Melbourne School District
Student Handbook

2025-2026

MELBOURNE SCHOOL DISTRICT CONTACT INFORMATION

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HIGH SCHOOL TEACHER CONTACT INFORMATION

PARENT SIGNATURE CHECK-OFF LIST

_____ _____

(Student Name) (Grade)

_____ 1. My child and I will review the **District/School Handbook** containing information, regulations, and policies which is posted on the Melbourne School District website http://bearkatz.k12.ar.us/ under "State Required Information".

_____ 2. I have read the **Bus Rider Rules and Regulations** as stated within the student policies section of the handbook. All students most likely will ride a bus during the school year even if they don't ride to and from school regularly.

_____ 3. I have read the **Technology Use Policy** as stated in the Academic Information section of the handbook and agree with the conditions regarding appropriate usage.

_____ 4. I have read and understand the **Disciplinary Guidelines** as stated within the Student Policies section of the handbook. I am aware of the specific discipline procedures as they relate to the specific school(s) which is outlined with that section of the handbook.

I **DO____ DO NOT____** give my child permission to attend school-sponsored field trips. Parents will receive information regarding the specific information prior to the trip.

I **DO____ DO NOT____** give permission for Melbourne Public Schools to use my child's name for the purpose of the school's newspaper, class projects, or any other similar media that promotes the school or my child. This may also include my child's photograph and/or name in the area newspapers.

I **DO____ DO NOT____** give permission for my child's picture and name to be published in the school's yearbook.

_____ _____

Student Signature Date

_____ _____

Parent Signature Date

OBJECTION TO PUBLICATION OF DIRECTORY INFORMATION FORM
(Not to be filed if the parent/student has no objection)
(Ref. ASBA 4.13F)

I, the undersigned, being a parent of a student, or a student eighteen (18) years of age or older, hereby note my objection to the disclosure or publication by the Melbourne School District of directory information, as defined in Policy (Privacy of Students' Records), concerning the student named below. The district is required to continue to honor any signed opt-out form for any student no longer in attendance at the district.

I understand that the participation by the below-named student in any interscholastic activity, including athletics and school clubs, may make the publication of some directory information unavoidable, and the publication of such information in other forms, such as telephone directories, church directories, *etc*., is not within the control of the District.

I understand that this form must be filed with the office of the appropriate building principal within ten (10) school days from the beginning of the current school year or the date the student is enrolled for school in order for the District to be bound by this objection. Failure to file this form within that time is a specific grant of permission to publish such information.

I object and wish to deny the disclosure or publication of directory information as follows:

Deny disclosure to military recruiters☐

Deny disclosure to Institutions of postsecondary education☐

Deny disclosure to Potential employers☐

Deny disclosure to all public and school sources ☐

Selecting this option will prohibit the release of directory information to the three categories listed above along with all other public sources (such as newspapers), **AND** result in the student's directory information **not** being included in the school's yearbook and other school publications.

Deny disclosure to all public sources ☐

Selecting this option will prohibit the release of directory information to the first three categories listed above along with all other public sources (such as newspapers), but permit the student's directory information **to be included** in the school's yearbook and other school publications.

_____
Name of student (Printed)

_____
Grade

_____
Signature of parent (or student, if eighteen (18) or older)

_____
Date form was filed (To be filled in by office personnel)

Melbourne School District

Technology Use Policy (TUP)

Melbourne School District has policies in place that address all CIPA and FERPA laws. Guidelines regulating the use of the District technology (Acceptable User Policy) also include policies and consequences for violation of policies posted on the MSD website and in the student handbook. The TUP has been adopted by the Board of Education on 06/06/2024.

Melbourne School District (MSD) invests substantial and sufficient resources to acquire and operate information technology assets, such as hardware, software, and Internet Connections. The District has the responsibility to manage its resources in the most efficient and effective manner possible and in compliance with all laws, regulations, and sound business practices. These regulations apply to any entity or individual accessing Melbourne School District information technology infrastructure and associated resources.

Definition

"Technology resources" means:

- The machines, devices, and transmission facilities used in information processing, including computers, word processors, terminals, telephones, cables, software, and related products;
- The devices used to process information through electronic capture, collection, storage, manipulation, transmission, retrieval, and presentation of information in the form of data, text, voice,or image and includes telecommunications and office automation functions;
- Any component related to information processing and wired and wireless telecommunications, including data processing and telecommunications hardware, software, services, planning, personnel, facilities, and training;
- The procedures, equipment, and software that are designed, built, operated, and maintained to collect, record, process, store, retrieve, display, and transmit information, and the associated personnel, including consultants and contractors; and
- All electronic mail accounts issued by a public entity.

Melbourne School District is committed to promoting ethical and responsible use of technology resources.

- Instruction by, and not limited to, Library media specialists and technology instructors, and classroom instructors.
- All users will read and sign the technology use policy prior to logging in to any device. Parents of minors will also be required to sign the TUP acknowledging their awareness of student responsibility for district technology.

General

1. This policy governs the acceptable use of district technology by all users. The use of technology resources is a privilege, not a right, and should be treated as such. Access to the Internet and technology is provided for conducting school business and for the educational development of students and staff. They are not intended for private or personal use. By accessing and using technology, users acknowledge that inappropriate use is prohibited and may result in disciplinary action.
2. The Melbourne School District reserves the right to monitor or log all network activity with or without notice, including files, email and all web site communications, and therefore, users should have no reasonable expectation of privacy in the use of these resources. Under Arkansas law both email and technology use records maintained by the district are subject to disclosure under the Freedom of Information Act. Consequently, no employee or student-related reprimands or other disciplinary communications should be made through email except when specifically authorized by District policy. Routine maintenance and monitoring of the systems may lead to the discovery that a violation of law or regulation has occurred.
3. Users of the network are responsible for following local, state and federal laws. This includes copyright laws. District technology resources shall not be used to violate Arkansas or Federal law.
4. Users are responsible for the use of their own account, including security and proper use. Staff and students agree to keep his/her password private and agree to log out correctly. Users are not to allow others to use their username and password. Access to other user profiles is reserved for authorized network administrators. Users should not grant students access to any technology resource not designated for student use.
5. An employee shall not use District technology resources to express a political opinion to an elected official unless the opinion is either within the scope of the employee's regular job duties or requested by an elected official or public entity. District technology resources shall not be used to engage in lobbying an elected official on a personal opinion by an employee unless the employee is a registered lobbyist for the District.
6. Users may not store student or employee personal data on their personal computing, mobile or storage device.
7. Since students may use the school's computers in various classrooms, in labs, or in the library, it is his/her responsibility to know and understand the specific technology use rules (written or oral) applicable to each location.

8. Users may not gain unauthorized access or attempt to gain unauthorized access to other users' accounts, computer, or devices.
9. Users may not deliberately damage or attempt to damage or disrupt (otherwise known as hacking) a network, computer or computer related device, telephonic or other communication device, and/or removable media that they have been given authorized use. System components such as hardware, software, or other property will not be installed, removed, destroyed, modified or abused. Examples of activities that are prohibited: altering security codes or passwords, introducing viruses and/or malware, removing memory chips, hard drives and other hardware components.
10. MSD technology resources will not be used to terrorize, intimidate, bully, threaten or harass.
11. Users will not use MSD resources for financial or commercial gain to advertise, promote or endorse products or personal services.
12. The district will not be responsible for financial obligations or legal infractions arising from unauthorized use of the technology.
13. All users (staff members, students and their parents) must sign a Technology Use Agreement to access the network and use district computers. This agreement must be renewed on an annual basis. Parents can withdraw approval at any time.

Hardware

1. Only authorized individuals will service or maintain District owned hardware, including relocation.
2. All personal hardware connected at any time to district systems are subject to MSD polices and must be authorized by the technology department.
3. Users are not permitted to connect to the Internet using a hot spot or 3G or 4G account while at school. (took out detected)

Software

1. Only software that is authorized by the District may be installed on computer hardware.
2. Only authorized individuals will install or remove software on District equipment. The district holds the right to remove any software that violates district software policy, software that is deemed illegal or inappropriate, or degrades system performance.
3. Authorized users of student and employee data will take proper care to guard the privacy of such information.
4. Software, apps, plugins, must be submitted for approval to ensure compatibility and safety.

Internet Access and Email

1. Before a student is allowed to access the Internet, the TUP must be signed by both the student and parent and will be kept on site.
2. School e-mail accounts will be issued to District employees and students grades 4-12. Students' in grades kindergarten through 3rd grade will **not** be issued individual school email accounts, but may be provided access to email through a classroom account.
3. Users are not allowed to intentionally transmit or receive obscene, pornographic or inappropriately suggestive content or language in the form of images, files or multimedia file types through any synchronous or asynchronous communication device or software used in Melbourne School District.
4. All users should observe network etiquette. Users are expected to be polite and use appropriate language. Using vulgar or profane language is not appropriate. Engaging in flaming or spamming is not appropriate. Students are prohibited from using chat rooms and instant messenger services unless authorized for educational purposes. Participation in **cyber bullying** (original, secondary, or distributed) is prohibited.
5. Users should report any inappropriate, illegal behavior or misuse of district technology to the technology department and building principals.

Technology Protection Measures

- The District is dedicated to protecting students from materials on the Internet that are inappropriate, obscene, or otherwise harmful to minors; therefore, it is the policy of the District to protect each device with Internet filtering software that is designed to prevent students from accessing such materials. The District will participate in the Arkansas Department of Information Systems (DIS) filtering system as an active restriction measure. District teachers and staff will make reasonable efforts to supervise student use of the network and Internet Access; however, they must have student cooperation in exercising and promoting responsible use of the technology.

Access to Programs

- Due to increased demand of data reporting in the district, it becomes necessary to allow certain personnel access to programs. These programs include, but are not limited to Teacher Access Center, Home Access Center, Eschool, Etrition, website, and social media. The access holds an incredible amount of responsibility due to the privacy issues of student records and users granted permission must abide by FERPA restrictions. The District technology department and Superintendent will determine and document using the following procedures:
    - Identify the school personnel that needs access
    - Document the purpose of the access
    - Document written approval by supervisor and/or superintendent
    - Length of time access should be granted
    - What rights are necessary and limited only to allow completion of job duty for user
    - Yearly review of users who have access to programs

Off-Campus Technology Use

MSD reserves the right to extend their authority to off campus staff and student use of district devices.

Melbourne School District Social Media

The technology coordinator or his/her designee will be responsible for the creation of social media pages, web pages or the association of web pages to the district's home page. On occasion, a student's name and/or picture may appear on a school web page.

All users must maintain a high level of respect when using social media as a district employee or as students. Educators should follow the Arkansas Department of Education Rules Governing the Code of Ethics for Arkansas Educators when dealing with students in online activities.

Your Rights

- Users should expect only limited privacy in the contents of their personal files and email on the districts or schools network; they must realize that any information stored electronically on school-owned equipment is subject to Arkansas' Freedom of Information Act. The situation is similar to the rights staff and students have in regard to their lockers, desks, or other storage systems.

Disciplinary Actions:

All violations will be handled as any other infraction of school board policy. Disciplinary actions may include:

1. Revocation of computer access.
2. Financial restitutions.
3. Students: suspension, expulsion, academic failure due to lack of course completion, or other penalties as may be appropriate.
4. Employees: Up to and including termination of employment.
5. Possible referral for prosecution.

Limitations of Liability

The Melbourne School District makes no guarantees that the functions of the services provided by or through the network will be error-free or without defect. The district will not be responsible for any damage the user may suffer, including but not limited to, loss of data or interruptions of service. The district is not responsible for the accuracy or quality of the information obtained through or stored on the network. The district will not be responsible for financial obligations arising through the unauthorized use of the network.

This policy may be revised at any time by a vote of the Melbourne School Board of Directors or as state and federal law dictates.

Legal References: Children's Internet Protection Act; PL 106-554
20 USC 6777
47 USC 254(h)
A.C.A. 6-21-107
A.C.A. § 6-21-111
A.C.A. § 25-1-128
Commissioner's Memo COM-24-038

Date: June 15, 2020
Revised: June 6, 2024
Approved: June 6, 2024
Melbourne School District

MELBOURNE PUBLIC SCHOOLS

Technology Use Policy (TUP) Authorization Form

STUDENT SECTION

School_____

Student Name_____Grade_____
(Please print)

I have read, understood and agree to abide by the terms of the foregoing Technology Use Policy. I understand and agree that access to the Melbourne School District's technology resources and the Internet is a privilege and is designed for education purposes. It is further understood that violations of the regulations are unethical and may constitute disciplinary actions including revocation of access to technology, school disciplinary and/or appropriate legal action may be taken.

Student Signature_____ Date_____

PARENT or GUARDIAN SECTION

I have read the District Technology User Policy.

I hereby release the District, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my child's use of, or inability to use, the system, including without limitation, the type of damage identified in the procedures above. In addition, if the need arises, I agree to allow the above named student's name and/or picture to appear on authorized school web pages.

I will emphasize to my child the importance of following the rules for personal safety.

(PLEASE Check the appropriate box which indicates Parental choice)

- ☐ Permission granted for computer and Internet access
- ☐ Permission denied for computer and Internet access
  (Students will be unable to access computers or the Internet in any location in the school setting.)

Parent Signature_____

Parent/Guardian Name (please print)_____

Date: _____/_____/_____

CHEMICAL SCREEN TEST CONSENT FORM

(Grades 7 – 12)

(Refer to page 67)

I/we,_____, _____,

The parents of _____ do hereby consent to the policy of the Melbourne School District regarding chemical screen test for participants in the Melbourne School District athletic program and all extracurricular activities and students that drive to school, abide by, and comply with, this policy as a condition to our child's participation in athletics and extracurricular activities or their being allowed to drive to school at the
Melbourne School District.

I, _____, a student at the Melbourne School District who participates in athletics and/or extracurricular activities or drives to school at the Melbourne School District, do hereby consent to abide by, and comply with, the chemical screen test policy of the Melbourne School District.

_____ _____ _____

Student Date Parent Date

_____ _____

Grade Level Parent Date

MELBOURNE SCHOOL DISTRICT / 2025-2026 ACADEMIC CALENDAR

August 11	District Day
	Open House 4:30 – 7:00
August 13	First Day of School
September 1	No School - Labor Day
October 10	End 1st Quarter (42 Days/16,674 minutes)
October 13-17	Fall Break
October 21	Parent/Teacher Conferences (Dismiss at 1 PM)
November 24-28	Thanksgiving Break
December 19	End 2nd Quarter (40 Days/15,744 minutes)
December 22-January 2	Christmas Break
January 5	Professional Development (no students)
January 6	School Resumes – 2nd Semester Begins
January 19	MLK Holiday No School
March 6	End 3rd Quarter (43 Days/17,071 Minutes)
March 10	Parent/Teacher Conferences (Dismiss at 1 PM)
March 20-27	Spring Break
April 3	Good Friday – No School
May 1	No School
May 8	No School
May 15	Last Day of School (Dismiss at 1 PM)
	End 4th Qtr (41 Days/16,005 Minutes)

School starts at 7:50 a.m
School ends at 3:22 p.m.

Board Adopted: April 2025

INTRODUCTION

The purpose of this book is to acquaint you with the general policies and procedures which will govern you during your stay at Melbourne School District. This book has been developed by a committee of parents, students, teachers, administrators, and school patrons. We believe these policies will benefit the Melbourne School District community and make your school life more enjoyable and fruitful. Parents and students are asked to familiarize themselves with all school policies and procedures. This book does not set forth all rules and regulations. It does, however, set a tone and direction in which we wish to move. We are striving to provide the youth of this district with a quality education. This can be attained only through the cooperation, support, and effort of all. Enjoy your stay at Melbourne School District. Work diligently and with a purpose as a student.

GENERAL INFORMATION

- Students should not arrive at school before 7:20 a.m.
- The office phone may be used by students only in case of illness.
- After arriving at school, students are not to re-enter the parking lot except when leaving for the day.
- The Melbourne School District has limited-coverage accident insurance for students during school hours. This insurance is supplementary in nature and should not be expected to pay full costs on an accident. The insurance is provided at no cost to the student, parent and/or guardian.
- In compliance with state regulations, the board policy manual for the Melbourne School District is maintained in the Superintendent's office.

CHANGE OF ADDRESS AND PHONE NUMBERS

It is extremely important that the schools of Melbourne School District have CORRECT and active telephone numbers and addresses of parents/guardians on file in the school office in case of an emergency. Parents/guardians MUST notify the school if there are changes in your address, home phone number, or your work phone number throughout the school year.

