section 6-18-316 of the Arkansas Code was amended by Act 731 of 2023 in how petitions for transfers of students from one school district to another school district are processed; and

WHEREAS the Batesville School Board desires for the superintendent of the school district to comply with the Act and to make decisions for the approval of petitions but refer denials of petitions to the Batesville School Board as directed by Act 731; and

WHEREAS the Batesville School District wishes to maintain a record of all approved transfers in the minutes of the Batesville School Board; and

WHEREAS all transfer petitions not approved by the superintendent shall be referred to the Batesville School Board for hearing and action;

NOW, THEREFORE, the Batesville School Board resolves and approves the following:

All petitions for transfers of students from Batesville School District to another school district and vice versa shall be reviewed by the superintendent of the Batesville School District who shall determine whether each transfer request should be approved or denied. If that determination is approved, then the superintendent shall add the student's name to a list titled "Approved Transfers" with the list added as an addendum to the minutes of the next regular meeting of the Batesville School District. A copy of the approved request shall be provided to the appropriate parent or guardian of the student promptly after approval by the superintendent. No further action shall be taken by the Batesville School Board on any approved transfer, and the transfer shall be considered final thereafter. In the event a superintendent is unable to approve the transfer, the petition shall be referred to the Batesville School Board to be considered by the board in compliance with the requirements of Section 6-18-316 of the Arkansas Code.

Dated this February, 2026

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Board Secretary

ATTEST:



**BOARD OF EDUCATION AGENDA ABSTRACT**

Abstracts serve to provide background information regarding agenda items.

---

**ACTION**

**TITLE:** Pioneer Park  
**DATE:** February 9, 2026  
**RESPONSIBLE ADMINISTRATOR:** Mr. David Campbell, Assistant Superintendent

**BACKGROUND/CONSIDERATIONS:**

Mr. Bo Boykin has worked with supporters in the community to gain donations and allow members of the Pioneer Nation to purchase commemorative bricks to honor military veteran family members.

The final rendering depicts the park that will be located at Pioneer Stadium.

**RECOMMENDATION:**

The administration recommends the Batesville School District Board of Education accept the final renderings for Pioneer Park at Pioneer Stadium.

If the Board agrees, the motion would read: ***move to approve the renderings of Pioneer Park at Pioneer Stadium as presented.***



# Batesville Pioneers

**District Student Performance Report**

February 9, 2026



# Progress Toward Reading Proficiency

## Updates: 3rd Grade Promotion

- Early results
- Summer retest option

## K-3 Literacy Tutoring Grant

- 80+ families participating



# CTE Planning - HS Career Pathways



# Upcoming Data

- 3-10, Algebra, Geometry, & Biology Interim Assessments
- CTE Planning
  - Profile of a Graduate
  - HS Career Pathways
  - JH Career Exploration
  - Elementary Career Awareness



**Questions?**

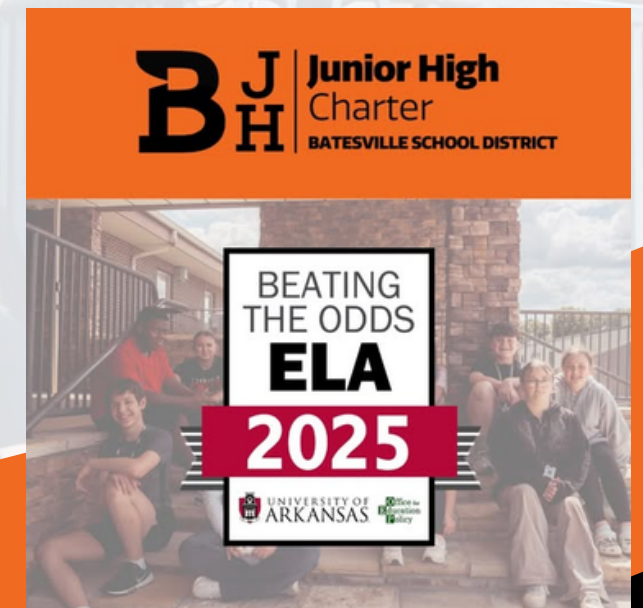
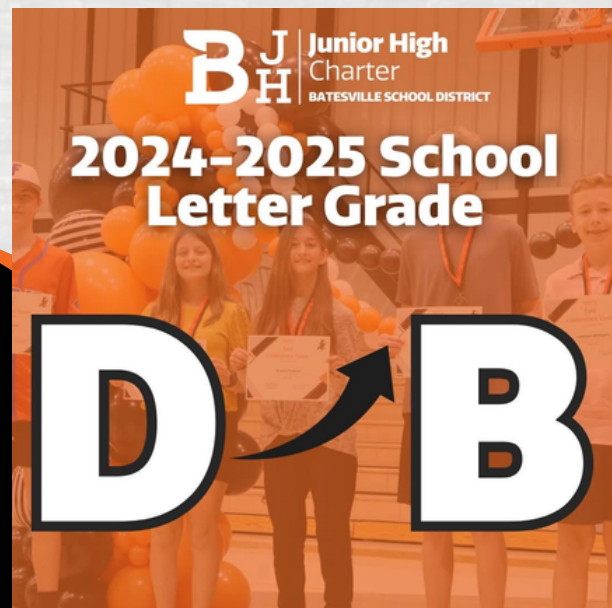