RESIDENCE REQUIREMENTS

(Ref. ASBA 4.1)

Definitions:

"In loco parentis" means relating to the responsibility to undertake the care and control of another person in the absence of:

1. Supervision by the person's parent or legal guardian; and
2. Formal legal approval.

"Reside" means to be physically present and to maintain a permanent place of abode for an average of no fewer than four (4) calendar days and nights per week for a primary purpose other than school attendance.

"Resident" means a student whose parents, legal guardians, persons having legal, lawful control of the student under order of a court, or persons standing in loco parentis reside in the school district.

"Residential address" means the physical location where the student's parents, legal guardians, persons having legal, lawful control of the student under order of a court, or persons standing in loco parentis reside. A student may use the residential address of a legal guardian, person having legal, lawful control of the student under order of a court, or person standing in loco parentis only if the student resides at the same residential address and if the guardianship or other legal authority is not granted solely for educational needs or school attendance purposes.

The schools of the District shall be open and free through the completion of the secondary program to all persons between the ages of five (5) and twenty one (21) years whose parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis reside within the District and to all persons between those ages who have been legally transferred to the District for educational purposes.

Any person eighteen (18) years of age or older may establish a residence separate and apart from his or her parents, legal guardian, person having lawful control of the student, or a person standing in loco parentis for school attendance purposes.

In order for a person under the age of eighteen (18) years to establish a residence for the purpose of attending the District's schools separate and apart from his or her parents, guardians, or other persons having lawful control of him or her under an order of a court, the person must actually reside in the District for a primary purpose other than that of school attendance; however, a student previously enrolled in the district whose parents move the student into another district or who is placed under the legal guardianship of a noncustodial parent living outside the district by a custodial parent on active military duty may continue to attend district schools. A foster child who was previously enrolled in a District school and who has had a change in placement to a residence outside the District, may continue to remain enrolled in his/her current school unless the presiding court rules otherwise.

Under instances prescribed in A.C.A. § 6-18-203, a child or ward of an employee of the district or of the education coop to which the district belongs may enroll in the district even though the employee and the employee's child or ward reside outside the district.

Children whose parent or legal guardian relocates within the state due to a mobilization, deployment, or available military housing while on active duty in or serving in the reserve component of a branch of the United States Armed Forces or National Guard may continue attending school in the school district the children were attending prior to the relocation or attend school in the school district where the children have relocated. A child may complete all remaining school years at the enrolled school district regardless of mobilization, deployment, or military status of the parent or guardian.

Cross References: 4.40—HOMELESS STUDENTS
4.52—STUDENTS WHO ARE FOSTER CHILDREN

Legal References: A.C.A. § 6-4-302, A.C.A. § 6-18-107, A.C.A. § 6-18-202, A.C.A. § 6-18-203, A.C.A. § 9-28-113

Date Adopted: 07/20/2023

ENTRANCE REQUIREMENTS

(Ref. ASBA 4.2)

To enroll in a school in the District, the child must:

A. Be a resident of the District as defined in District policy (4.1—RESIDENCE REQUIREMENTS);

B. Meet the criteria outlined in Policy:

- 4.40—HOMELESS STUDENTS; or
- 4.52—STUDENTS WHO ARE FOSTER CHILDREN;

C. Be accepted as a transfer student under the provisions of policy 4.4; or

D. Participate under a school choice option and submit the required paperwork as required by the choice option under Policy 4.5.

A student may enter kindergarten if the student:

- Meets one of the requirements for school attendance of A through D above; and
- Falls under one of the following:
  - Will attain the age of five (5) on or before August 1 of the year in which the student is seeking initial enrollment; or
  - Has been enrolled in a state-accredited or state-approved kindergarten program in another state for at least sixty (60) days and:
    - Will become five (5) years old during the year in which the student is enrolled in kindergarten; and
    - Submits a written request for enrollment to the District; or
  - Was enrolled in a state-accredited or state-approved kindergarten program in another state or in a kindergarten program equivalent in another country and:
    - Becomes a resident of this state as a direct result of active military orders or a court-ordered change of custody;
    - Will become five (5) years of age during the year in which the student is enrolled in kindergarten; and
    - Submits a written request for enrollment to the District.

Any child who will be six (6) years of age on or before October 1 of the school year of enrollment and who has not completed a state-accredited kindergarten program shall be evaluated by the district and may be placed in the first grade if the results of the evaluation justify placement in the first grade and the child's parent or legal guardian agrees with placement in the first grade; otherwise the child shall be placed in kindergarten.

Any child may enter first grade in a District school if the child will attain six (6) years of age during the school year in which the child is seeking enrollment and the child has successfully completed a kindergarten program in a public school in Arkansas.

Any child who has been enrolled in the first grade in a state-accredited or state-approved elementary school in another state for a period of at least sixty (60) days, who will become six (6) years of age during the school year in which the student is enrolled in grade one (1), and who meets the basic residency requirements for school attendance may be enrolled in the first grade.

Students who move into the District from an accredited school shall be assigned to the same grade as they were attending in their previous school (mid-year transfers) or as they would have been assigned in their previous school. Private school students shall be evaluated by the District to determine their appropriate grade placement. Home school students enrolling or re-enrolling as a public school student shall be placed in accordance with policy 4.6—HOME SCHOOLING.

The district shall make no attempt to ascertain the immigration status, legal or illegal, of any student or the student's parent or legal guardian presenting for enrollment.[1]

Prior to the child's admission to a District school:[2]

1. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall furnish the child's social security number, or if they request, the district will assign the child a nine (9) digit number designated by the Division of Elementary and Secondary education.
2. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall provide the district with one (1) of the following documents indicating the child's age:
   a. A birth certificate;
   b. A statement by the local registrar or a county recorder certifying the child's date of birth;
   c. An attested baptismal certificate;

d. A passport;
e. An affidavit of the date and place of birth by the child's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis;
f. United States military identification; or
g. Previous school records.

3. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall indicate on school registration forms whether the child has been expelled from school in any other school district or is a party to an expulsion proceeding. Any person who has been expelled from any other school district shall receive a hearing before the Board at the time the student is seeking enrollment in the District. The Board reserves the right to not allow the enrollment of such students until the time of the person's expulsion has expired following the hearing before the Board.[3]
4. In accordance with Policy 4.57—IMMUNIZATIONS, the child shall be age appropriately immunized or have an exemption issued by the Arkansas Department of Health.

Uniformed Services Member's Children

For the purposes of this policy:
"Activated reserve components" means members of the reserve component of the uniformed services who have received a notice of intent to deploy or mobilize under Title 10 of the United States Code, Title 32 of the United States Code, or state mobilization to active duty.

"Active duty"[4] means full-time duty status in the active, uniformed services of the United States, including without limitation members of The National Guard and Reserve on active duty orders under 10 U.S.C. chapters 1209 and 1211 or 42 U.S.C. § 204.

"Deployment" means a period of time extending from six (6) months before a member of the uniformed services' departure from their home station on military orders through six (6) months after return to the Uniformed Services member's home.

"Dual status military technician" means a federal civilian employee who is:
a. Employed under 5 U.S.C. § 3101 or 32 U.S.C. § 709(b);
b. Required as a condition of employment to maintain membership in the Selected Reserve; and
c. Assigned to a civilian position as a technician in the organizing, administering, instructing, or training of the Selected Reserve or in the maintenance and repair of supplies or equipment issued to the Selected Reserve of the United States Armed Forces.

"Eligible child" means the children of:
- Active duty members of the uniformed services;
- Members of the active and activated reserve components of the uniformed services;
- Veterans of the uniformed services who are injured in the line of duty and medically separated or retired;
- Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty;
- Dual status military technicians; and
- Traditional members of the National Guard and reserve components of the armed forces who are relocating to the state for employment or to serve as a member of an Arkansas-based reserve component unit.

"Traditional member of the National Guard or federal reserves" means an active member of the Selected Reserve subject to mobilization and deployment for which the member attends monthly and annual training periods.

"Transition" means the:
- Formal and physical process of transitioning from public school to public school; or

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

"Uniformed services"[4] means the United States Army, United States Navy, United States Air Force, United States Marine Corps, United States Space Force, United States Coast Guard, the National Oceanic and Atmospheric Administration Commissioned Officer Corps, the United States Commissioned Corps of the Public Health Services, and the state and federal reserve components of each of these bodies.

"Veteran" means an individual who served in the uniformed services and who was discharged or released from the uniformed services under conditions other than dishonorable.

The superintendent shall designate an individual as the District's military education coordinator, who shall serve as the primary point of contact for an eligible child and for the eligible child's parent, legal guardian, person having lawful control of the eligible child, or person standing in loco parentis. The individual the superintendent designates as the District's military education coordinator shall possess specialized knowledge regarding the educational needs and unique challenges faced by children of uniformed services families.[5]

An eligible child as defined in this policy shall:

1. Be allowed to continue the student's enrollment at the grade level commensurate with the student's grade level the student was in at the time of transition from the student's previous school, regardless of age;
2. Be eligible for enrollment in the next highest grade level, regardless of age if the student has satisfactorily completed the prerequisite grade level in the student's previous school;
3. Enter the District's school on the validated level from the student's previous accredited school when transferring into the District after the start of the school year;
4. Be enrolled in courses and programs the same as or similar to the ones the student was enrolled in the student's previous school to the extent that space is available. This does not prohibit the District from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses/and/or programs;
5. Be provided services comparable to those the student with disabilities received in the student's previous school based on the student's previous Individualized Education Program (IEP). This does not preclude the District school from performing subsequent evaluations to ensure appropriate placement of the student;
6. Make reasonable accommodations and modifications to address the needs of an incoming student with disabilities, subject to an existing 504 or Title II Plan, necessary to provide the student with equal access to education. This does not preclude the District school from performing subsequent evaluations to ensure appropriate placement of the student;
7. Be enrolled by an individual who has been given the special power of attorney for the student's guardianship. The individual shall have the power to take all other actions requiring parental participation and/or consent;
8. Be eligible to continue attending District schools if the student has been placed under the legal guardianship of a noncustodial parent living outside the district by a custodial parent on active military duty.

Following the receipt of advanced notice and an enrollment application of an eligible student from a military family, the District shall

- Provisionally enroll, provide placement for, and enter academic course requests on behalf of the incoming student based on the student's education record provided by the student's family or the sending district;
- Provide the uniformed services family with information regarding:[6]
  a. Career-ready pathways and other academic or education programs offered;
  b. Required academic courses for each curriculum and elective course options;

c. School and community-sponsored extracurricular activities, including without limitation individual and team sports, clubs, junior reserve officer training corps opportunities, and Purple Star School program ambassadors; and
d. Contact information for the designated military family education coordinator and the Purple Star School program military family education facilitator, if applicable; and
e. Other relevant information regarding the District.

In the event that official copies of an eligible child's education records are not available at the time the eligible child is transferring, then the District shall:

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

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

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

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

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

International Exchange Students

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

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

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

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

The District shall admit for enrollment and attendance an international exchange student who has been placed with a host family who resides within the District boundaries. The international exchange student shall attend the school in the District based on the attendance zone where the host family resides.[67]

Upon an international exchange student's arrival, the international exchange student may be required to submit to quarantine to prevent the spread of infectious diseases as may be necessary, which shall not exceed seven (7) days unless otherwise recommended by the Arkansas Department of Health or the Centers for Disease Control and Prevention.

International exchange students are expected to follow the District handbook and student code of conduct as the District has the authority to expel a student for violations of the school district's written student discipline policies or if the international exchange student presents a danger to the District's students or employees.

Statewide assessment results achieved by an international exchange student enrolled in the District shall be included in the District's results on the statewide assessments.[~~7~~][8]

The District shall provide English-language services to international exchange students as necessary.[~~8~~][9]

Cross References: 4.1—RESIDENCE REQUIREMENTS
4.4—STUDENT TRANSFERS
4.5—SCHOOL CHOICE
4.6—HOME SCHOOLING
4.34—COMMUNICABLE DISEASES AND PARASITES
4.40—HOMELESS STUDENTS
4.52—STUDENTS WHO ARE FOSTER CHILDREN
4.57—IMMUNIZATIONS

Legal References: A.C.A. § 6-4-302
A.C.A. § 6-15-504
A.C.A. § 6-18-201 (c)
A.C.A. § 6-18-207
A.C.A. § 6-18-208
A.C.A. § 6-18-235
A.C.A. § 6-18-510
A.C.A. § 6-18-702
A.C.A. § 6-28-101 et seq.
A.C.A. § 9-28-113
DESE Rules Governing Student Discipline and School Safety
Plyler v Doe 457 US 202,221 (1982)

Date Adopted: 07/24/2025
Last Revised 07/2025

COMPULSORY ATTENDANCE REQUIREMENTS
(Ref. ASBA 4.3)

Every parent, legal guardian, person having lawful control of the child, or person standing in loco parentis of any child age five (5) through seventeen (17) years on or before August 1 of that year who resides, as defined by policy (RESIDENCE REQUIREMENTS), within the District shall enroll the child and ensure the attendance of the child at a District school with the following exceptions.

1. The child is enrolled in private or parochial school.

2. The child is being home-schooled and the conditions of policy (HOME SCHOOLING) have been met.

3. The child will not be age six (6) on or before August 1 of that particular school year and the parent, legal guardian, person having lawful control of the child, or person standing in loco parentis of the child elects not to have the child attend kindergarten. A kindergarten waver form prescribed by regulation of the Division of Elementary and Secondary Education must be signed and on file with the District administrative office.

4. The child has received a high school diploma, G.E.D., or its equivalent as determined by the State Board of Education.

5. The child is age sixteen (16) or above and is enrolled in a post-secondary vocational-technical institution, a community college, or a two-year or four-year institution of higher education.

6. The child is age sixteen (16) or seventeen (17) and has met the requirements to enroll in an adult education program as defined by A.C.A. § 6-18-201 (b).

Legal Reference: A.C.A. § 6-18-201, A.C.A. § 6-18-207
Date Adopted: 7/29/21 Date Revised: 07/09/2025 Date Revision Adopted: 07/24/2025

STUDENT TRANSFERS
(Ref. ASBA 4.4)

Legal References: A.C.A. § 6-15-504, A.C.A. § 6-18-316, A.C.A. § 6-18-317, A.C.A. § 6-18-510, A.C.A. § 9-28-113(b)(4), A.C.A. § 9-28-205, DESE Rules Governing Petitions For Student Transfers

Date Adopted: 07/25/2024
Date Revised: July 2025 Date Revisions Adopted: 07/24/2025

The superintendent is authorized to accept transfer applications on behalf of the Board. At least five (5) days before a school board meeting, the superintendent shall notify the Board regarding:

- All transfer applications the superintendent has accepted since the last meeting; and
- All transfer applications the District has received since the last meeting that the superintendent intends to recommend be denied.

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

The Board may reject a 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.[2][4] The District shall reject applications that would cause it to be out of compliance with applicable laws and regulations regarding desegregation.

If the superintendent intends to recommend the Board deny the transfer application, the superintendent shall provide a written explanation of the reasons for the recommendation to the Board and the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student.

The parent, legal guardian, person having lawful control of a student, or person standing in loco parentis to the student who submitted a transfer application that was rejected may appeal the decision of the Board to the State Board of Education.

Any student transferring from a school accredited by the Division of Elementary and Secondary Education (DESE) to a school in this district shall be placed into the same grade the student would have been in had the student remained at the former school. Any grades, course credits, and/or promotions received by a student while enrolled in the Division of Youth Services system of education shall be considered transferable in the

same manner as those grades, course credits, and promotions from other accredited Arkansas public educational entities.

Any student transferring from a school that is not accredited by the DESE to a District school shall be evaluated by District staff to determine the student's appropriate grade placement. A student transferring from home school will be placed in accordance with Policy 4.6—HOME SCHOOLING.

Any person who has been expelled from any other school district shall receive a hearing before the Board at the time the student is seeking enrollment in the District. The Board reserves the right to not allow the enrollment of such students until the time of the person's expulsion has expired following the hearing before the Board.[3][5]

Except as otherwise required or permitted by law,[4][6] the responsibility for transportation of any nonresident student admitted to a school in this District shall be borne by the student or the student's parents. The District and the resident district may enter into a written agreement with the student or student's parents to provide transportation to or from the District, or both.

Cross Reference: 4.6—HOME SCHOOLING

Legal References:
A.C.A. § 6-15-504
A.C.A. § 6-18-316
A.C.A. § 6-18-510
A.C.A. § 9-28-113(b)(4)
A.C.A. § 9-28-205
DESE Rules Governing Petitions For Student Transfers

Date Adopted: 07/24/2025
Last Revised:

SCHOOL CHOICE
(Ref. ASBA 4.5)

Definition

"Lack of capacity" means, based on the maximum student to teacher ratio allowed under federal law; state law; the Rules Governing the Standards for Accreditation for Arkansas Public Schools and School Districts; state rules; or other applicable federal regulations, that ninety-five percent (95%) or more of the seats at the grade level in which the student would be assigned at the nonresident school are filled on the date the school choice application is made.

"Parent" includes parents, legal guardians, persons having lawful control of a student, and persons standing in loco parentis to a student.

"Sibling" means each of two (2) or more children having a parent in common by blood, adoption, marriage, or foster care.

Annual Reporting[5]

The District shall report annually to the Secretary of the Department of Education the:
1. Number of transfer applications received;
2. Number of applications accepted;
3. Number of applications rejected; and
4. Reason(s) for each rejection.

The data for items one through four above shall be subdivided by whether the transfer application is to a non-resident:

- School within the District under Standard School Choice;
- District under Standard School Choice;
- School within the District under Opportunity School Choice; or
- District under Opportunity School Choice.
  - The student's resident district has been classified by the state board as in need of Level 5 — intensive support; or
  - The student's assigned school has a rating of "F"; or
  - The parent or the student, if the student is eighteen (18) years of age or older, believes it is in the best interest of the student to transfer to a nonresident school district or nonresident school; and

Transfers into the District

Capacity Determination and Public Pronouncement

The Board of Directors will annually adopt a resolution containing the capacity standards for the District. The resolution will contain the acceptance determination criteria identified by academic program, class, grade level, and individual school. The school is not obligated to add any teachers, other staff, or classrooms to accommodate choice applications. The District may only deny a Standard School Choice application if the District has a lack of capacity by the District having reached the maximum student to teacher ratio in a program, class, grade level, or school building authorized by Federal or State law; the Standards; State rule; or Federal regulation. [6]

The District shall advertise in appropriate broadcast media and either print media or on the Internet to inform students and parents in adjoining districts of the range of possible openings available under the School Choice program. The public pronouncements shall state the application deadline; the requirements and procedures for participation in the program; and include contact information for the primary point of contact at the District for school choice questions. Such pronouncements shall be no later than January 1. [7]

Application Process

The student's parent shall submit a school choice application on a form approved by DESE to this District and the student's resident district. Except for students who are transferring under Uniformed Service Member Dependent School Choice, the transfer application must be postmarked, emailed, or hand delivered between January 1 and May 1. The District shall date and time stamp all applications the District receives as both the resident and nonresident district as they are received in the District's central office. Except for applications from students who are transferring under Uniformed Service Member Dependent School Choice, applications postmarked, emailed, or hand delivered on or after May 2 will not be accepted. Statutorily, preference is required to be given to siblings of students who are already enrolled in the District. Therefore, siblings whose applications fit the capacity standards approved by the Board of Directors may be approved ahead of an otherwise qualified non-sibling applicant who submitted an earlier application as identified by the application's date and time stamp.

Except for students who are transferring under Uniformed Service Member Dependent School Choice, no earlier than January 1 of each year, the Superintendent will consider all properly submitted applications for School Choice. By no later than the fifteenth (15^{th}) calendar day following the receipt of an application, the Superintendent shall notify the parent and the student's resident district, in writing, of the decision to accept or reject the application.

Accepted Applications

Applications which fit within the District's stated capacity standards shall be provisionally accepted, in writing.
A student's acceptance shall be effective on the earlier of:

1. The day the District provides notification to the student of the student's acceptance; or
2. The day the State Board grants an appeal of the student's application.

The written notice of acceptance shall inform the student that the student has ten (10) school days[7] from when the notice is received to either:

A. Enroll in the district; or

B. Inform the district that the student intends to enroll in the district at the start of the next school year. The acceptance shall be null and void if the student fails to enroll within the ten (10) school day period or fails to inform the district within the ten (10) school day period of the student's intent to transfer at the start of the next school year. [8]

A student, whose application has been accepted and who has enrolled in the District, is eligible to continue enrollment until completing the student's secondary education. Continued enrollment is conditioned upon the student meeting applicable statutory and District policy requirements. Any student who has been accepted under choice and who either fails to initially enroll under the timelines and provisions provided in this policy; who chooses to return to the student's resident district; or who enrolls in a home school or private school voids the transfer and must reapply if, in the future, the student seeks another school choice transfer. A subsequent transfer application will be subject to the capacity standards applicable to the year in which the application is considered by the District.

A present or future sibling of a student who continues enrollment in this District may enroll in the District by submitting a Standard School Choice application. Applications of siblings of presently enrolled choice students are subject to the provisions of this policy including the capacity standards applicable to the year in which the sibling's application is considered by the District. A sibling who enrolls in the District through Standard School Choice is eligible to remain in the District until completion of the student's secondary education.

Students whose applications have been accepted and who have enrolled in the district shall not be discriminated against on the basis of gender, national origin, race, ethnicity, religion, or disability.

Rejected Applications

The District may reject an application for a transfer into the District under Standard School Choice due to a lack of capacity. The District shall use the date and time stamp the District placed on a student's application to determine when the District has reached capacity. A student's application shall be used to determine capacity regardless of whether the student intends to transfer immediately or at the start of the next school year.

The decision to accept or reject an application shall not be based on the student's previous academic achievement~~,~~; athletic or other extracurricular ability~~,~~; English proficiency level~~,~~; or previous disciplinary proceedings other than a current expulsion. .[9]

An application may be provisionally rejected if it is for an opening that was included in the District's capacity resolution, but was provisionally filled by an earlier applicant. If a provisionally approved applicant subsequently does not enroll in the District or a District student submits a school choice application to transfer to another district, the provisionally rejected applicant could be provisionally approved and would have to meet the acceptance requirements to be eligible to enroll in the District. The superintendent shall notify the previously provisionally rejected student within fifteen (15) days of the change in status and shall provide notice of all final rejections by July 1.

Rejection of applications shall be in writing and shall state the reason(s) for the rejection. Unless the student's application was rejected due to the application not being timely received by both the resident and nonresident districts, a student whose application was rejected may request a hearing before the State Board of Education to reconsider the application which must be done, in writing to the State Board within ten (10) days of receiving the rejection letter from the District.

Transfers Out of the District

All Standard School Choice applications for transfers out of the District shall be granted.

Facilities Distress School Choice Applications

There are a few exceptions from the provisions of the rest of this policy that govern choice transfers triggered by facilities distress. Any student attending a school district that has been identified as being in facilities distress may transfer under the provisions of this policy, but with the following four (4) differences.

- The receiving district cannot be in facilities distress;
- The transfer is only available for the duration of the time the student's resident district remains in facilities distress;
- The student is not required to meet the May 1 application deadline; and
- The student's resident district is responsible for the cost of transporting the student to this District's school.

Opportunity School Choice

Transfers Into the District[10]

Unless there is a lack of capacity at the District's school or the transfer conflicts with the provisions of a federal desegregation order applicable to the District, a student may transfer from the student's assigned school to another school in the District or from the student's resident district into the District if:

Either:

- The student's resident district has been classified by the state board as in need of Level 5 — intensive support; or
  - The student's assigned school has a rating of "F"; or
  - The parent or the student, if the student is eighteen (18) years of age or older, believes it is in the best interest of the student to transfer to a nonresident school district or nonresident school; and
- Except for students who are transferring under Uniformed Service Member Dependents School Choice, the student's parent or the student if the student is over eighteen (18) years of age has submitted an application of the student's request to transfer by no earlier than January 1 and no later than May 1 of the school year before the school year the student intends to transfer to both the sending and receiving school districts.:
- DESE;
- Sending school district; and
- Receiving school district.

Except for students who are transferring under Uniformed Service Members Dependent School Choice or seeking to transfer within the District, the Superintendent shall notify in writing the parent or the student if the student is over eighteen (18) years of age, and the student's resident district whether the Opportunity School Choice application has been accepted or rejected by no later than July 1 of the school year the student is seeking to enroll. If the student is seeking a transfer within the District, the Superintendent shall notify in writing the parent or the student if the student is over eighteen (18) years of age, whether the Opportunity School Choice application has been accepted or rejected within fifteen (15) days from receipt of the student's application. The notification shall be sent via First-Class Mail to the address on the application.

If the application is accepted, the notification letter shall state the deadline by which the student must enroll in the receiving school or the transfer will be null and void.

If the District rejects the application, the District shall state in the notification letter the specific reasons for the rejection.[11] Unless the student's application was rejected due to the application not being timely received by both the resident and nonresident districts, parent or guardian, or the student if the student is over eighteen (18) years of age, may appeal the District's decision to deny the application to the State Board of Education. The appeal must be in writing to the State Board of Education via hand delivery or certified mail, return receipt requested, no later than ten (10) calendar days, excluding weekends and legal holidays, after the notice of rejection was received from the District.

Except for students who are transferring under Uniformed Service Member Dependent School Choice, a student's transfer under Opportunity School Choice is effective at the beginning of the next school year and the student's enrollment is irrevocable for the duration of the school year and is renewable until the student completes high school or is beyond the legal age of enrollment. This provision for continuing eligibility under Opportunity School Choice does not negate the student's right to apply for transfer to a district other than the student's assigned school or resident district under the Standard School Choice provisions of this policy.

The District may, but is not obligated to provide transportation to and from the transferring district.[12]

Transfers out of the District

If a District school receives a rating of "F" or the District has been classified by the State Board as in need of Level 5 Intensive Support, the District shall timely notify the parents or students, if the student is over eighteen (18) years of age, as soon as practicable after the school or district designation is made of all options available under Opportunity School Choice. The District shall offer the parent or the student if the student is over eighteen (18) years of age, an opportunity to submit an application to enroll the student in:

1. A school district that has not been classified by the State Board as in need of Level 5 Intensive Support; or
2. If there is more than one school within the District covering the grade level of the student seeking to transfer that does not have a rating of "F", a public school within the District that is nearest to the student's legal residence that does not have a rating of "F"; or
3. If there is not more than one school within the District covering the grade level of the student seeking to transfer that does not have a rating of "F", a public school that does not have a rating of "F" within a School district that has not been classified by the State Board as in need of Level 5 Intensive Support.

Additionally, the District shall request public service announcements to be made over the broadcast media and in the print media at such times and in such a manner as to inform parents of students in adjoining districts of the availability of the program, the application deadline, and the requirements and procedure for nonresident students to participate in the program. [13]

Uniformed Service Member Dependent School Choice

- "Uniformed service member" means an active or reserve component member of the:
    - United States Army, United States Navy, United States Air Force, United States Marine Corps, United States Space Force, or United States Coast Guard;
    - National Oceanic and Atmospheric Administration Commissioned Officer Corps; or
    - United States Commissioned Corps of the Public Health Service.

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

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

- Uniformed service member in full-time active-duty status;
- Surviving spouse of a uniformed service member;
- Reserve component uniformed service member during the period six (6) months before until six (6) months after a Title 10, Title 32, or state active duty mobilization and service; or
- Uniformed service veteran who is returning to civilian status at the conclusion of the uniformed service veteran's active duty status.

A student's parent shall submit a school choice application by mail, e-mail, or in person to the student's nonresident district and resident district. The application shall be accompanied by:

A. A copy of the identification card of the student's parent that qualifies the student under Uniformed Service Member Dependent School Choice; and
B. A copy of the official orders, assignment notification, or notice of mobilization of the student's parent.

The application deadline required under Standard School Choice and Opportunity School Choice shall not apply to uniformed service member dependents.

The superintendent of the nonresident district shall notify the parent in writing whether the student's application has been accepted or rejected within fifteen (15) days of the nonresident district's receipt of the application. A student's transfer under the Uniformed Services Member Dependent School Choice is effective immediately upon the nonresident district's written notification of an acceptance.

A student shall be permitted only one (1) school transfer per academic year.

The parent shall be responsible for transportation of the student.

Unsafe School Choice Program

Any student that becomes the victim of a violent criminal offense while in or on the grounds of a District school or who is attending a school classified by DESE as a persistently dangerous public school shall be allowed to attend a safe public school within the District.

Legal References: A.C.A. § 6-1-106, A.C.A. § 6-13-113, A.C.A. § 6-15-2915, A.C.A. § 6-18-202, A.C.A. § 6-18-213, A.C.A. § 6-18-227, A.C.A. § 6-18-233, A.C.A. §6-18-320, A.C.A. § 6-18-510, A.C.A. § 6-18-1901 et seq., A.C.A. § 6-21-812, DESE Rules Governing the Guidelines, Procedures and Enforcement of the Arkansas Opportunity Public School Choice Act, DESE Rules Governing The Public School Choice Act of 2015
Date Adopted: 12/12/2024 Date Revised: October 2025 Date Revisions Adopted: 11/13/2025

4.5F—SCHOOL CHOICE CAPACITY RESOLUTION

Whereas:

- The Board of Directors of the _Melbourne_ School District has approved by a vote of the Board, the following capacity resolution for school choice applicants for the 2025-2026 school-year under the provisions of policy 4.5—SCHOOL CHOICE and applicable Arkansas law.

- Applicants, whose applications meet the provisions of policy 4.5—SCHOOL CHOICE, will be sent a provisional acceptance notification letter which will give instructions on the necessary steps and timelines to enroll in the District or a District school other than the student's assigned school. Provisional acceptance shall be determined, and notice provided, within fifteen (15) calendar days and shall be based on the district's available capacity for each academic program, class, grade level, and individual school. While provisional rejections shall be provided within fifteen (15) days of the receipt of the school choice application, the District shall finalize all rejections by July 1 to account for any changes in capacity between the day the application is received and the end of the school year.

- Applications will not be accepted if the applications:
  - Are received, electronically timestamped, or postmarked before January 1, unless the application is from a student who is transferring under Uniformed Service Member Dependent School Choice;
  - Are received, electronically timestamped, or postmarked after June 1, unless the application is postmarked before June 1 or is from a student who is transferring under Uniformed Service Member Dependent School Choice;
  - Are from a student whose resident district ~~that~~ has been determined by the Division of Elementary and Secondary Education to be exempt due to an existing desegregation order; or
  - ~~o~~ The student is transferring under Uniformed Service Member Dependent School Choice and the application is not accompanied by relevant documentation.

- The district reserves to itself the ability to determine, based on an examination of student records obtained from student's assigned school or the student's prior district, and other information, whether any student would require a different class, course or courses, program of instruction, or special services than originally applied for. If such an examination determines that capacity has been reached in the appropriate class, course or program of instruction, or that additional teaching staff would have to be hired for the applicant, the District shall rescind the original provisional acceptance letter and deny the Choice transfer for that student.

- The district reserves to itself the ability to decline to accept under school choice any student whose acceptance would require the district to add additional staff to exceed the maximum student to teacher ratio in any of the District's current grade, program, or building capacity.

THEREFORE, let it be resolved that these shall constitute the School Choice openings at the beginning of the School Choice enrollment period for the 2025 - 2026 school- choice cycle:

_____ _____

Board President Board Secretary

07/24/2025 _____

Date Date

SCHOOL CHOICE ACCEPTANCE, PROVISIONAL ACCEPTANCE, & REJECTION LETTERS
(Ref. ASBA 4.5F1, 4.5F2, 4.5F3, 4.5F4, 4.5F5)

DATE

RE: Application for Transfer to Melbourne School District

Dear_____,

We are pleased to notify you that your application for your transfer to the Melbourne School District has been accepted. Please read the important information below.

In order to finalize your acceptance as a student in the Melbourne School District, you must complete the enrollment with Melbourne School District no later than ENTER DATE.

Your transfer is effective until you choose to return to your resident school district, choose to be home-schooled, or choose a private school. Once you are enrolled in Melbourne School District you may complete all of your remaining school years at Melbourne, subject to our academic and attendance policy.

You may only accept one school choice transfer during this school year. You may return to the school in your district of residence at any time during the school year; however, you will not be permitted to return to Melbourne School District unless you re-apply for a new transfer and are accepted for the following year.

Transportation will be your responsibility unless otherwise agreed upon.

If you have any questions or concerns, please call 870-368-7070.