# Bridging the Gap: From Elementary to High School

Casey Burnside, BJHSC Principal

February 9, 2026



# Transition 5<sup>th</sup> --> 6<sup>th</sup>



- Counselor Visit (March)
- Preview of the Arts (March)
- Transition Tour (May)
- Parent Orientation (August)
- 1<sup>st</sup> Day of School Meeting





**Once They're Here...**

# We provide a fun environment



- High Five Fridays
- Club Fridays
- Assemblies & Celebrations
- Pep Rallies



# We build independence

- Advisory Period
- Advanced classes-holding the bar high



# We enrich students



- Scientific Discovery Club
- Future Engineers
- Book Club
- Chess
- Horticultural Practices
- Theatrical Studies
- Quiz Bowl
- EAST Conference & Discovery
- BETA Club
- National, State, & Local Competitions
- Project Based Learning



# We promote community partnerships



## and service learning

- BETA Community Service
- EAST Projects
- Leadership & Service Learning
- Partnership with The HUB
- Partnership with Amigo Fest



# We support students



## Extra Support

- Academic & Behavior
- Social & Emotional
- Food Bags
- Tutoring
- Student Success Plans



# We provide an early start



## Current Opportunities:

- Accelerated Math (6-7)
- Advanced Science (6-8)
- Advanced English (6-8)
- \*Algebra I (8th- HS Credit)
- \*Intro to Agriculture (8th- HS Credit)
- \*Intro to Computer Science (8th- HS Credit)

## Future Possibilities:

- Accelerated Pathways
  - Honors English 6/7
  - Honors 6/7 Math
  - Honors 6/7 Science
  - \*Intro to Education (8)
  - \*Physical Science (8)
  - \*English I (8)
- Continue:
  - \*Algebra I (8)
  - \*Intro to Agriculture (8)
  - \*Intro to Computer Science (8)

*\*Courses for high school credit*

# Transition 8<sup>th</sup> → 9<sup>th</sup>



- HS Preview (Jan/Feb)
- Pathway Fair (Feb)
- Building Schedules (Feb)
- HS Parent Teacher Conference (March)
- HS Tour (May)



# Questions?





**B** **J**  
**H**

**Junior High**  
Charter

**BATESVILLE SCHOOL DISTRICT**



**Academic Guide & Course Catalog**  
**2026-2027**

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#2 Pioneer Drive, Batesville, AR 72501  
(870)793-7533  
Casey Burnside, Principal  
Scott Carpino, Assistant Principal

Dear Students and Parents,

The Batesville Junior High School Charter Course Catalog highlights the wide range of courses available to students in grades 6-8. Our goal is to provide students with expanded opportunities that support academic growth, career exploration, and long-term success.

This is an important stage for students to begin discovering their interests, strengths, and future possibilities. Through thoughtful course selection and intentional planning, students are encouraged to explore career pathways while building a strong academic foundation that prepares them for high school and beyond.

To further support this process, BJHSC counselors meet with 7th- and 8th-grade students during designated planning times each spring. These meetings help students understand their options and make informed decisions aligned with their goals. During 8th grade, students also meet with Batesville High School counselors to develop a personalized four-year course plan, ensuring a smooth transition to high school and future readiness.

We hope this course catalog serves as a valuable tool as you plan for your student's future success. If you have any questions or would like additional guidance, please feel free to contact our counseling staff.

### **School Counselors**

#### **Ron Mergy**

All 6th Grade and 7th Grade students with last names A–J  
rmergy@gobsd1.org

#### **Whitney Conyers**

7th Grade students with last names K–Z and all 8th Grade students  
wconyers@gobsd1.org

Sincerely,

#### **Casey Burnside**

Principal

Batesville Junior High School

## **Mission Statement**

At BJHSC, our mission is to empower students to develop meaningful connections, cultivate critical thinking abilities, and acquire essential learning skills.

## **Vision Statement**

At BJHSC, our vision is to create a collaborative community focused on common goals, prioritizing growth and lifelong learning.

## **BJHSC Requirements**

English	Full Year
Math	Full Year
Science	Full Year
Social Studies	Full Year
Fine Arts	1 Semester
Physical Education & Health	1 Semester
Career & Technical Education (CTE)	1 Semester

BJHSC students are required to take four core classes (English, Math, Science, and Social Studies). In addition, students will select electives for three class periods from Physical Education, Fine Arts, and CTE. Students will be placed in an Advisory class as an intervention period.

## BJHSC Courses

### **Traditional Courses**

Traditional courses at the BJHSC provide a strong academic foundation in core subject areas, including English, Mathematics, Science, and Social Studies. These courses focus on building essential skills, critical thinking, and responsible study habits. Students also take elective classes that prepare them for high school coursework and future success.

### **Honors Courses**

Honors courses are offered to help students deepen and extend their learning. These courses require additional commitment and effort.