Sincerely,

ENTER NAME
Superintendent

Date Adopted: 12/12/2024

4.5F2—SCHOOL CHOICE ACCEPTANCE LETTER - CAPACITY FOR IMMEDIATE TRANSFER AVAILABLE

Dear *Parent's name*,

The application you submitted for *Student's Name* has been accepted. While the *School's Name* looks forward to welcoming *Student's Name* as a student, the *School's Name* requires that you do one of the following within ten (10) days from the receipt of this letter:

- If you intend for *Student's Name* to transfer to *School's Name* immediately, enroll *Student's Name* in *School's Name*; or
- If you intend for *Student's Name* to transfer to *School's Name* at the start of the next school year, provide notification of your intent for *Student's Name* to not start at *School's Name* until the next school year to *insert contact person*.

Failure to either enroll *Student's Name* or to provide notice of your intent for Student's *Name* to transfer to *School's Name* at the start of the next school year within ten (10) days from the receipt of this letter shall void and nullify this letter's acceptance.

If you intend for *Student's Name* to transfer to *School's name* at the start of the next school year, to better assist the district in determining the proper placement of *Student's Name*, please submit the information listed below to *district or school's address* by *insert date*. In addition to the information you submit, records may be requested from the student's current district/school, and final placement may depend on the content of those records as to appropriate grade placement, program placement or services required. A student who has not previously attended an Arkansas public school or did not attend an Arkansas public school in the previous academic year may be evaluated by the district prior to enrollment, and the results of that evaluation could impact final placement.

1. For students applying to enroll in first grade or higher: a copy of the student's transcript from the school where the student is currently enrolled. The student's permanent record, including the original transcript, will be requested from the school immediately following the student's actual enrollment in our district.

2. Proof of the student's age; This can be done by providing one of the following:
    A. Birth certificate;
    B. A statement by the local registrar or a county recorder certifying the child's date of birth;
    C. An attested baptismal certificate;
    D. A passport;
    E. An affidavit of the date and place of birth by the child's parent or guardian;
    F. United States military identification; or
    G. Previous school records.
3. The student's health care needs at school.

4. *Student's name* age-appropriate immunization record or an exemption granted for the previous school year and a statement of whether or not the parent is intending to continue the exemption for the upcoming school year.

Respectfully,

Insert name
Superintendent

Date Adopted: 12/12/20204

4.5F3—SCHOOL CHOICE ACCEPTANCE LETTER - IMMEDIATE TRANSFER NOT AVAILABLE

Dear *Parent's name*,

The application you submitted for *Student's Name* has been accepted. The *School's Name* does not have any openings in your student's grade, program, or building that would allow *Student's Name* to immediately transfer to *School's Name*; however, *School's Name* has openings in the grade, program, or building that *Student's Name* will be enrolling in next school year. *School's Name* looks forward to welcoming *Student's Name* as a student during the next school year.

To better assist the district in determining the proper placement of *Student's Name*, please submit the information listed below to *district or school's address* by *insert date*. In addition to the information you submit, records may be requested from the student's current district/school, and final placement may depend on the content of those records as to appropriate grade placement, program placement or services required. A student who has not previously attended an Arkansas public school or did not attend an Arkansas public school in the previous academic year may be evaluated by the district prior to enrollment, and the results of that evaluation could impact final placement.

5. For students applying to enroll in first grade or higher: a copy of the student's transcript from the school where the student is currently enrolled. The student's permanent record, including the original transcript, will be requested from the school immediately following the student's actual enrollment in our district.

6. Proof of the student's age; This can be done by providing one of the following:
    H. Birth certificate;
    I. A statement by the local registrar or a county recorder certifying the child's date of birth;
    J. An attested baptismal certificate;
    K. A passport;
    L. An affidavit of the date and place of birth by the child's parent or guardian;
    M. United States military identification; or
    N. Previous school records.

7. The student's health care needs at school.

8. *Student's name* age-appropriate immunization record or an exemption granted for the previous school year and a statement of whether or not the parent is intending to continue the exemption for the upcoming school year.

Failure to provide the information requested by the date indicated in this letter shall void and nullify this letter's acceptance.

Respectfully,

Insert name
Superintendent
Date Adopted: 12/12/2024

4.5F4—SCHOOL CHOICE PROVISIONAL REJECTION LETTER

Dear *Parent's Name*,

I am sorry, but the application you submitted for *Student's Name* has been provisionally rejected due to the District having a lack of capacity in your student's grade, program, or building by reaching the maximum teacher-to-student ratio in your student's grade, program, or building that is allowed under the Standards for Accreditation; State law and rules; or Federal law and regulations.

While the District may currently have a lack of capacity in your student's grade, program, or building, the District's capacity can change over the course of the semester. Any time a student leaves the District between January 1 and July 1, the District shall review the school choice applications the District has provisionally rejected for any applications in the relevant grade, program, or building. Any relevant application that was provisionally rejected shall be converted to an acceptance based on the date and timestamp placed on the application when the District received it. If there is an opening in your student's grade, program, or building that your student becomes eligible for based on the date and time stamp on your student's application, the District shall send you a written notice that your student's application has been changed from provisional rejection to acceptance.

As noted in your original application, you have ten (10) days from receipt of this notice in which to submit a written appeal of this decision to the State Board of Education.

Respectfully,

Insert name
Insert position/title

Date Adopted: 12/12/2024

4.5F5—SCHOOL CHOICE REJECTION LETTER

Dear *Parent's Name,*

I am sorry, but the application you submitted for *Student's Name* has been rejected for the following reason(s):

____ Your child's resident district has been determined by the Division of Elementary and Secondary Education to be exempt from the provisions of the School Choice Law due to it being under an enforceable desegregation order/plan.

____ Your child does not meet the openings identified for the coming school year identified in the Board of Directors Resolution adopted on *insert date* due to the District having reached the maximum teacher-to-student ratio in your student's grade, program, or building that is allowed under the Standards for Accreditation; State law and rules; or Federal law and regulations.

As noted in your original application, you have ten (10) days from receipt of this notice in which to submit a written appeal of this decision to the State Board of Education.

Respectfully,

Insert name
Insert position/title

Date Adopted: 12/12/2024

HOME SCHOOLING

(Ref. ASBA 4.6)

Enrollment in Home School

Parents or legal guardians desiring to provide a home school for their children shall give written notice to the Superintendent of their intent to home school. The notice shall be given:

1. At the beginning of each school year, but no later than August 15;
1. Five (5) school days prior to withdrawing the child (provided the student is not currently under disciplinary action for violation of any written school policy, including, but not limited to, excessive absences) and at the beginning of each school year thereafter; or
3. Within thirty (30) calendar days of the parent or legal guardian establishing residency within the district during the school year.

Written notice of the parent or legal guardian's intent to home school shall be delivered to the Superintendent through any of the following methods:

- Electronically, including without limitation by:
  - Use of the Division of Elementary and Secondary Education's (DESE) online system;
  - Email; or
  - Facsimile;
- By mail; or
- In person.

The notice shall include:

a. The name, sex, date of birth, grade level, and the name and address of the school last attended, if any;
b. The mailing address and telephone number of the home school;
c. The name of the parent or legal guardian providing the home school;
d. Indicate if the home-schooled student intends to participate in extracurricular activities during the school year;
e. A statement of whether the home-schooled student plans to seek a high school equivalency diploma during the current school year;
f. A statement that the parent or legal guardian agrees that the parent or legal guardian is responsible for the education of their children during the time the parents or legal guardians choose to home school; and
g. A signature of the parent or legal guardian.

To aid the District in providing a free and appropriate public education to students in need of special education services, the parents or legal guardians home-schooling their children shall provide information that might indicate the need for special education services.

A student who has been temporarily issued items, resources, supplies, materials, or other property belonging to the District is eligible for enrollment in a home school during the school year after:

- The items, resources, supplies, materials, or other property belonging to the District have been returned to the District;
- The items, resources, supplies, materials, or other property belonging to the District have been paid for; or
- The semester has ended.

The superintendent or the board of directors may waive the required five (5) school day waiting period for a student's enrollment in home school during a semester if the superintendent or the board of directors is satisfied with the return of temporarily issued items, resources, supplies, materials, or other District property .

Enrollment or Re-Enrollment in Public School

A home-schooled student who wishes to enroll or re-enroll in a District school shall submit:

- A transcript listing all courses taken and semester grades from the home school;
- Score of at least the thirtieth percentile on a nationally recognized norm-referenced assessment taken in the past year; and
- A portfolio of indicators of the home-schooled student's academic progress, including without limitation:
  - Curricula used in the home school;
  - Tests taken and lessons completed by the home-schooled student; and
  - Other indicators of the home-schooled student's academic progress.

If a home-schooled student is unable to provide a nationally recognized norm-referenced score, the District may either assess the student using a nationally recognized norm-referenced assessment or waive the requirement for a nationally recognized norm-referenced assessment score.

A home-schooled student who enrolls or re-enrolls in the District will be placed at a grade level and academic course level equivalent to or higher than the home-schooled student's grade level and academic course level in the home school:

1. As indicated by the documentation submitted by the home-schooled student;
2. By mutual agreement between the public school and the home-schooled student's parent or legal guardian; or
3. If the home-schooled student fails to provide the documentation required by this policy, with the exception of the nationally recognized norm-referenced assessment score, the District may have sole authority to determine the home-schooled student's grade placement and course credits. The District will determine the home-schooled student's grade placement and course credits in the same manner the District uses when determining grade placement and course credits for students enrolling or re-enrolling in the District who attended another public or private school.

The District shall afford a home-schooled student who enrolls or re-enrolls in a public school the same rights and privileges enjoyed by the District's other students. The District shall not deny a home-schooled student who enrolls or re-enrolls in the District any of the following on the basis of the student having attended a home school:

a. Award of course credits earned in the home school;
b. Placement in the proper grade level and promotion to the next grade level;
c. Participation in any academic or extracurricular activity;
d. Membership in school-sponsored clubs, associations, or organizations;
e. A diploma or graduation, so long as the student has enrolled or re-enrolled in the District to attend classes for at least the nine (9) months immediately prior to graduation; or
f. Scholarships.

Legal References: A.C.A. § 6-15-503, A.C.A. § 6-15-504, A.C.A. § 6-41-103, DESE Rules Governing Home Schools

Date Adopted: 7/29/21

Guidelines for Private/Home School Children
With Disabilities (IDEA)
Child Find

The Melbourne School District will locate, identify, and evaluate all private/home school children with disabilities, including religious-school children residing in the jurisdiction of the Melbourne School District. (Sec. 300.451)
The Melbourne School District will meet with the Director/Principal/Parent of the Private/home School to conduct child find activities.
The Melbourne School District will contact the private/home school on December 1st of each year to get the annual child count number of private/home school children with disabilities.

Funding Formula for Parentally
Placed Private/Home School Students

$$\frac{\text{(Federal Funds) (Number of Private/Home School IDEA Students)}}{\text{(Total Number of IDEA Students in District)}} = X$$

Example:

$$\frac{(\$198{,}556.44) = (\$598.06 \times 332)\ (6)}{332} = X$$

OR

$$\frac{\$1191338.64}{332} = \$3588.37$$

{X is the total amount of funding that must be used to meet the needs of private/home school students (not per private/home school student)}. Sec. 300.453
Expenditures for child find will not be considered in determining whether the district has met its requirements.
Child Find includes locating, identifying, and evaluating the child. (Sec. 300.454)
Providing Services
No private/home school child with a disability has an individual right to receive some or all of the special education and related services that the child would receive if enrolled in a public school.
The Melbourne School District will provide speech therapy and resource services to private/home school children with disabilities. Children meeting criteria for Speech / Language or other disability categories under IDEA may receive the services.

The services to be provided will be determined on an individual basis, within the limits of the funding amount designated through the funding formula. These services will be specified in the service plan and decisions regarding transportation, service site and delivery, and personnel will be specified by the LEA.
The Melbourne School District will meet the minimum amount that must be spent on the services. Parentally placed private/home school children with disabilities will be provided the service on a first come, first serve basis. Once the minimum funding has been spent, services may cease for the children in private/home school.
Parentally placed private/home school children with disabilities who receive special education and related services by the public school will have a service plan that describes the specific special education and related services that the public school will provide. 34CFR & 300.455(b)(1).

Service Plan

The service plan must be developed by the IEP team in the same manner as the IEP's are developed; with an additional requirement that the public school must ensure that the private/home school representative either attends the IEP team meeting or provides input through other means. 34CFR & 300.454(c).
The service plan must include present levels of education performance, annual goals, short-term objectives or benchmarks, the special education and related services that will be provided, the degree to which the child will not be placed in a regular classroom, the starting date for services and show how the student's progress will be measured and reported to the parent.
Depending on the public school services provided to the student, the service plan may need to address participation in statewide and district-wide assessments, transition services, or transfer of rights to the student upon reaching the age of majority.
The service plan must indicate the location where the public school services will be provided and who attended the meeting.
The service plan must be developed according to normal IEP procedures and meet general IEP content requirement.
The service plan will be reviewed at least annually, a team must develop the plan, parent notice of meetings to develop the service plan must be provided, and all special factors that would normally be considered in an IEP development process must be considered. Private/home school representatives are required to attend each meeting, which may also be accomplished through individual telephone or conference calls.
Due Process hearing procedures do not apply to disputed over the contents of the service plans, their quality, or their implementation. 34CFR & 300.457.
The service provided to the private/homeschool children will be evaluated at least annually. The service plan committee will review the student's progress and determine if services need to be continued and to what extent they will be continues as allowed in the policy.

Personnel

Services provided to private school children must be provided by personnel meeting the same standards as those providing services in public schools. This would apply to private school personnel who, under Sec. 300.461, are being used to provide services under Secs. 300.450-300.462 to private school children with disabilities.

ABSENCES

(Ref. ASBA 4.7)

If any student's Individual Education Program (IEP) or 504 Plan conflicts with this policy, the requirements of the student's IEP or 504 Plan take precedence.

Education is more than the grades students receive in their courses. Important as that is, students' regular attendance at school, whether in person or digitally, is essential to their social and cultural development and helps prepare them to accept responsibilities they will face as an adult. Interactions with other students and participation in the instruction within the classroom enrich the learning environment and promote a continuity of instruction which results in higher student achievement.

Absences for students enrolled in synchronous digital courses shall be determined in the same manner as for District students attending courses in person. Absences for students in asynchronous digital courses shall be taken though the evidence of completed assignments. Virtual Arkansas attendance will be determined through daily login and time recorded on Virtual Arkansas, as well as meeting assignment deadlines will be used to consider students as attending class.

Excused Absences

Excused absences are those where the student was on official school business or when the absence was due to one of the following reasons:

1. The student's illness or when attendance could jeopardize the health of other students. A maximum of six (6) such days are allowed per semester unless the condition(s) causing such absences is of a chronic or recurring nature, is medically documented, and approved by the principal. Documentation from the Dr. for chronic illness must state that the chronic illness can lead to absenteeism.

2. Death or serious illness in their immediate family;
3. Observance of recognized holidays observed by the student's faith;
4. Attendance at an appointment with a government agency;
5. Attendance at a medical appointment;
6. Exceptional circumstances with prior approval of the principal; or
7. Participation in an FFA, FHA (FCCLA), or 4-H sanctioned activity;
8. Participation in the election poll workers program for high school students.
9. Absences granted to allow a student to visit his/her parent or legal guardian who is a member of the military and been called to active duty, is on leave from active duty, or has returned from deployment to a combat zone or combat support posting. The number of additional excused absences shall be at the discretion of the superintendent or designee.
10. Absences granted, at the Superintendent's discretion, to seventeen (17) year-old students who join the Arkansas National Guard while in eleventh grade to complete basic combat training between grades eleven (11) and (12).
11. Absences for students excluded from school by the Arkansas Department of Health during a disease outbreak because the student has an immunization wavier or whose immunizations are not up to date.
12. Absences due to conditions related to pregnancy or parenting, including without limitation:
    - Labor, delivery, and recovery;
    - Prenatal and postnatal medical appointments and other medically necessary, pregnancy-related absences;
    - The illness or medical appointment of a child belonging to a parent who is enrolled at a District school;
    - A legal appointment related to pregnancy or parenting, including without limitation:
        - Adoption;
        - Custody; and
        - Visitation;
    - A reasonable amount of time to accommodate a lactating student's need to express breast milk or to breastfeed the student's child on the District's campus; and
    - At least ten (10) school days of absences for both a parenting mother and a parenting father after the birth of a child.
13. Absences for a student who is the child of a fallen service member or fallen first responder:
    - Due to a mental health concern; or
    - To attend an event from a sponsoring organization that provides support to families of fallen service members or first responders or provides support for traumatic loss, grief, or resiliency.

1. Upon the written consent of a student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student, the District shall grant an excused absence for the following purposes:
    - Social or public policy advocacy; or
    - Attempts to influence legislation or other governmental policy-making at the local, state, or federal level.

Students who serve as pages for a member of the General Assembly shall be considered on instructional assignment and shall not be considered absent from school for the day the student is serving as a page.

Up to one (1) time during each scheduled election, a student shall not be considered absent from school for the time the student accompanies the student's parent when the parent is exercising the parent's right to vote in a scheduled election.

In order for the absence to be considered excused, the student must:

A. Bring a written statement to the principal or designee upon the student's return to school from the student's parent, legal guardian, or treating physician stating the reason for the student's absence;
B. If the student is attending the District's courses digitally, upload a written statement from the student's parent, legal guardian, or treating physician stating the reason for the student's absence through the District's digital course management platform for review by the principal or designee.;
C. Provide documentation as proof of a student's participation in an activity or program scheduled and approved by the 4-H program that is provided by a 4-H county extension agent, 4-H educator, or other appropriate entity associated with the 4-H activity or program .; or

D. The student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student provides written documentation that the student's absence is to attend an event from a sponsoring organization that:

- Provides support to families of fallen service members or first responders or provides support for traumatic loss, grief, or resiliency; and
  - May be verified as an organization that provides support to the military and first responder community by reviewing the Resources Page for Military Family Engagement on the Department of Education website.

A written statement presented or uploaded for an absence having occurred more than five (5) school days prior to its presentation or upload will not be accepted.

A student shall not be eligible to receive an excused absence for #13 above if:

- The student is not in good academic standing;
- The student does not have a prior record of good attendance; or
- The absence occurs during a date on which standardized testing is administered.

The District shall annually provide a report by June 30 to the Division of Elementary and Secondary Education that contains the following:

- The number of absences requested under number 14;
- The number of absences granted under number 14; and
- The stated purposes of the absence.

Unexcused Absences

Absences that are not defined above; do not have an accompanying note from the parent, legal guardian, person having lawful control of the student, person standing in loco parentis; the student's treating physician, or a 4-H county extension agent, 4-H educator, or other appropriate entity associated with the 4-H activity or program; or have an accompanying note that is not presented or uploaded within the timeline required by this policy, shall be considered as unexcused absences. Students with more than six (6) unexcused absences, or excessive absences above ten (10) in a course during one semester, including excused absences, may not receive credit for that course. A committee of teachers and administrators will examine the attendance records of all students who have missed any class more than ten times during a semester to determine if credit shall be issued to that student. The committee will consider all pertinent circumstances, including doctor documentation, in making the decision for the awarding or denial of credit. All medical excuses/documentation notes are to be turned in to the office no later than five (3) days after the absence. Failure to do so results in unexcused absences. Excessive absences shall not be a reason for expulsion or dismissal of a student.

When it has been determined that a student has three (3) unexcused absences, his/her parents, guardians, or persons in loco parentis shall be notified. Notification shall be by telephone by the end of the school day in which such absence occurred or by regular mail with a return address sent no later than the following school day.

Whenever a student exceeds five (5) unexcused absences in a semester, the District shall notify the prosecuting authority and the parent, guardian, or persons in loco parentis shall be subject to a civil penalty as prescribed by law. Ten (10) unexcused absences will result in a FINS petition being filed against that student.

At any time prior to when a student exceeds the number of unexcused absences permitted by this policy, the student, or his/her parent, guardian, or person in loco parentis may petition the school or district's administration for special arrangements to address the student's unexcused absences. If formal arrangements are granted, they shall be formalized into a written agreement which will include the conditions of the agreement and the consequences for failing to fulfill the agreement's requirements. The agreement shall be signed by the student, the student's parent, guardian, or person in loco parentis, and the school or district administrator or designee.

Students who attend in-school suspension shall not be counted absent for those days.

Days missed due to out-of-school suspension or expulsion shall be unexcused absences.

The District shall notify the Department of Finance and Administration whenever a student fourteen (14) years of age or older is no longer in school. The Department of Finance and Administration is required to suspend the former student's operator's license unless he/she meets certain requirements specified in the statute.

Applicants for an instruction permit or for a driver's license by persons less than eighteen (18) years old on October 1 of any year are required to provide proof of a high school diploma or enrollment and regular attendance in an adult education program or a public, private, or parochial school prior to receiving an instruction permit. To be issued a driver's license, a student enrolled in school shall present proof of a "C" average for the previous semester or similar equivalent grading period for which grades are reported as part of the student's permanent record.

The Arkansas Department of Education has amended the definition of an "absence" to reflect remote, off site, and virtual learning. A student is absent if the student is NOT:
1. Present for onsite instruction provided by the district
2. Participating in a planned district-approved activity, or
3. Engaged in scheduled instruction in an off-site location, including remote learning (online learning as a result of school closure). This includes, but is not limited to, being counted absent for assignments not completed by due dates.

The above policy on attendance is supplemental to current attendance policies and applies to excessive absence policies.

Legal References: A.C.A. § 6-4-302, A.C.A. § 6-18-209, A.C.A. § 6-18-213,A.C.A. § 6-18-220, A.C.A. § 6-18-222, A.C.A. § 6-18-229, A.C.A. § 6-18-231, A.C.A. § 6-18-234, A.C.A. § 6-18-236, A.C.A. § 6-18-507(g), A.C.A. § 6-18-702, A.C.A. § 6-28-114, A.C.A. § 9-28-113(f), A.C.A. § 7-4-116, A.C.A. § 27-16-701

Date Adopted: 06//06//2024 Revisions Adopted: 07/24/2025

MAKE-UP WORK

(Ref. ASBA 4.8)

Students who miss school shall be allowed to make up the work they missed during their absence under the following rules.

1. Students are responsible for asking the teachers of the classes they missed what assignments they need to make up.
2. Teachers are responsible for providing the missed assignments when asked by a returning student.
3. Students are required to ask for their assignments on their first day back at school or their first class day after their return.
4. Make-up tests are to be rescheduled at the discretion of the teacher, but must be aligned with the schedule of the missed work to be made up.
5. Students shall have one class day to make up their work for each class day they are absent.
6. Make-up work which is not turned in within the make-up schedule for that assignment shall receive a zero.
7. Students are responsible for turning in their make-up work without the teacher having to ask for it.
8. Students who are absent on the day their make-up work is due must turn in their work the day they return to school.
9. As required/permitted by the student's Individual Education Program or 504 Plan.

Students who receive out of school suspension will not be allowed to make up any work missed due to the suspension.

Work for students serving an out-of-school suspension or expulsion shall be in accordance with the District's programs, measures, or alternative means and methods to continue student engagement and access to education during the student's period of suspension or expulsion.

In lieu of the timeline above, assignments for students who are excluded from school by the Arkansas Department of Health during a disease outbreak are to be made up as set forth in Policy 4.57—IMMUNIZATIONS.

In addition to the make-up work process above, at the conclusion of a pregnancy-related or parenting-related period of absence, a student may choose from various options to make up missed work, including without limitation:

A. Retaking a semester at the District school where the student is enrolled;
B. Participating in an online course credit recovery program;
C. Being granted six (6) weeks to continue at the same pace and finish the semester at a later date, provided that the student may:
D. Complete the student's coursework within the current school year; or
E. Attend previously scheduled summer school classes made available by the District Where the student is enrolled; and
F. Receiving home-based instruction services.

Legal References: , A.C.A. § 6-18-234, A.C.A. § 6-18-502,DESE Rules Governing Student Discipline and School Safety

Date Adopted: 06/06/2024 Date Revised: July 2025 Date Revisions Adopted: 07/24/2025

CLOSED CAMPUS
(Ref. ASBA 4.10)

All schools in the District shall operate closed campuses. Students are required to stay on campus from their arrival until dismissal at the end of the regular school day unless given permission to leave the campus by a school official. Students must sign out in the office upon their departure.

High School students will not be allowed to leave campus during lunch unless signed out and signed back in by a parent/guardian. Notes or phone calls will not be accepted.

Students are not allowed to have visitors on campus.

Date Adopted: July 24, 2017

EQUAL EDUCATIONAL OPPORTUNITY
(Ref. ASBA 4.11)

No student in the Melbourne School District shall be excluded from participation in, or denied the benefits of, or subjected to discrimination under any educational program or activity sponsored by the District on the basis of any protected classification under the law[1]. The District has a limited open forum granting equal access to the Boy Scouts of America and other youth groups.

Inquiries on non-discrimination may be directed to the district Equity Coordinator, who may be reached at (870)368-7070.

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

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

Melbourne School District's current policies, procedures, and practices used to identify students for special education are sound and free of bias with regard to a student's race, ethnicity, or linguistic diversity.

The District will designate a person to serve as Equity Coordinator to deal with any grievances concerning this section.

Legal References: A.C.A. § 6-1-114A.C.A. § 6-10-132, A.C.A. § 6-18-514, A.C.A. § 14-1-403
28 C.F.R. § 35.106, 34 C.F.R. § 100.6, 34 C.F.R. § 104.8, 34 C.F.R., 34 C.F.R. § 106.8,
§ 106.9, 34 C.F.R. § 108.9, 34 C.F.R. § 110.25

Date Adopted: 06/06/2024

4.11—EQUAL EDUCATIONAL OPPORTUNITY

No student in the Melbourne School District shall be excluded from participation in, or denied the benefits of, or subjected to discrimination under any educational program or activity sponsored by the District on the basis of color, religion, national origin, sex, age, or disability.[1] The District has a limited open forum granting equal access to the Boy Scouts of America and other youth groups.[2]

Inquiries on non-discrimination may be directed to the Title VI Coordinator, who may be reached by mail at P.O. Box 250 Melbourne, AR 72556, phone 870-368-7070, or email @ titleVI@melbourneschools.org. for religious discrimination and the Title IX Coordinator @ titleIX@melbourneschools.org.

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

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

Legal References: A.C.A. § 6-1-114
A.C.A. § 6-10-132
A.C.A. § 6-16-2001 et seq.
A.C.A. § 6-18-514
A.C.A. § 14-1-403
28 C.F.R. § 35.106
34 C.F.R. § 100.6
34 C.F.R. § 104.8
34 C.F.R. § 106.8
34 C.F.R. § 106.9
34 C.F.R. § 108.9
34 C.F.R. § 110.25

Date Adopted: 07/25/2024
Last Revised: July 2025 Date Revisions Adopted: 07/24/2025

STUDENT ORGANIZATIONS/EQUAL ACCESS
(Ref. ASBA 4.12)

Non-curriculum-related secondary school student organizations wishing to conduct meetings on school premises during non-instructional time shall not be denied equal access on the basis of the religious, political, philosophical, or other content of the speech at such meetings. Such meetings must meet the following criteria.

1. The meeting is to be voluntary and student initiated;
2. There is no sponsorship of the meeting by the school, the government, or its agents or employees;
3. The meeting must occur during non-instructional time;
4. Employees or agents of the school are present at religious meetings only in a non-participatory capacity;
5. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
6. Non-school persons may not direct, conduct, control, or regularly attend activities of student groups.

All meetings held on school premises must be scheduled and approved by the principal. The school, its agents, and employees retain the authority to maintain order and discipline, to protect the well-being of students and faculty, and to assure that attendance of students at meetings is voluntary.

Fraternities, sororities, and secret societies are forbidden in the District's schools. Membership to student organizations shall not be by a vote of the organization's members, nor be restricted by the student's race, religion, sex, national origin, or other arbitrary criteria. Hazing, as defined by law, is forbidden in connection with initiation into, or affiliation with, any student organization, extracurricular activity or sport program.

Legal References: A.C.A. § 6-5-201 et seq., A.C.A. § 6-21-201 et seq., 20 U.S.C. 4071 Equal Access Act, Board of Education of the Westside Community Schools v. Mergens, 496 U.S. 226 (1990), A.C.A. § 6-18-601 et seq., A.C.A. § 6-10-132
Date Adopted: July 24, 2017

PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION

(Ref. ASBA 4.13)

Except when a court order regarding a student has been presented to the district to the contrary, all students' education records are available for inspection and copying by the parent of his/her student who is under the age of eighteen (18). At the age of eighteen (18), the right to inspect and copy a student's records transfers to the student. A student's parent or the student, if over the age of 18, requesting to review the student's education records will be allowed to do so within no more than forty-five (45) days of the request. The district forwards education records, including disciplinary records, to schools that have requested them and in which the student seeks or intends to enroll, or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

The district shall receive written permission before releasing education records to any agency or individual not authorized by law to receive and/or view the education records without prior parental permission. The District shall maintain a record of requests by such agencies or individuals for access to, and each disclosure of, personally identifiable information (PII) from the education records of each student. Disclosure of education records is authorized by law to school officials with legitimate educational interests. A personal record kept by a school staff member is **not** considered an education record if it meets the following tests.

- it is in the sole possession of the individual who made it;
- it is used only as a personal memory aid; and
- information contained in it has never been revealed or made available to any other person, except the maker's temporary substitute.

For the purposes of this policy a school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

For the purposes of this policy a school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility, contracted duty, or duty of elected office.

In addition to releasing PII to school officials without permission, the District may disclose PII from the education records of students in foster care placement to the student's caseworker or to the caseworker's representative without getting prior consent of the parent (or the student if the student is over eighteen (18)). For the District to release the student's PII without getting permission:

- The student must be in foster care;
- The individual to whom the PII will be released must have legal access to the student's case plan; and
- The Arkansas Department of Human Services, or a sub-agency of the Department, must be legally responsible for the care and protection of the student.

The District discloses PII from an education record to appropriate parties, including parents, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. The superintendent or designee shall determine who will have access to and the responsibility for disclosing information in emergency situations. When deciding whether to release PII in a health or safety emergency, the District may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the District determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.

For purposes of this policy, the Melbourne School District does not distinguish between a custodial and noncustodial parent, or a non-parent such as a person acting in loco parentis or a foster parent with respect to gaining access to a student's records. Unless a court order restricting such access has been presented to the district to the contrary, the fact of a person's status as parent or guardian, alone, enables that parent or guardian to review and copy his child's records.

If there exists a court order which directs that a parent not have access to a student or his records, the parent, guardian, person acting in loco parentis, or an agent of the Department of Human Services must present a file-marked copy of such order to the building principal and the superintendent. The school will make good-faith efforts to act in accordance with such court order, but the failure to do so does not impose legal liability upon the school. The actual responsibility for enforcement of such court orders rests with the parents or guardians, their attorneys and the court which issued the order.

A parent or guardian does not have the right to remove any material from a student's records, but such parent or guardian may challenge the accuracy of a record. The right to challenge the accuracy of a record does not include the right to dispute a grade, disciplinary rulings, disability placements, or other such determinations, which must be done only through the appropriate teacher and/or administrator, the decision of whom is final. A challenge to the accuracy of material contained in a student's file must be initiated with the building principal, with an appeal available to the Superintendent or his designee. The challenge shall clearly identify the part of the student's record the parent wants changed and specify why he/she believes it is inaccurate or misleading. If the school determines not to amend the record as requested, the school will notify the requesting parent or student of the decision and inform them of their right to a hearing regarding the request for amending the record. The parent or eligible student will be provided information regarding the hearing procedure when notified of the right to a hearing.

Unless the parent or guardian of a student (or student, if above the age of eighteen [18]) objects, "directory information" about a student may be made available to the public, military recruiters, post-secondary educational institutions, prospective employers of those students, as well as school publications such as annual yearbooks and graduation announcements. "Directory information" includes, but is not limited to, a student's name, address, telephone number, electronic mail address, photograph, date and place of birth, dates of attendance, his/her placement on the honor roll (or the receipt of other types of honors), as well as his/her participation in school clubs and extracurricular activities, among others. If the student participates in inherently public activities (for example, basketball, football, or other interscholastic activities), the publication of such information will be beyond the control of the District. "Directory information" also includes a student identification (ID) number, user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems and a student ID number or other unique personal identifier that is displayed on a student's ID badge, provided the ID cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password or other factor known or possessed only by the authorized user.

A student's name and photograph will only be displayed on the district or school's web page(s) after receiving the written permission from the student's parent or student if over the age of 18.

The form for objecting to making directory information available is located in the front of the student handbook and must be completed and signed by the parent or age-eligible student and filed with the building principal's office no later than ten (10) school days after the beginning of each school year or the date the student is enrolled for school. Failure to file an objection by that time is considered a specific grant of permission. The district is required to continue to honor any signed-opt out form for any student no longer in attendance at the district.