- Honors Math- 6th & 7th Grades
- Honors English- 6th & 7th Grades
- Honors Science- 6th & 7th Grades

### **Courses for High School Credit**

To help students prepare for their futures, some courses for high school credit are offered at BJHSC. Because these courses are rigorous and count toward high school graduation, they require significant commitment and effort.

- Algebra I
- English I
- Physical Science
- Intro. to Agriculture
- Intro. to Computer Science
- Intro. to Education

## Schedule Changes

Schedule changes may be made during the first two weeks of the semester and are only made for the following reasons:

- An error has been made in the student's schedule
- There is a conflict with the master schedule that requires a schedule change
- Students taking Honors classes may transition to traditional classes

## BJHSC Grading Scale

Grade	Grade Scale
A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	59% and below

## ENGLISH

Course Name	Grade(s)	Duration	High School Credit
English	6th-8th	1 year	n/a
Honors English	6th-7th	1 year	n/a
English I	8th	1 year	1

### English 6 – 366110

**Full Year**

In this course, 6th-grade students will read, write, and discuss different types of literature. Students will practice writing, use evidence from texts, and learn to identify themes and points of view. The course helps students become stronger readers, writers, and thinkers.

### Honors English 6 – 366160

**Full Year**

This course is an accelerated course that challenges students through advanced reading, writing, grammar, research, and speaking skills. The course moves at a faster pace than traditional ELA, covers Grade 6 and part of Grade 7 standards, and prepares students for Pre-AP and AP coursework.

### English 7 – 377110

**Full Year**

In this course, 7th-grade students will read, write, and discuss fiction, nonfiction, poetry, and current texts. They will practice writing well-organized, grammatically correct pieces and be graded on both the process and the final work.

### Honors English 7 – 377160

**Full Year**

This course is an accelerated course that emphasizes advanced reading, writing, grammar, research, and public speaking skills. The course moves at a faster pace, covers part of Grade 7 and Grade 8 ELA standards, and prepares students for Pre-AP and AP coursework.

### English 8 – 388110

**Full Year**

In this course, students read, write, and discuss a variety of texts. The course focuses on building critical thinking, clear writing, and confident speaking skills. Students will share their ideas in writing and discussion to meet state and national standards.

### English I – 410000

**Full Year**

Students develop independence, strong content knowledge, and the ability to respond to different audiences, purposes, and disciplines. The course emphasizes reading and analyzing literature and literary nonfiction, effective writing, valuing evidence, using technology strategically, and understanding diverse perspectives and cultures.

# MATHEMATICS

Course Name	Grade(s)	Duration	High School Credit
Math	6th-8th	1 year	n/a
Honors Math	6th-7th	1 year	n/a
Algebra I	8th	1 year	1

## **Math 6 – 366310**

**Full Year**

6th-Grade math helps students build strong thinking skills by focusing on four main areas: working with positive and negative numbers, solving simple equations, using ratios and proportions, and solving area and volume problems.

## **Honors Math 6 – 366330**

**Full Year**

This course is an accelerated course in which students will work with rational numbers, equations, statistics, and geometry, learning to solve real-world problems. The course emphasizes understanding math as a connected, logical subject. The course moves at a faster pace, covers Grade 6 and part of Grade 7 standards, and prepares students for Pre-AP and AP coursework.

## **Math 7 – 377310**

**Full Year**

7th-grade math helps students build strong problem-solving and analytical skills. They will focus on proportional relationships, operations with rational numbers, expressions and equations, geometry, and using data to make conclusions. The course prepares students for higher-level math through real-world applications.

## **Honors Math 7 – 377330**

**Full Year**

This course is an accelerated course in which students will study rational numbers, equations, statistics, and geometry while applying their learning to real-world problems. The course moves at a faster pace, covers part of Grade 7 and Grade 8 standards, and prepares students for Pre-AP and AP coursework.

## **Math 8 – 388310**

**Full Year**

In 8th-grade math, students will focus on three main areas: working with equations and systems, understanding and using functions, and studying geometry with distance, angles, similarity, congruence, and the Pythagorean Theorem.

## **Algebra I – 430000**

**Full Year**

Students extend their middle school understanding of linear concepts by exploring both linear and exponential relationships and drawing comparisons between the two. The course emphasizes applying mathematical models to data with linear trends and developing a foundation in analyzing, solving, and using quadratic functions.

## SCIENCE

Course Name	Grade(s)	Duration
Science	6th-8th	1 year
Honors Science	6th-7th	1 year
Physical Science	8th	1 Year

### Science 6 – 366210

**Full Year**

In this course, students will do hands-on labs and projects while learning to explore, discuss, and explain scientific ideas in Earth, Life, and Physical Science. The course builds skills in thinking, writing, and understanding science concepts.

### Honors Science 6 – 366230

**Full Year**

This course is an accelerated course in which students will explore concepts through challenging labs, research, and critical-thinking activities. The course moves at a faster pace, covers Grade 6 and part of Grade 7 standards, and prepares students for Pre-AP and AP coursework.

### Science 7 – 377210

**Full Year**

7th-Grade Integrated Science covers topics like matter, chemistry, energy in ecosystems, and Earth science, including the rock cycle and plate tectonics. Students learn through labs, discussions, writing, and technology, connecting science to real-world STEM activities.

### Honors Science 7 – 377220

**Full Year**

This course is an accelerated course in which students will explore concepts in matter, chemistry, energy in ecosystems, and Earth science. Students do labs, discussions, writing, and independent research while connecting science to real-world STEM activities. The course moves at a faster pace, covers part of Grade 7 and Grade 8 standards, and prepares students for Pre-AP and AP coursework.

### Science 8 – 388210

**Full Year**

8th-Grade Integrated Science covers space, Earth's history, energy, waves, forces, and life science topics like natural selection and reproduction. Students learn through labs, discussions, writing, and technology while building skills in critical thinking and scientific understanding.

### Physical Science – 423000

**Full Year**

This course builds an understanding of atomic structure and chemical properties using the periodic table, chemical reactions, and energy changes. It also explores energy transfer, electromagnetic radiation, and the role of energy in matter cycling within organisms and ecosystems. Students examine Earth's systems, including natural hazards, resource use, and human environmental impact, while applying mathematical concepts and models.

## SOCIAL STUDIES

Course Name	Grade(s)	Duration
Social Studies 6	6th	1 year
Social Studies with Arkansas History	7th & 8th	1 year

### **Social Studies 6 – 366710** **Year**

**Full**

6th-Grade Social Studies covers ancient civilizations from the Stone Age through 1500. Students will learn about geography, culture, politics, economy, and society while building reading, writing, and critical thinking skills. They will use media, discussions, and activities to understand people, events, and their impact on history.

### **Social Studies with Arkansas History 7– 377230**

**Full Year**

7th-Grade Social Studies builds on what students learned in earlier grades about civics, economics, geography, and history. Students will focus on U.S. History from the beginning through the Revolutionary Period while also connecting civics, economics, and geography to these events. They will practice more advanced social studies skills to better understand change over time and how history is interpreted.

### **Social Studies with Arkansas History 8 – 388230**

**Full Year**

8th-grade Social Studies covers U.S. history from the Civil War through the 1930s, helping students understand cause-and-effect relationships and how social, political, economic, and geographic factors shape events. The course also includes civics, economics, and geography within each historical era. Arkansas History explores the state's history from prehistoric times to the present, connecting key people and events to broader U.S. history.

# 6TH GRADE ROTATING BLOCK

(Students rotate every 7 weeks)

Course Name	Grade(s)	Duration
Physical Education & Health	6th	7 Weeks
Design & Modeling	6th	7 Weeks
Career Awareness	6th	7 Weeks
Keycode	6th	7 Weeks
Visual Art	6th	7 Weeks
Computer Science Activity	6th	7 Weeks

## Physical Education & Health – 366600

7 Weeks

This course combines Physical Education and Health to promote active, healthy lifestyles. Students participate in team, individual, and lifetime sports while also learning skills and attitudes that support making healthy choices and positive everyday decisions.

## Design & Modeling – 399120

7 Weeks

Design & Modeling is a course where students use creativity, problem-solving, and technology to design and build solutions to real-world challenges. Students learn the engineering design process through hands-on projects that involve modeling, testing, and improving ideas using digital and physical tools.

## Career Awareness – 356720

7 Weeks

This class focuses on career awareness through various standards and initiatives to prepare students for college and career readiness. These include developing self-awareness, understanding career information, decision-making skills, and planning for high school and beyond.

## Keycode – 399320

7 Weeks

This course focuses on developing keyboarding skills and introducing basic computer programming concepts. Students learn touch typing, speed, accuracy, and proper equipment care. The course then extends to formulating algorithms, creating, analyzing, testing, and debugging computer programs to solve real-world problems using a text-based programming language.

## Visual Art – 366510

7 Weeks

This course allows students to explore and demonstrate an understanding of the concepts, practices, and historical foundations in the visual arts. After taking this course, students should have a firm understanding of the elements of art and how to incorporate these basic visual symbols to create their works of art.

## Computer Science Activity – 366650

7 Weeks

This technology course is available for 7th & 8th grades. This course gives students a hands-on look into the digital world—exploring the basics of programming, web design, internet safety, and how data travels across the web.

# PHYSICAL EDUCATION & HEALTH

Course Name	Grade(s)	Duration
Physical Education	6th-8th	1 Year or 1 Semester
Health	6th-8th	1 Year or 1 Semester
Strength & Conditioning	6th	1 Year
Athletics	7th-8th	1 Year
Cheer	7th-8th	1 Year
Steppers	7th-8th	1 Year

## Physical Education – 366600/377810/388810

**Full Year or 1 Semester**

PE focuses on healthy movement through activities like walking, running, basketball, and dodgeball. Activities may change with the season. 6th and 7th-grade students can take PE for a semester or all year.

## Health & Safety – 366850/377850/388850

**Full Year or 1 Semester**

The purpose of this class is to develop attitudes and lifestyles that lead to good choices in everyday life. Subject matter can guide the day-to-day decision-making necessary for students of this age level.

## 6th Grade Strength & Conditioning – 36681S

**Full Year**

Strength & Conditioning teaches students the basics of fitness, exercise, and healthy movement. Students learn strength training, proper techniques, and how to build a foundation for lifelong health.