The right to opt out of the disclosure of directory information under Family Educational Rights and Privacy Act (FERPA) does not prevent the District from disclosing or requiring a student to disclose the student's name, identifier, or institutional email address in a class in which the student is enrolled.

Parents and students over the age of 18 who believe the district has failed to comply with the requirements for the lawful release of student records may file a complaint with the U.S. Department of Education at

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

The District shall ensure that all contracts that disclose or make available student personally identifiable information to vendors, including school service contract providers, school service on-demand providers, and other third parties, including without limitation subcontractors of contract providers, include express provisions that safeguard the privacy and security of student personally identifiable information that meet the requirements under A.C.A. § 6-18-2601 et seq. The District shall maintain a list of the school service contract providers that the District contracts with for school services that include or make available student personally identifiable information. The list shall be updated at least once at the beginning of each semester and provided to parents upon request.

Cross References: 4.34—Communicable Diseases and Parasites
5.20—District Web Site
5.20.1—Web Site Privacy Policy
5.20F1—Permission to Display Photo of Student on Web Site

Legal References: A.C.A. § 6-18-2601 et seq. A.C.A. § 9-28-113(b)(6), 20 U.S.C. § 1232g, 20 U.S.C. § 7908 (NCLB Section 9528), 34 CFR §§ 99.3, 99.7, 99.21, 99.22, 99.30, 99.31, 99.32, 99.33, 99.34, 99.35, 99.36, 99.37, 99.63, 99.64

Date Adopted: 07/20/2023

4.13F—OBJECTION TO PUBLICATION OF DIRECTORY INFORMATION
(Not to be filed if the parent/student has no objection)

I, the undersigned, being a parent of a student, or a student eighteen (18) years of age or older, hereby note my objection to the disclosure or publication by the MELBOURNE School District of directory information, as defined in Policy No. 4.13 (Privacy of Students' Records), concerning the student named below. The district is required to continue to honor any signed opt-out form for any student no longer in attendance at the district.

I understand that the participation by the below-named student in any interscholastic activity, including athletics and school clubs, may make the publication of some directory information unavoidable, and the publication of such information in other forms, such as telephone directories, church directories, etc., is not within the control of the District.

I understand that this form must be filed with the office of the appropriate building principal within ten (10) school days from the beginning of the current school year or the date the student is enrolled for school in order for the District to be bound by this objection. Failure to file this form within that time is a specific grant of permission to publish such information.

I object and wish to deny the disclosure or publication of directory information as follows:

Deny disclosure to military recruiters ____

Deny disclosure to Institutions of postsecondary education ____

Deny disclosure to Potential employers ____

Deny disclosure to all public and school sources ____
Selecting this option will prohibit the release of directory information to the three categories listed above along with all other public sources (such as newspapers), **AND** result in the student's directory information **not** being included in the school's yearbook and other school publications.

Deny disclosure to all public sources ____
Selecting this option will prohibit the release of directory information to the first three categories listed above along with all other public sources (such as newspapers), but permit the student's directory information **to be included** in the school's yearbook and other school publications.

_____
Name of student (Printed)

_____
Signature of parent (or student, if eighteen (18) or older)

_____
Date form was filed (To be filled in by office personnel)

STUDENT MEDIA AND THE DISTRIBUTION OF LITERATURE
(Ref. ASBA 4.14)

The Superintendent and the student media advisors(s) shall jointly develop administrative regulations for the implementation of this policy. The regulations shall include definitions of terms and the time(s), place(s), and manner(s) of the dissemination of student media, which shall include timelines for the review of materials.

Definitions

"School-sponsored media" means all student media that are:

- Supported financially by the school;
- Supported by the use of school facilities; or
- Produced in conjunction with a class.

"Student journalist" means a student who gathers, writes, edits, photographs, records, video tapes, or prepares information for dissemination in student media.

"Student media" means any means of communication that are:

- Prepared, substantially written, published, or broadcasted by a student;
- Distributed or generally made available, either free of charge or for a fee, to members of the student body; and
- Prepared under the direction of a student media advisor.

"Student media" does not include media that is intended for distribution or transmission solely in the classroom in which it is produced.

"Student media advisor" means an individual who is employed, appointed, or designated by the District to supervise or provide instruction with respect to student media.

Student Media

While the District recognizes a student's right of expression under the First Amendment of the Constitution of the United States, school-sponsored media does not provide an open forum for public expression. Such media, as well as the content of student expression in school-sponsored activities, shall be subject to the editorial review of the District's administration, whose actions shall be reasonably related to legitimate pedagogical concerns and adhere to the following limitations.

1. Advertising may be accepted for media that does not condone or promote products that are inappropriate for the age and maturity of the audience or that endorses such things as tobacco, alcohol, or drugs.
2. Media may be regulated to prohibit communications determined by the appropriate teacher, student media advisor, and/or administrator, to be ungrammatical, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences.
3. Media may be regulated to prohibit the dissemination of material that may reasonably be perceived to advocate drug or alcohol use, irresponsible sex, or conduct otherwise inconsistent with the shared values of a civilized social order, or to associate the school with any position other than neutrality on matters of political controversy.
4. Prohibited media includes those that:
    a. Are obscene as to minors;
    b. Are libelous or slanderous, including material containing defamatory falsehoods about public figures or governmental officials, and made with knowledge of their falsity or a reckless disregard of the truth;
    c. Constitute an unwarranted invasion of privacy as defined by state law,
    d. Suggest or urge the commission of unlawful acts on the school premises;
    e. Suggest or urge the violation of lawful school regulations;
    f. Attacks ethnic, religious, or racial groups; or
    g. Harass, threaten, or intimidate a student.

Student Media on School Web Pages

Student media that are displayed on school web pages shall follow the same guidelines as listed above; and shall also:

1. Not contain any non-educational advertisements. Additionally, student web publications shall;

2. Adhere to the restrictions regarding use of Directory Information as prescribed in Policy (PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION) including not using a student's photograph when associated with the student's name unless written permission has been received from the student's parent or student if over the age of eighteen (18).
3. State that the views expressed are not necessarily those of the School Board or the employees of the district.

Student Distribution of Non-school Literature, Publications, and Materials

A student or group of students who distribute ten (10) or fewer copies of the same non-school-sponsored literature, publications, or materials, shall do so in a time, place, and manner that does not cause a substantial disruption of the orderly education environment. A student or group of students wishing to distribute more than ten (10) copies of non-school-sponsored materials shall have school authorities review their non-school-sponsored materials at least three (3) school days in advance of their desired time of dissemination. School authorities shall review the non-school-sponsored materials, prior to their distribution and will bar from distribution those non-school-sponsored materials that are obscene, libelous, pervasively indecent, or advertise unlawful products or services. Material may also be barred from distribution if there is evidence that reasonably supports a forecast that a substantial disruption of the orderly operation of the school or educational environment will likely result from the distribution. Concerns related to any denial of distribution by the principal shall be heard by the superintendent, whose decision shall be final.

The school principal or designee shall establish reasonable regulations governing the time, place, and manner of student distribution of non-school-sponsored materials.

The regulations shall:

1. Be narrowly drawn to promote orderly administration of school activities by preventing disruption and may not be designed to stifle expression;
2. Be uniformly applied to all forms of non-school-sponsored materials;
3. Allow no interference with classes or school activities;
4. Specify times, places, and manner where distribution may and may not occur; and
5. Not inhibit a person's right to accept or reject any literature distributed in accordance with the regulations.
6. Students shall be responsible for the removal of excess literature that is left at the distribution point for more than 3 days.

Legal References: A.C.A. § 6-18-514,A.C.A. § 6-18-1201 et seq., *Tinker v. Des Moines ISD*, 393 U.S. 503 (1969), *Bethel School District No. 403 v. Fraser*, 478 U.S. 675 (1986), *Hazelwood School District v. Kuhlmeier*, 484 U.S. 260 (1988)

Date Adopted: 7/27/2020

CONTACT WITH STUDENTS WHILE AT SCHOOL

(Ref. ASBA 4.15)

CONTACT BY PARENTS

Parents wishing to speak to their children during the school day shall register first with the office. Parents shall not go directly to any classroom on any campus without first checking in at the principal's office.

CONTACT BY NON-CUSTODIAL PARENTS

If there is any question concerning the legal custody of the student, the custodial parent shall present documentation to the principal or his/her designee establishing the parent's custody of the student. It shall be the responsibility of the custodial parent to make any court ordered "no contact" or other restrictions regarding the non-custodial parent known to the principal by presenting a copy of a file-marked court order. Without such a court order on file, the school will release the child to either of his/her parents. Non-custodial parents who file with the principal a date-stamped copy of current court orders granting visitation to extend authorized by the court order, eat lunch, volunteer in their child's classroom, or otherwise have contact with their child during school hours and the prior approval of the school's principal. Such contact is subject to the limitations outlined in Policy 4.16, Policy 6.5, (VISITORS) and any other policies that may apply. The District shall not act as a supervisor for non-custodial parent visitation purposes under any circumstance.

Unless prior arrangements have been made with the school's principal, Arkansas law provides that the transfer of a child between his/her custodial parent and non-custodial parent, when both parents are present, shall not take place on the school's property on normal school days during normal hours of school operation.

CONTACT BY LAW ENFORCEMENT, SOCIAL SERVICES, OR BY COURT ORDER

State Law requires that Department of Human Services employees, local law enforcement, or agents of the Crimes Against Children Division of the Department of Arkansas State Police, may interview students without a court order for the purpose of investigating suspected child abuse. In instances where the interviewers deem it necessary, they may exercise a "72-hour hold " without first obtaining a court order. Except as provided below, other questioning of students by non-school personnel shall be granted only with

a court order directing such questioning, with permission of the parents of a student (or the student if above eighteen [18] years of age), or in response to a subpoena or arrest warrant.

If the District makes a report to any law enforcement agency concerning student misconduct or if access to a student is granted to a law enforcement agency due to a court order, the principal or the principal's designee shall make a good faith effort to contact the student's parent, legal guardian, or other person having lawful control of the student, or person standing in loco parentis. The principal or the principal's designee shall not attempt to make such contact if presented documentation by the investigator that notification is prohibited because a parent, guardian, custodian, or person standing in loco parentis is named as an alleged offender of the suspected child maltreatment. This exception applies only to interview requests made by a law enforcement officer, an investigator of the Crimes Against Children Division of the Department of Arkansas State Police, or an investigator or employee of the Department of Human Services.

In instances other than those related to cases of suspected child abuse, principals must release a student to either a police officer who presents a subpoena for the student, or a warrant for arrest, or to an agent of state social services or an agent of a court with jurisdiction over a child with a court order signed by a judge. Upon release of the student, the principal or designee shall give the student's parent, legal guardian, or other person having lawful control by court order, or person acting in loco parentis notice that the student has been taken into custody by law enforcement personnel or a state's social services agency. If the principal or designee is unable to reach the parent, he or she shall make a reasonable, good faith effort to get a message to the parent to call the principal or designee, and leave both a day and an after-hours telephone number.

CONTACT BY PROFESSIONAL LICENSURE STANDARDS BOARD INVESTIGATORS

Investigators for the Professional Licensure Standards Board may meet with students during the school day to carry out the investigation of an ethics complaint.

Legal References: A.C.A. § 6-18-513, A.C.A. § 9-13-104, A.C.A. § 12-18-609, 610, 613, A.C.A. § 12-18-1001, 1005
Date Adopted: 06/06/2024

VISITORS

(Ref. ASBA 4.16)

The board strongly believes that the purpose of school is for learning. Social visitors, generally, disrupt the classroom and interfere with learning that should be taking place. Therefore, visiting with students at school is strongly discouraged, unless approved by the principal and scheduled in advance. This includes visits made by former students, friends, and/or relatives of teachers or students. Any visitation to the classroom shall be allowed only with the permission of the school principal and all visitors must first register at the office.

Date Adopted: 07/25/2024
Last Revised: July 2024

STUDENT DISCIPLINE

(Ref. ASBA 4.17)

The Melbourne School District Board of Education has a responsibility to protect the health, safety, and welfare of the District's students and employees. To help maintain a safe environment conducive to high student achievement, the Board establishes policies necessary to regulate student behavior to promote an orderly school environment that is respectful of the rights of others and ensures the uniform enforcement of student discipline. Students are responsible for their conduct that occurs Students are responsible for their conduct that occurs:

- At any time on the school grounds;
- Off school grounds at a school sponsored function, activity, or event; and
- Going to and from school or a school activity.

The District's administrators may also take disciplinary action against a student for off-campus conduct occurring at any time that would have a detrimental impact on school discipline, the educational environment, or the welfare of the students and/or staff. A student who has committed a criminal act while off campus and whose presence on campus could cause a substantial disruption to school or endanger the welfare of other students or staff is subject to disciplinary action up to and including expulsion. Such acts could include, but are not limited to:

- A felony or an act that would be considered a felony if committed by an adult;
- An assault or battery;
- Drug law violations; or
- Sexual misconduct of a serious nature.

The District shall incorporate the District's multi-tiered behavioral intervention procedures in accordance with Policy 4.60 in the application of student discipline.

The District's personnel policy committees shall annually review the District's student discipline policies, including State and District student discipline data, and may recommend changes in the policies to the Melbourne School District School Board. The Board has the responsibility of determining whether to approve any changes to student discipline policies.

The District's student discipline policies shall be distributed to each student during the first week of school each year and to new students upon their enrollment. Each student's parent or legal guardian, person having lawful control of the student, or person standing in loco parentis shall sign and return to the school an acknowledgement form documenting that they have received the policies.

The District shall develop and provide programs, measures, or alternative means and methods for continued student engagement and educational access during periods of suspension or expulsion.

The superintendent is authorized to modify the penalties set forth in the District's student discipline policies on a case-by-case basis.

It is required by law that the principal or the person in charge report to the police any incidents the person has personal knowledge of or has received information leading to a reasonable belief that a person has committed or threatened to commit an act of violence or any crime involving a deadly weapon on school property or while under school supervision. If the person making the report is not the Superintendent, that person shall also inform the Superintendent of the incident. Additionally, the principal shall inform any school employee or other person who initially reported the incident that a report has been made to the appropriate law enforcement agency. The Superintendent or designee shall inform the Board of Directors of any such report made to law enforcement.

The superintendent shall make a report annually to the Board of Directors on student discipline data, which shall include, without limitation: the number of incidents of bullying reported and the actions taken regarding the reported incidents of bullying.

Legal References: A.C.A. § 6-17-113, A.C.A. § 6-18-502, A.C.A. § 6-18-514, A.C.A. § 6-18-2401 et seq., DESE Rules Governing Student Discipline and School Safety

Date Adopted: 07/25/2024 Date Revised: July 2025 Date Revisions Adopted: 07/24/2025

PROHIBITED CONDUCT
(Ref. ASBA 4.18)

Students and staff require a safe and orderly learning environment that is conducive to high student achievement. Certain student behaviors are unacceptable in such an environment and are hereby prohibited by the Board. Prohibited behaviors include, but shall not be limited to the following.

1. Disrespect for school employees and failing to comply with their reasonable directions or otherwise demonstrating insubordination;
2. Disruptive behavior that interferes with orderly school operations;
3. Willfully and intentionally assaulting or threatening to assault or physically abusing any student or school employee;
4. Possession of any weapon that can reasonably be considered capable of causing bodily harm to another individual;
5. Possession or use of tobacco in any form on any property owned or leased by any public school;
6. Willfully or intentionally damaging, destroying, or stealing school property;

7. Possession and use of a personal electronic device except as authorized by Policy 4.47 or by the student's IEP or 504 Plan;
8. Possession, selling, distributing, or being under the influence of an alcoholic beverage, any illegal drug, unauthorized inhalants, or the inappropriate use or sharing of prescription or over the counter drugs, or other intoxicants, or anything represented to be a drug;
9. Sharing, diverting, transferring, applying to others (such as needles or lancets), or in any way misusing medication or any medical supplies in their possession;
10. Inappropriate public displays of affection;
11. Cheating, copying, or claiming another person's work to be his/her own;
12. Gambling;
13. Inappropriate student dress; see dress code page 95
14. Use of vulgar, profane, or obscene language or gestures;
15. Truancy;
16. Excessive tardiness;
17. Engaging in behavior designed to taunt, degrade, or ridicule another person on the basis of race, ethnicity, national origin, sex, or disability;
18. Possess, view, distribute or electronically transmit sexually explicit or vulgar images or representations, whether electronically, on a data storage device, or in hard copy form;
19. Hazing, or aiding in the hazing of another student;
20. Gangs or gang-related activities, including belonging to secret societies of any kind, are forbidden on school property. Gang insignias, clothing, "throwing signs" or other gestures associated with gangs are prohibited;
21. Sexual harassment;
22. Bullying
23. Operating a vehicle on school grounds while using a wireless communication device;
24. Theft of another individual's personal property ~~.~~; and
25. Antisemitism.

The Board directs each school in the District to develop implementation regulations for prohibited student conduct consistent with applicable Board policy, State and Federal laws, and judicial decisions.

Cross References:
Prohibited Conduct #2— Policy # 4.20
Prohibited Conduct #3— Policy # 4.21, 4.26
Prohibited Conduct #4— Policy # 4.22
Prohibited Conduct #5— Policy # 4.23
Prohibited Conduct #7—Policy 4.47
Prohibited Conduct #8— Policy # 4.24
Prohibited Conduct # 13— Policy # 4.25
Prohibited Conduct # 14— Policy # 4.21
Prohibited Conduct # 15— Policy # 4.7
Prohibited Conduct # 16 — Policy # 4.9
Prohibited Conduct # 17— Policy # 4.43
Prohibited Conduct # 20— Policy # 4.26
Prohibited Conduct # 21—Policy # 4.27
Prohibited Conduct # 22— Policy # 4.43
Prohibited Conduct # 23— Policy # 4.47

Prohibited Conduct # 25— Policy # 4.65

Legal References: A.C.A. § 6-5-201
A.C.A. § 6-15-1005
A.C.A. § 6-16-2001 et seq.
A.C.A. § 6-18-222
A.C.A. § 6-18-502
A.C.A. § 6-18-514
A.C.A. § 6-18-515
A.C.A. § 6-18-707
A.C.A. § 6-21-609
A.C.A. § 27-51-1602
A.C.A. § 27-51-1603
A.C.A. § 27-51-1609
DESE Rules Governing Student Discipline and School Safety

Date Adopted: 07/25/2024 Last Revised: July, 2025 Date Revision Adopted: 07/24/2025

4.20—DISRUPTION OF SCHOOL

Definitions

"Appropriate interim learning environment" means an appropriate learning environment that is used for a period of time not to exceed ten (10) days.

"Appropriate learning environment" means a setting within the District that provides a similar structure to the following, without limitation:
1. A classroom; or
2. In-school suspension.

"Violent or abusive behavior" means, without limitation:
a. Using threatening language;
b. Throwing an item that risks or causes:
   - Harm to another individual;
   - Injury to another individual; or
   - Damage to property;
c. Physically abusing a teacher or another student; or
d. Any other similar action that presents a physical danger or a threat of physical danger to a teacher or another student.

No student shall by the use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or any other conduct, intentionally cause the disruption of any lawful mission, process, or function of the school, or engage in any such conduct for the purpose of causing disruption or obstruction of any lawful mission, process, or function. Nor shall any student encourage any other student to engage in such activities.

Disorderly activities by any student or group of students that adversely affect the school's orderly educational environment shall not be tolerated at any time on school grounds.

A teacher may, but is not required to, remove a student from class:
- Who has been documented by the teacher as repeatedly interfering with the teacher's ability to teach the students in the class or with the ability of the student's classmates to learn; or

- Whose behavior is so unruly, disruptive, violent, or abusive that it seriously interferes with the teacher's ability to teach the students, the class, or with the ability of the student's classmates to learn.

A student who is removed from class shall:
- Be sent to the office of the principal or the principal's designee;
- Be escorted from the classroom by the school administration if the student refuses to leave the classroom voluntarily;
- Not be returned to the teacher's class until a conference is held; and
- Be placed in another appropriate classroom learning environment until the conference is completed.

The conference shall be held for the purpose of:
1. Determining the causes of the problem that led to the student's removal and possible solutions;
2. Serving as a manifestation determination review if the student removed from the class is a student with a disability;
3. Determining if a behavioral threat assessment is necessary for the student who was removed from the class due to violent behavior.

The following individuals shall be present at the conference:
a. The principal or the principal's designee;
b. The teacher;
c. The school counselor;
d. A 504/special education representative (if applicable);
e. The parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis; and
f. The student, if appropriate.

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

Following the conclusion of the conference, the principal or the principal's designee may take any of the following actions against a student who was removed from class:
- Place the student into another appropriate learning environment or into in-school suspension;
- Except for a student who was removed for violent or abusive behavior, return the student to the class; or
- Take other appropriate action consistent with the District's discipline policy, state law, and federal law.

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

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

Legal References: A.C.A. § 6-18-511
DESE Rules Governing Student Discipline and School Safety

Date Adopted: 07/24/2025
Last Revised:

STUDENT ASSAULT OR BATTERY

(Ref. ASBA 4.21)

A student shall not threaten, physically abuse, or attempt to physically abuse, or behave in such a way as to be perceived to threaten bodily harm to any other person (student, school employee, or school visitor). Any gestures, vulgar, abusive or insulting language, taunting, threatening, harassing, or intimidating remarks by a student toward another person that threatens their well-being is strictly forbidden. This includes, but is not limited to, fighting, racial, ethnic, religious, or sexual slurs.

Furthermore, it is unlawful, during regular school hours, and in a place where a public school employee is required to be in the course of his or her duties, for any person to address a public school employee using language which, in its common understanding, is calculated to: a) cause a breach of the peace; b) materially and substantially interfere with the operation of the school; c) arouse the person to whom it is addressed to anger, to the extent likely to cause imminent retaliation. Students guilty of such an offense may be subject to legal proceedings in addition to student disciplinary measures.

Legal Reference: A.C.A. § 6-17-106 (a)
Date Adopted: July 24, 2017

WEAPONS AND DANGEROUS INSTRUMENTS

(Ref. ASBA 4.22)

Definitions

"Firearm" means any device designed, made, or adapted to expel a projectile by the action of an explosive or any device readily convertible to that use.

"Possession" means having a weapon on the student's body or in an area under the student's control.

"Weapon" means any:

- Firearm;
- Knife;
- Razor;
- Ice pick;
- Dirk;
- Box cutter;
- Nunchucks;
- Pepper spray, mace, or other noxious spray;
- Explosive;
- Taser or other instrument that uses electrical current to cause neuromuscular incapacitation; or
- Any other instrument or substance capable of causing bodily harm.

No student, except Military personnel (such as ROTC cadets) acting in the course of their official duties or as otherwise expressly permitted by this policy, shall possess a weapon, display what appears to be a weapon, or threaten to use a weapon before or after

school while in a school building, on or about school property, before or after school, in attendance at school or any school sponsored activity, en route to or from school or any school sponsored activity, off the school grounds at any school bus stop, or at any school sponsored activity or event.

If a student discovers prior to any questioning or search by any school personnel that he/she has accidentally brought a weapon, other than a firearm, to school on his/her person, in a book bag/purse, or in his/her vehicle on school grounds, and the student informs the principal or a staff person immediately, the student will not be considered to be in possession of a weapon unless it is a firearm. The weapon shall be confiscated and held in the office until such time as the student's parent/legal guardian shall pick up the weapon from the school's office. Repeated offenses are unacceptable and shall be grounds for disciplinary action against the student as otherwise provided for in this policy.

Except as permitted in this policy, students found to be in possession on the school campus of a firearm shall be recommended for expulsion for a period of one (1) year. The superintendent shall have the discretion to modify such expulsion recommendation for a student on a case-by-case basis.

Parents or legal guardians of students expelled under this policy shall be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a firearm on school property. Parents or legal guardians shall sign a statement acknowledging that they have read and understand said laws prior to readmitting the student. Parents or legal guardians of a student enrolling from another school after the expiration of an expulsion period for a firearm policy violation shall also be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a firearm on school property. The parents or legal guardians shall sign a statement acknowledging that they have read and understand said laws prior to the student being enrolled in school.

The mandatory expulsion requirement for possession of a firearm does not apply to a firearm brought to school for the purpose of participating in activities approved and authorized by the district that include the use of firearms. Such activities may include ROTC programs, hunting safety or military education, or before or after-school hunting or rifle clubs. Firearms brought to school for such purposes shall be brought to the school employee designated to receive such firearms. The designated employee shall store the firearms in a secure location until they are removed for use in the approved activity.

The district shall report any student who brings a firearm to school to the criminal justice system or juvenile delinquency system by notifying local law enforcement.

Cross Reference: 4.31—EXPULSION

Legal References: A.C.A. § 5-4-201
A.C.A. § 5-4-401
A.C.A. § 5-27-210
A.C.A. § 5-73-119(b)(e)(8)(9)(10)
A.C.A. § 5-73-133
A.C.A. § 6-18-502
A.C.A. § 6-18-507
A.C.A. § 6-21-608
20 USC § 7961

Date Adopted: July 22, 2019

TOBACCO, ELECTRONIC NICOTINE DELIVERY SYSTEMS, AND RELATED PRODUCTS
(Rev. ASBA 4.23)

Smoking or use of tobacco or products containing tobacco in any form (including, but not limited to, cigarettes, cigars, chewing tobacco, and snuff) in or on any real property owned or leased by a District school, including school buses owned or leased by the District, is prohibited. Students who violate this policy may be subject to legal proceedings in addition to student disciplinary measures.

With the exception of recognized tobacco cessation products, this policy's prohibition includes any tobacco or nicotine delivery system or product. Specifically, the prohibition includes any product that is manufactured, distributed, marketed, or sold as e-cigarettes, e-cigars, e-pipes, or under any other name or descriptor.

Notes: The statute requires the statute's posting "…in a conspicuous location at every entrance to each building owned or leased by a public school district and every school bus used to transport students"

Law enforcement officers and employees of a school are immune from civil liability for the confiscation from a minor on a school campus or at a school-sponsored event of:

- Nicotine, tobacco products, vapor products, alternative nicotine products, e-liquid products, or cigarette papers; or
- A product that the individual reasonably believes to be a vapor product.

Legal References: A.C.A. § 6-21-609 A.C.A. § 20-65-103

Date Adopted: 7/27/2020 Date Revised: July 2025 Date Revision Adopted: 07/24/2025

DRUGS AND ALCOHOL

(Ref. ASBA 4.24)

An orderly and safe school environment that is conducive to promoting student achievement requires a student population free from the deleterious effects of alcohol and drugs. Their use is illegal, disruptive to the educational environment, and diminishes the capacity of students to learn and function properly in our schools.

Therefore, no student in the Melbourne School District shall possess, attempt to possess, consume, use, distribute, sell, buy, attempt to sell, attempt to buy, give to any person, or be under the influence of any substance as defined in this policy, or what the student represents or believes to be any substance as defined in this policy.

This policy applies to any student who:

- Is on or about school property;
- Is in attendance at school or any school sponsored activity;
- Has left the school campus for any reason and returns to the campus; or
- Is on route to or from school or any school sponsored activity.

This policy is consistent with sections 5145 of the Drug Free Schools and Communities Act amendments of 1989 (P.L. 101-226). Melbourne Schools follow a no tolerance policy which states that students who are in possession of, under the influence of, or are selling either illegal or prescription drugs for which they do not have a prescription, shall be expelled from school for no less than the remainder of the semester. See expulsion proceedings for more details.

Prohibited substances shall include, but are not limited to:

- Alcohol, or any alcoholic beverage;
- Inhalants or any ingestible matter that alter a student's ability to act, think, or respond;
- LSD or any other hallucinogen;
- Marijuana;[1]
- Cocaine, heroin, or any other narcotic drug;
- PCP;
- Amphetamines;
- Steroids;
- "Designer drugs";
- Look-alike drugs; or
- Any controlled substance.

The sale, distribution, or attempted sale or distribution of over-the-counter (OTC) medications, dietary supplement or other perceived health remedy not regulated by the US Food and Drug Administration, or prescription drugs is prohibited. The possession or use of OTC medications, dietary supplement or other perceived health remedy not regulated by the US Food and Drug Administration, or prescription drugs is prohibited except as permitted under Policy 4.35—STUDENT MEDICATIONS.

Cross Reference: 4.35—STUDENT MEDICATIONS

Legal Reference: A.C.A. § 6-18-502, DESE Rules Governing Student Discipline and School Safety, Arkansas Constitution Amendment 98 § 6

Date Adopted: 07/25/2024

STUDENT DRESS AND GROOMING

(Ref. ASBA 4.25)

The Melbourne School District Board of Education recognizes that dress can be a matter of personal taste and preference. At the same time, the District has a responsibility to promote an environment conducive to student learning. This requires limitations to

student dress and grooming that could be disruptive to the educational process because they are immodest, disruptive, unsanitary, unsafe, could cause property damage, or are offensive to common standards of decency.

Students are prohibited from wearing, while on the school grounds during the school day and at school-sponsored events, clothing that exposes underwear, buttocks, or the breast of a female.

A student shall not be disciplined or discriminated against based upon the student's natural, protective, or cultural hairstyle.

The Superintendent shall establish student dress codes for the District's schools, to be included in the student handbook, and are consistent with the above criteria.

Legal References: A.C.A. § 6-10-138, A.C.A. § 6-18-502(c)(1), A.C.A. § 6-18-503(c)
Date Adopted: 07/25/2024

GANGS AND GANG ACTIVITY
(Ref. ASBA 4.26)

The Board is committed to ensuring a safe school environment conducive to promoting a learning environment where students and staff can excel. An orderly environment cannot exist where unlawful acts occur causing fear, intimidation, or physical harm to students or school staff. Gangs and their activities create such an atmosphere and shall not be allowed on school grounds or at school functions.

The following actions are prohibited by students on school property or at school functions:

1. Wearing or possessing any clothing, bandanas, jewelry, symbol, or other sign associated with membership in, or representative of, any gang;
2. Engaging in any verbal or nonverbal act such as throwing signs, gestures, or handshakes representative of membership in any gang;
3. Recruiting, soliciting, or encouraging any person through duress or intimidation to become or remain a member of any gang; and/or
4. Extorting payment from any individual in return for protection from harm from any gang.

Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion.

Students arrested for gang related activities occurring off school grounds shall be subject to the same disciplinary actions as if they had occurred on school grounds.

Legal References: A.C.A. § 6-15-1005(b)(2), A.C.A. § 5-74-201
Date Adopted: July 24, 2017

4.27—STUDENT SEXUAL HARASSMENT

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

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

- The nature of sexual harassment;
- The District's written procedures governing the formal complaint grievance process;[1]
- The process for submitting a formal complaint of sexual harassment;
- That the district does not tolerate sexual harassment;

- That students can report inappropriate behavior of a sexual nature without fear of adverse consequences;
- The supports that are available to individuals suffering sexual harassment; and
- The potential discipline for perpetrating sexual harassment.

Definitions

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

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

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

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

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

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

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

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

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

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

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

Students who believe they have been subjected to sexual harassment, or the parent/legal guardian/other responsible adult of a student who believes their student has been subjected to sexual harassment, are encouraged to bring their concerns to **any** District staff member, including a counselor, teacher, Title IX coordinator, or administrator. If the District staff member who received a report of alleged sexual harassment is not the Title IX Coordinator, then the District staff person shall inform the Title IX Coordinator of the alleged sexual harassment. As soon as reasonably possible after receiving a report of alleged sexual harassment from another District staff member or after receiving a report directly through any means, the Title IX Coordinator shall contact the complainant to:

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

Supportive Measures

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

Formal Complaint

A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by email. Upon receipt of a formal complaint, a District shall simultaneously provide the following written notice to the parties who are known:

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

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

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

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

- Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the District and not on the parties;
- Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege or access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party unless the District obtains the parent, legal guardian, or other responsible adult of that party's voluntary, written consent or that party's voluntary, written consent if the party is over the age of eighteen (18) to do so for the grievance process;
- Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding;
- Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
- Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation; this includes evidence:
  - Whether obtained from a party or other source;
  - The District does not intend to rely upon in reaching a determination regarding responsibility; and
  - That is either Inculpatory or exculpatory; and
- Create an investigative report that fairly summarizes relevant evidence.

At least ten (10)[3] days prior to completion of the investigative report, the District shall send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. The parties shall have at least ten (10)[3] days to submit a written response to the evidence. The investigator will consider the written responses prior to completion of the investigative report. All evidence subject to inspection and review shall be available for the parties' inspection and review at any meeting to give each party equal opportunity to refer to such evidence during the meeting.