## Athletics – 999821/999822/999813/999814

**Full Year**

Students who participate in basketball, football, and/or volleyball will have a class period during the school day—this course will meet their PE and Health requirement for the year. **NOTE: All athletes must have a current physical on file with the school.**

## Cheer – 99985C

**Full Year**

BJHSC Cheerleaders (Grades 7–9) help create school spirit by supporting athletic teams and promoting positive energy at school events. **\*Program requirements may apply. Members must follow team rules and pay for camp and other items. *Participants are selected by try-out auditions only!*** **NOTE: All participants must have a current physical on file with the school.**

## Performance Dance (Steppers) – 388550

**Full Year**

Steppers (Grades 7–9) is the official dance team at BJHSC. Team members perform at games, parades, and pep rallies while developing strong dance skills and teamwork. **\*Program requirements may apply. Members must follow team rules and pay for camp and other items. *Participants are selected by try-out auditions only!*** **NOTE: All participants must have a current physical on file with the school.**

# BJHSC SPORTS

Football

Basketball

Volleyball

Cheer

Steppers

Baseball\*

Softball\*

Golf\*

Soccer\*

Track\*

Cross Country\*

**\*Sports that are not offered during the school day.**

**NOTE: All athletes must have a current physical on file with the school.**

## VISUAL ARTS

Course Name	Grade(s)	Duration
Visual Art	6th-8th	1 Year or 1 Semester
Advanced Visual Art	7th-8th	1 Year or 1 Semester

### Visual Art – 366510/377510/388510

Full Year or 1 Semester

Students learn to use the elements of art and principles of design to create original artwork. They will explore different materials and techniques, learn to express ideas through art, and critique their own and others' work. By the end of the year, students will create a portfolio showcasing their progress. The one-semester art course covers the same standards as a full-year course but in less depth.

### Advanced Visual Art – 37751A/38851A

Full Year

Visual Art Honors is for motivated students who want to improve their artistic skills. Students will build on their art knowledge, explore different media and styles, and create original work inspired by artists and art movements. Creativity is key, and students are encouraged to show their own style. **Admission requires a portfolio with three diverse artworks and two teacher recommendation forms.**

## THEATRE

Course Name	Grade(s)	Duration
Theatre	7th-8th	1 Year

### Theatre – 366570/378700

Full Year

In this course, students explore acting, voice, movement, and character through games, improv, and performances. They learn teamwork, confidence, and the basics of costumes, props, and sets. This course is perfect for beginners and experienced performers alike

## INSTRUMENTAL PERFORMANCE ARTS

Course Name	Grade(s)	Duration
Instrumental Ensemble Woodwind or Brass 1st Year Band	6th-8th	1 Year
Instrumental Ensemble 2nd Year Band	7th	1 Year
Instrumental Ensemble 2nd-3rd Year Band	8th	1 Year
Instrumental Ensemble Orchestra Introduction	6th-8th	1 Year
Instrumental Ensemble Orchestra 2nd Year	7th-8th	1 Year
Instrumental Ensemble Orchestra 2nd Year Honors	7th-8th	1 Year

**Instrumental Ensemble 1st Year**  
**Woodwind – 36654W/37754W/38854W**  
**Brass – 36654B/37754B/38854B**

**Full Year**  
**Full Year**

Instrumental Ensemble 1st year course teaches basic skills for playing woodwind or brass instruments, including reading music, tone, breath control, and instrument care. This course builds a foundation for future band or music opportunities. There are two separate classes—woodwind or brass. Students will be placed based on the instructor’s observation and the students’ preferences.

**Instrumental Ensemble 2nd Year – 377540**

**Full Year**

This course is for second-year band students. They will perform several times throughout the year and may audition for All-Region Band. **Enrollment is open to students who were in 6th grade band or those approved by the band director.**

**Instrumental Ensemble 2nd-3rd Year – 388540**

**Full Year**

This course is for students completing their 2nd or 3rd year of band. It focuses on performance excellence with events like regional festivals, concerts, football games, and pep rallies. Students may also audition for All-Region Band and participate in solo or ensemble performances. **Prior band experience is required.**

**Instrumental Ensemble Orchestra - Introduction – 36654s/37754i/38854i**

**Full Year**

Instrumental Ensemble Orchestra Introduction is a multilevel approach to strings. The class accommodates those beginners who wish to learn a stringed instrument.

**Instrumental Ensemble Orchestra - 2nd Year – 37754s/38854p**

**Full Year**

This orchestra course is for young string players in their second year of performing with stringed instruments, building foundational skills, technique, and musicianship in a supportive setting.

**Instrumental Ensemble Orchestra - 2nd Year Honors – 38854s**

**Full Year**

Instrumental Ensemble Orchestra – 2nd Year Honors offers a multilevel string program, supporting beginners while providing performance opportunities for advanced players in All-Region and Honor Orchestra.

## VOCAL PERFORMANCE ARTS

Course Name	Grade(s)	Duration
Vocal Ensemble	6th	1 Year
Men's Vocal Ensemble	7th-8th	1 Year
Women's Vocal Ensemble	7th-8th	1 Year

### Vocal Ensemble – 366530

**Full Year**

Students will learn the techniques of vocal music and how to sing two- and three-part songs. All choir students will be required to participate in a winter and spring concert.

### Men's Vocal Ensemble – 37753M/38853M

**Full Year**

This non-auditioned ensemble is open to all 7th-grade and 8th-grade boys. Students will develop vocal technique, build confidence, and perform music from a wide range of styles and cultures. Participation is required in the winter and spring concerts, the pre-assessment concert, and the Choral Performance Assessment.

### Women's Vocal Ensemble – 37753G/38853G

**Full Year**

This non-auditioned ensemble is open to all 7th-grade and 8th-grade girls. Students will develop vocal technique, build confidence, and perform music from a wide range of styles and cultures. Participation is required in the winter and spring concerts, the pre-assessment concert, and the Choral Performance Assessment.

## CTE COURSES

### Leadership

Course Name	Grade(s)	Duration
Leadership & Service Learning	6th	1 Semester
Career Development	7th	1 Semester

#### Leadership & Service Learning – 399090

**1 Semester**

This course is only available to 6th graders. This course explores leadership and service through hands-on projects. Students build teamwork skills, learn different leadership styles, and make a positive impact on their community.

#### Career Development – 399287

**1 Semester**

In this course, students will explore career options through research, studying the personal skills, aptitudes, and employer expectations of various careers. Students will identify personal traits in their pursuit of finding a meaningful, fulfilling, and rewarding career. They will identify the values, aptitudes, and abilities necessary for workforce placement.

## CTE COURSES

### Business

Course Name	Grade(s)	Duration	High School Credit
Office Tech. Skills	6th	1 Semester	n/a
Business Innovations	7th-8th	1 Semester	n/a

#### Office Tech. Skills – 356880

**1 Semester**

This technology course is only available to 6th graders. This class builds essential tech skills for school and future careers, focusing on typing, computer basics, ethics, word processing, spreadsheets, and business communication.

#### Business Innovations – 378010

**1 Semester**

This technology course is for 7th & 8th graders. Business Innovations explores entrepreneurship and the U.S. business system, covering small business, technology, ethics, and the basics of management and regulations.

## CTE COURSES Technology

Course Name	Grade(s)	Duration	High School Credit
EAST	6th-8th	1 Year	n/a
Introduction to Computer Science	8th	1 Year	1
Computer Science Activity	7th-8th	1 Semester	n/a
Design & Modeling	7th-8th	1 Semester	n/a
Introduction to Journalism	7th-8th	1 Year	n/a

### **EAST – 366620/377620/388620**

**Full Year**

EAST (Environmental and Spatial Technology) allows students to use teamwork and advanced technology, such as Computer-Aided Design, 3D design, Virtual Reality, or mapping tools, to solve real community problems. **Students are selected through an application process.**

### **Introduction to Computer Science – 465070**

**1 Semester**

This technology course is only available for 8th graders. This class introduces coding and problem-solving through real-world projects. Students will learn to design, test, and debug programs while utilizing text-based programming languages to accomplish these tasks.

### **Computer Science Activity – 377650/388650**

**1 Semester**

This technology course is available for 7th & 8th grades. This course gives students a hands-on look into the digital world, exploring the basics of programming, web design, internet safety, and how data travels across the web.

### **Design & Modeling – 399120/399128**

**1 Semester**

Design & Modeling is a course where students use creativity, problem-solving, and technology to design and build solutions to real-world challenges. Students learn the engineering design process through hands-on projects that involve modeling, testing, and improving ideas using digital and physical tools.

### **Introduction to Journalism – 99910J**

**Full Year**

This course explores the fundamentals of media, writing, and production. Students are exposed to journalistic writing, multimedia production, media literacy & ethics. Students develop skills in research, reporting, interviewing, and working under strict deadlines to prepare students to produce school-wide publications or media content and to understand the role of journalism in society.

## CTE COURSES Agriculture

Course Name	Grade(s)	Duration	High School Credit
Intro. to Agriculture	8th	1 Year	1

### Introduction to Agriculture – 491150

**1 Semester**

A foundation course for all agriculture programs, covering FFA, leadership, animal and plant systems, agribusiness, biotechnology, natural resources, and more. **Placement requires a teacher recommendation.**

## CTE COURSES Education

Course Name	Grade(s)	Duration	High School Credit
Introduction to Education	8th	1 Year	1

### Introduction to Education – 493240

**1 Semester**

A foundation course for students interested in teaching. It provides an overview of the teaching profession, child development, and classroom management strategies. Students explore the history of education, learning theories, and the roles of teachers. This course is part of the education pathway leading toward roles like paraprofessionals or future teachers.

## ACADEMIC ADVISORY PERIOD

BJHSC has incorporated a dedicated Academic Intervention/Enrichment period into the daily schedule. This period is designed to support students who have not yet reached proficiency on Arkansas state-mandated assessments in English, Math, Science, & Social Studies, as well as students who may be experiencing difficulty in these subjects. Targeted assistance is provided through small group instruction and focused skill reinforcement to help students master essential learning objectives.

In addition, this period offers enrichment opportunities for students who are performing at or above grade level and do not require intervention. The purpose of this time is to enhance each student's academic growth by providing tailored support or advanced learning experiences based on individual needs.

All students will be placed in an academic advisory period based on their needs.

## CLUBS & ADDITIONAL EXTRACURRICULAR ACTIVITIES

Club meetings are scheduled as needed. Some clubs have pre-arranged meetings during lunch, or before/after school. Most clubs have a minimal membership fee. Clubs/activities with available sponsors will be offered. There will be a special time period announced for club sign-ups.

<b>Advanced Art Club</b>	<b>8th Grade</b>	<b>Covington</b>
<b>Jr. Art Club</b>	<b>6th-8th Grades</b>	<b>Moser</b>
<b>Beta Club</b>	<b>8th Grade (Nomination Required)</b>	<b>Conyers</b>
<b>Book Club</b>	<b>6th-8th Grades</b>	<b>Greenfield</b>
<b>Chess Club</b>	<b>6th-8th Grades</b>	<b>McLean</b>
<b>Discovery Club</b>	<b>6th-8th Grades</b>	<b>Kennedy</b>
<b>FCA</b> Fellowship of Christian Athletes	<b>6th-8th Grades (not limited to athletes)</b>	<b>Sinele</b>
<b>Future Engineers</b>	<b>6th-8th Grades</b>	<b>Hollis</b>
<b>Gardening</b>	<b>6th-8th Grades</b>	<b>Velez</b>
<b>Library Helpers</b>	<b>6th-8th Grades</b>	<b>McLean</b>
<b>Quiz Bowl</b>	<b>7th &amp; 8th Grades (includes 9th grade)</b>	<b>Wehrung</b>
<b>Student Council</b>	<b>6th-8th Grades (Members elected by peers)</b>	<b>Dodd</b>
<b>Theater</b>	<b>6th-8th Grades</b>	<b>Williams &amp; Hall</b>

# BJHSC STUDENT SUPPORT CONTACTS

Casey Burnside  
Principal  
cburnside@gobsd1.org

Scott Carpino  
Assistant Principal  
scarpino@gobsd1.org

Ronald Mergy  
Counselor  
rmergy@gobsd1.org

Whitney Conyers  
Counselor  
wconyers@gobsd1.org

Peou Wilkins  
Behavior Specialist  
pwilkins@gobsd1.org

Rachel Horn  
CTE Coordinator  
rhorn@gobsd1.org

Brook Cossey  
BJHSC Office Staff  
bcossey@gobsd1.org

Valeria Herrera  
BJHSC Office Staff  
vherrera@gobsd1.org

Carrie Lewallen  
BJHSC Office Staff  
clewallen@gobsd1.org

Crystal Johnson  
BJHSC Nurse  
cjohnson1@gobsd1.org

FY26 Period 7 - January - 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	0.00	0.00	5,355,895.77	0.00	5,355,895.77	0.00
1007	COMM.SCHLS MODEL GRANT	0.00	0.00	22,850.24	0.00	22,850.24	0.00
1011	SAVE THE CHILDREN	0.00	0.00	15,379.25	0.00	15,379.25	0.00
1240	SP ED LEA SUPERVISOR	0.00	0.00	10,875.41	0.00	10,875.41	0.00
1244	SP ED EXT SCH YEAR	0.00	0.00	2,609.52	0.00	2,609.52	0.00
1260	SP ED E. CHILDHOOD	0.00	0.00	68,142.55	0.00	68,142.55	0.00
1275	ALE - ALT. LEARNING	0.00	0.00	129,356.12	0.00	129,356.12	0.00
1276	ELL-ENGLISH LANG LEA	0.00	0.00	34,287.43	0.00	34,287.43	0.00
1281	ENHANCED STUDENT ACH	0.00	0.00	136,010.61	0.00	136,010.61	0.00
1365	AR BETTER CHANCE GRANT	0.00	0.00	91,831.30	0.00	91,831.30	0.00
<b>Total</b>		<b>0.00</b>	<b>0.00</b>	<b>5,867,238.20</b>	<b>0.00</b>	<b>5,867,238.20</b>	<b>0.00</b>
2000	OPERATING FUND	1,317,232.14	0.00	76,014.58	5,355,895.77	6,354,827.08	-10,317,476.13
2001	OTHER OPERATING	1,882,762.63	21,582,705.67	28,977.60	2,839,802.32	218,185.76	20,436,457.82
2002	GRANT FUNDING	20,410.47	0.00	0.00	0.00	27,295.98	-6,885.51
2004	PILOT GRANT	0.00	154,868.60	0.00	0.00	95,962.95	58,905.65
2005	CHROMEBOOKS USAGE	22,017.75	3,651.00	0.00	0.00	0.00	25,668.75
2007	COMM.SCHLS MODEL GRANT	0.00	32,304.28	0.00	22,850.24	65,724.32	-56,270.28
2008	IEL-COMM SCHLS GRANT	6,587.70	0.00	0.00	0.00	4,800.54	1,787.16
2010	AR FOODBANK PANTRY GRANT	0.00	5,444.75	0.00	0.00	0.00	5,444.75
2011	SAVE THE CHILDREN	0.00	258,183.33	0.00	91,393.83	205,696.44	-38,906.94
2012	STC MINI / SUB GRANT	6,451.07	0.00	0.00	0.00	2,038.13	4,412.94
2013	PRESCHOOL CHILD CARE	4,116.48	392,703.85	-723.00	7,933.94	450,540.37	-62,376.98
2014	KID CARE/STAR	292.18	1,574.69	0.00	0.00	5,820.31	-3,953.44
2015	S.R. PRESCHOOL	321.26	0.00	0.00	0.00	260.22	61.04
2016	TORO FOUNDATION GRANT	32,723.92	0.00	0.00	0.00	10,000.00	22,723.92
2017	PAT CHALLENGE	379.24	30,000.00	0.00	0.00	30,000.00	379.24
2018	RESTORE HOPE	7,410.64	50,061.39	0.00	0.00	68,242.58	-10,770.55
2019	MATERNAL LIFE 360	0.00	-18,121.16	0.00	0.00	50,829.27	-68,950.43

FY26 Period 7 - January - 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	0.00	35,496.18	0.00	0.00	81,796.40	-46,300.22
2040	CURRICULUM	9.90	0.00	230,000.00	0.00	220,185.80	9,824.10
2217	STUDENT GROWTH	309,355.28	0.00	0.00	0.00	0.00	309,355.28
2218	DECLINING ENROLLMENT	267,664.00	62,283.00	0.00	0.00	0.00	329,947.00
2222	SUPP TRANSPORTATION	0.00	14,083.20	0.00	0.00	0.00	14,083.20
2223	PD- PROFESSIONAL DEV	97,685.38	125,947.00	0.00	0.00	29,975.17	193,657.21
2232	AR SCHOOL RECOG PROGRAM	14,368.85	0.00	0.00	0.00	0.00	14,368.85
2240	SP ED LEA SUPERVISOR	1,086.01	0.00	0.00	10,875.41	2,485.16	-12,274.56
2244	SP ED EXT SCH YEAR	6,882.50	4,366.00	0.00	2,609.52	6,298.60	2,340.38
2247	PROFESSIONAL LEARNING	108,360.39	0.00	0.00	0.00	0.00	108,360.39
2260	SP ED E. CHILDHOOD	2,272.87	145,635.05	0.00	68,142.55	52,504.03	27,261.34
2262	SP ED EIDT CENTERS	891.57	0.00	0.00	0.00	0.00	891.57
2265	SP ED CATASTROPHIC	80,429.16	0.00	0.00	0.00	105,468.83	-25,039.67
2271	G/T ADVANCED PLACEMENT	20,595.49	5,320.00	0.00	0.00	2,335.86	23,579.63
2275	ALE - ALT. LEARNING	0.00	172,004.00	0.00	129,356.12	58,247.98	-15,600.10
2276	ELL-ENGLISH LANG LEA	16,537.27	247,500.00	0.00	34,287.43	9,912.24	219,837.60
2281	ENHANCED STUDENT ACH	122,314.57	509,425.00	0.00	136,010.61	165,154.76	330,574.20
2282	ESA MATCHING GRANT	38,805.99	106,544.70	0.00	0.00	0.00	145,350.69
2365	AR BETTER CHANCE GRANT	10,422.00	745,812.06	0.00	91,831.30	421,385.97	243,016.79
2366	CHILDCARE STATE MATCH	99,892.70	11,635.80	-50,485.66	0.00	0.00	61,042.84
2374	PARENT AS TEACHERS (ABC)	5,242.87	139,209.00	0.00	0.00	113,492.02	30,959.85
<b>Total</b>		<b>4,503,522.28</b>	<b>24,818,637.39</b>	<b>283,783.52</b>	<b>8,790,989.04</b>	<b>8,859,466.77</b>	<b>11,955,487.38</b>
4000	DEBT SERVICE FUND	0.00	0.00	2,570,423.76	1,444,187.51	963,685.27	162,550.98
<b>Total</b>		<b>0.00</b>	<b>0.00</b>	<b>2,570,423.76</b>	<b>1,444,187.51</b>	<b>963,685.27</b>	<b>162,550.98</b>
<b>Total</b>		<b>4,503,522.28</b>	<b>24,818,637.39</b>	<b>8,721,445.48</b>	<b>10,235,176.55</b>	<b>15,690,390.24</b>	<b>12,118,038.36</b>



FY26 Period 7 - January - 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 CENTE	0.00	0.00	39,378.56	0.00	39,378.56	0.00
3010	FUTURE PROJECTS	4,949,515.81	95,000.00	0.00	0.00	5,044,515.81	0.00
3200	TRFR NET LEGAL BALAN	1,022,284.25	0.00	0.00	0.00	0.00	1,022,284.25
3404	ACA.FAC. PARTNERSHIP	2,957,160.20	2,042,319.77	0.00	0.00	5,418,212.49	-418,732.52
<b>Total</b>		<b>8,928,960.26</b>	<b>2,137,319.77</b>	<b>39,378.56</b>	<b>0.00</b>	<b>10,502,106.86</b>	<b>603,551.73</b>