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

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

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

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

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

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

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

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

- The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
- The respondent is no longer enrolled at the District; or
- Specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

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

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

Appeals

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

a. The existence of a procedural irregularity that affected the outcome of the matter;
b. Discovery of new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;

c. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter; or
d. An appeal of the disciplinary sanctions from the initial determination.[4]

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

Confidentiality

Reports of sexual harassment, both informal reports and formal complaints, will be treated in a confidential manner to the extent possible. Limited disclosure may be provided to:
- Individuals who are responsible for handling the District's investigation and determination of responsibility to the extent necessary to complete the District's grievance process;
- Submit a report to the child maltreatment hotline;
- Submit a report to the Professional Licensure Standards Board for reports alleging sexual harassment by an employee towards a student; or
- The extent necessary to provide either party due process during the grievance process.[5]

Except as listed above, the District shall keep confidential the identity of:
- Any individual who has made a report or complaint of sex discrimination;
- Any individual who has made a report or filed a formal complaint of sexual harassment;
- Any complainant;
- Any individual who has been reported to be the perpetrator of sex discrimination;
- Any respondent; and
- Any witness.

Any supportive measures provided to the complainant or respondent shall be kept confidential to the extent that maintaining such confidentiality does not impair the ability of the District to provide the supportive measures.

Emergency removal[6]

The District may remove a respondent from the District's education program or activity on an emergency basis only after the completion of an individualized safety and risk analysis that determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. A removed student will be provided with notice and an opportunity to challenge the removal decision immediately following the removal.

Retaliation Prohibited

Students, or the parents/legal guardians/ other responsible adult of a student, who submit a report or file a formal complaint of sexual harassment,; testified; assisted; or participate or refused to participate in any manner in an investigation, proceeding, or hearing on sexual harassment shall not be subjected to retaliation or reprisal in any form, including threats; intimidation; coercion; discrimination; or charges for code of conduct violations that do not involve sex discrimination or sexual harassment, arise out of the same facts or circumstances as a report or formal complaint of sex discrimination, and are made for the purpose of interfering with any right or privilege under this policy. The District shall take steps to prevent retaliation and shall take immediate action if any form of retaliation occurs regardless of whether the retaliatory acts are by District officials, students, or third parties.

Disciplinary Sanctions

It shall be a violation of this policy for any student to be subjected to, or to subject another person to, sexual harassment. Following the completion of the District's grievance process, any student who is found by the evidence to more likely than not[7] have engaged in sexual harassment will be subject to disciplinary action up to, and including, expulsion. No disciplinary sanction or other action that is not a supportive measure may be taken against a respondent until the conclusion of the grievance process.

Students who knowingly fabricate allegations of sexual harassment or purposely provide inaccurate facts shall be subject to disciplinary action up to and including expulsion. A determination that the allegations do not rise to the level of sexual harassment alone is not sufficient to conclude that any party made a false allegation or materially false statement in bad faith.

Records

The District shall maintain the following records for a minimum of seven (7) years:

- Each sexual harassment investigation including:
- Any determination regarding responsibility;
- any disciplinary sanctions imposed on the respondent;
- Any remedies provided to the complainant designed to restore or preserve equal access to the District's education program or activity;
- Any appeal and the result therefrom;
- All materials used to train Title IX Coordinators, investigators, and decision-makers;
- Any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment, which must include:
    - The basis for the District's conclusion that its response was not deliberately indifferent; and
    - Document:
        - If supportive measures were provided to the complainant, the supportive measures taken designed to restore or preserve equal access to the District's education program or activity; or
        - If no supportive measures were provided to a complainant, document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

Cross References: 3.26—LICENSED PERSONNEL SEXUAL HARASSMENT
4.11—EQUAL EDUCATIONAL OPPORTUNITY
5.20—DISTRICT WEBSITE
7.15—RECORD RETENTION AND DESTRUCTION
8.20—CLASSIFIED PERSONNEL SEXUAL HARASSMENT

Legal References: 20 USC 1681 et seq.
34 C.F.R. Part 106
A.C.A. § 6-15-1005
A.C.A. § 6-18-502
A.C.A. § 12-18-102

Date Adopted: 07/24/2025
Last Revised:

LASER POINTERS

(Ref. ASBA 4.28)

Students shall not possess any hand held laser pointer while in school; on or about school property, before or after school; in attendance at school or any school-sponsored activity; en route to or from school or any school-sponsored activity; off the school grounds at any school bus stop or at any school-sponsored activity or event. School personnel shall seize any laser pointer from the student possessing it and the student may reclaim it at the close of the school year, or when the student is no longer enrolled in the District.

Legal References: A.C.A. § 6-18-512, A.C.A. § 5-60-122
Date Adopted: July 24, 2017

INTERNET SAFETY AND ELECTRONIC DEVICE USE POLICY

(Ref. ASBA 4.29)

Definition

For the purposes of this policy, "electronic device" means anything that can be used to transmit or capture images, sound, or data.

The Melbourne School District makes electronic device(s) and/or electronic device Internet access available to students, to permit students to perform research and to allow students to learn how to use electronic device technology. Use of district electronic devices is for educational and/or instructional purposes only. Student use of electronic device(s) shall only be as directed or assigned by staff or teachers; students are advised that they enjoy no expectation of privacy in any aspect of their electronic device use, including email, and that monitoring of student electronic device use is continuous.

No student will be granted Internet access until and unless an Internet and electronic device use agreement, signed by both the student and the parent or legal guardian (if the student is under the age of eighteen [18]) is on file. The current version of the Internet and electronic device use agreement is incorporated by reference into board policy and is considered part of the student handbook.

Technology Protection Measures

The District is dedicated to protecting students from materials on the Internet or world wide web that are inappropriate, obscene, or otherwise harmful to minors1; therefore, it is the policy of the District to protect each electronic device with Internet filtering software that is designed to prevent students from accessing such materials. For purposes of this policy, "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
(A) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
(B) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
(C) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Internet Use and Safety

The District is dedicated to ensuring that students are capable of using the Internet in a safe and responsible manner. The District uses technology protection measures to aid in student safety and shall also educate students on appropriate online behavior and Internet use including, but not limited to:

- interacting with other individuals on social networking websites and in chat rooms;
- Cyberbullying awareness; and
- Cyberbullying response.

Misuse of Internet

The opportunity to use the District's technology to access the Internet is a privilege and not a right. Students who misuse electronic devices or Internet access in any way will face disciplinary action, as specified in the student handbook4 and/or Internet safety and electronic device use agreement. Misuse of the Internet includes:

- The disabling or bypassing of security procedures, compromising, attempting to compromise, or defeating the district's technology network security or Internet filtering software;
- The altering of data without authorization;
- Disclosing, using, or disseminating passwords, whether the passwords are the student's own or those of another student/faculty/community member, to other students;

- Divulging personally identifying information about himself/herself or anyone else either on the Internet or in an email unless it is a necessary and integral part of the student's academic endeavor. Personally identifying information includes full names, addresses, and phone numbers.
- Using electronic devices for any illegal activity, including electronic device hacking and copyright or intellectual property law violations;
- Using electronic devices to access or create sexually explicit or pornographic text or graphics;
- Using electronic devices to violate any other policy or is contrary to the Internet safety and electronic device use agreement.

Legal References: Children's Internet Protection Act; PL 106-554, FCC Final Rules 11-125 August 11,2011, 20 USC 6777, 47 USC 254(h)(l) , 47 CFR 54.520 , 47 CFR 520(c)(4) , A.C.A. § 6-21-107 , A.C.A. § 6-21-111

Date Adopted: July 24, 2017

SUSPENSION FROM SCHOOL
(Ref. ASBA 4.30)

Students not present at school cannot benefit from the educational opportunities the school environment affords. Administrators, therefore, shall strive to find ways to keep students in school as participants in the educational process. There are instances, however, when the needs of the other students or the interests of the orderly learning environment require the removal of a student from school. The Board authorizes school principals or their designees to suspend students for disciplinary reasons for a period of time not to exceed ten (10) school days, including the day upon which the suspension is imposed. The suspension may be in school or out of school. Students are responsible for their conduct that occurs: at any time on the school grounds; off school grounds at a school-sponsored function, activity, or event; going to and from school or a school activity. A student may be suspended for behavior including, but not limited to that:

1. Is in violation of school policies, rules, or regulations;
2. Substantially interferes with the safe and orderly educational environment;
3. School administrators believe will result in the substantial interference with the safe and orderly educational environment; and/or
4. Is insubordinate, incorrigible, violent, or involves moral turpitude.

Out-of-school suspension (OSS)shall not be used to discipline a student in kindergarten through fifth (5^{th}) grade unless the student's behavior:

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

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

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

1. the student shall be given written notice or advised orally of the charges against him/her;
2. if the student denies the charges, he/she shall be given an explanation of the evidence against him/her and be allowed to present his/her version of the facts;
3. if the principal finds the student guilty of the misconduct, he/she may be suspended.

When possible, notice of the suspension, its duration, and any stipulations for the student's readmittance to class will be given to the parent(s), legal guardian(s), or to the student if age 18 or older prior to the suspension. Such notice shall be handed to the parent(s), legal guardian(s), or to the student if age 18 or older or mailed to the last address reflected in the records of the school district.

Generally, notice and hearing should precede the student's removal from school, but if prior notice and hearing are not feasible, as where the student's presence endangers persons or property or threatens disruption of the academic process, thus justifying immediate removal from school, the necessary notice and hearing should follow as soon as practicable.

It is the parents' or legal guardians' responsibility to provide current contact information to the district which the school shall use to immediately notify the parent or legal guardian upon the suspension of a student. The notification shall be by one of the following means, listed in order of priority:

- A primary call number
- The contact may be by voice, voice mail, or text message
- An email address
- A regular first class letter to the last known mailing address

The district shall keep a log of contacts attempted and made to the parent or legal guardian, person having lawful control of the student, or person standing in loco parentis.

The District shall establish programs, measures, or alternative means and methods to continue student engagement and access to education during a student's period of OSS.

During the period of their suspension, students serving out-of-school suspensions shall not be permitted on campus except to attend a student/parent/administrator conference or when necessary as part of the District's engagement or access to education program.

During the period of their suspension, students serving in-school suspension shall not attend or participate in any school-sponsored activities during the imposed suspension.

Suspensions initiated by the principal or his/her designee may be appealed to the Superintendent, but not to the Board.

Suspensions initiated by the Superintendent may be appealed to the Board.

Legal References: A.C.A. § 6-18-507, *Goss v Lopez*, 419 U.S. 565 (1975)
Date Adopted: July 22, 2019

EXPULSION
(Ref. ASBA 4.31)

The Board of Education may expel a student for a period longer than ten (10) school days for violation of the District's written discipline policies. The Superintendent may make a recommendation of expulsion to the Board of Education for student conduct:
- Deemed to be of such gravity that suspension would be inappropriate;
- Where the student's continued attendance at school would disrupt the orderly learning environment; or
- Would pose an unreasonable danger to the welfare of other students or staff.

Expulsion shall not be used to discipline a student in kindergarten through fifth (5^{th}) grade unless the student's behavior:
d. Poses a physical risk to himself or herself or to others;
e. Causes a serious disruption that cannot be addressed through other means; or
f. Is the act of bringing a firearm on school campus.

The Superintendent or his/her designee shall give written notice to the parents, or legal guardians, person having lawful control of the student, or persons standing in loco parentis (mailed to the address reflected on the District's records) that he/she will recommend to the Board of Education that the student be expelled for the specified length of time and state the reasons for the recommendation to expel. The notice shall give the date, hour, and place where the Board of Education will consider and dispose of the recommendation.

The hearing shall be conducted not later than ten (10) school days following the date of the notice, except that representatives of the Board and student may agree in writing to a date not conforming to this limitation.

The President of the Board, Board attorney, or other designated Board member shall preside at the hearing. The student may choose to be represented by legal counsel. Both the district administration and School Board also may be represented by legal counsel. The hearing shall be conducted in open session of the Board unless the parent, legal guardian, person having lawful control of the student, person standing loco parentis, or student if age eighteen (18) or older, requests that the hearing be conducted in executive session. Any action taken by the Board shall be in open session.

During the hearing, the Superintendent, or designee, or representative will present evidence, including the calling of witnesses, that gave rise to the recommendation of expulsion. The student, or his/her representative, may then present evidence including statements from persons with personal knowledge of the events or circumstances relevant to the charges against the student. Formal cross-examination will not be permitted; however, any member of the Board, the Superintendent, or designee, the student, or his/her representative may question anyone making a statement and/or the student. The presiding officer shall decide questions concerning the appropriateness or relevance of any questions asked during the hearing.

Except as permitted by policy (WEAPONS AND DANGEROUS INSTRUMENTS), the Superintendent shall recommend the expulsion of any student for a period of not less than one (1) year for possession of any firearm prohibited on school campus by law. The Superintendent shall, however, have the discretion to modify the expulsion recommendation for a student on a case-by-case basis. Parents or legal guardians, persons having lawful control of a student, or persons standing loco parentis of a student enrolling from another school after the expiration of an expulsion period for a weapons policy violation shall be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a weapon on school property. The parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis shall sign a statement acknowledging that they have read and understand said laws prior to the student being enrolled in school.

The Superintendent and the Board of Education shall complete the expulsion process of any student that was initiated because the student possessed a firearm or other prohibited weapon on school property regardless of the enrollment status of the student.

The District shall establish programs, measures, or alternative means and methods to continue student engagement and access to education during a student's period of expulsion.

Cross Reference: 4.22—WEAPONS AND DANGEROUS INSTRUMENTS

Legal Reference:
A.C.A. § 6-18-502
A.C.A. § 6-18-507
Date Adopted: 07/25/2024

SEARCH, SEIZURE, AND INTERROGATIONS
(Ref. ASBA 4.32)

The District respects the rights of its students against arbitrary intrusion of their person and property. At the same time, it is the responsibility of school officials to protect the health, safety, and welfare of all students enrolled in the District in order to promote an environment conducive to student learning. The Superintendent, principals, and their designees have the right to inspect and search school property and equipment. They may also search students and their personal property in which the student has a reasonable expectation of privacy, when there is reasonable and individualized suspicion to believe such student or property contains illegal items or other items in violation of Board policy or dangerous to the school community. School authorities may seize evidence found in the search and disciplinary action may be taken. Evidence found which appears to be in violation of the law shall be reported to the appropriate authority.

School property shall include, but not be limited to, lockers, desks, and parking lots, as well as personal effects left there by students. When possible, prior notice will be given and the student will be allowed to be present along with an adult witness, however, searches may be done at any time with or without notice or the student's consent. A personal search must not be excessively intrusive in light of the age and sex of the student and the nature of the infraction.

The Superintendent, principals, and their designees may request the assistance of law enforcement officials to help conduct searches. Such searches may include the use of specially trained dogs.

A school official of the same sex shall conduct personal searches with an adult witness of the same sex present.

State Law requires that Department of Human Services employees, local law enforcement, or agents of the Crimes Against Children Division of the Department of Arkansas State Police, may interview students without a court order for the purpose of investigating suspected child abuse. In instances where the interviewers deem it necessary, they may exercise a "72-hour hold " without first obtaining a court order. Other questioning of students by non-school personnel shall be granted only with a court order directing such questioning, with permission of the parents of a student (or the student if above eighteen [18] years of age), or in response to a subpoena or arrest warrant.

If the District makes a report to any law enforcement agency concerning student misconduct or if access to a student is granted to a law enforcement agency due to a court order, the principal or the principal's designee shall make a good faith effort to contact the student's parent, legal guardian, or other person having lawful control by court order, or person acting in loco parentis on student enrollment forms. The principal or the principal's designee shall not attempt to make such contact if presented documentation by the investigator that notification is prohibited because a parent, guardian, custodian, or person standing in loco parentis is named as an alleged offender of the suspected child maltreatment. This exception applies only to interview requests made by a law enforcement officer, an investigator of the Crimes Against Children Division of the Department of Arkansas State Police, or an investigator or employee of the Department of Human Services.

In instances other than those related to cases of suspected child abuse, principals must release a student to either a police officer who presents a subpoena for the student, or a warrant for arrest, or to an agent of state social services or an agent of a court with jurisdiction over a child with a court order signed by a judge. Upon release of the student, the principal or designee shall give the student's parent, legal guardian, or other person having lawful control by court order, or person acting in loco parentis notice that the student has been taken into custody by law enforcement personnel or a state's social services agency. If the principal or designee is unable to reach the parent, he or she shall make a reasonable, good faith effort to get a message to the parent to call the principal or designee, and leave both a day and an after-hours telephone number.

Legal References: A.C.A. § 6-18-513, A.C.A. § 9-13-104, A.C.A. § 12-18-609, 610, 613, A.C.A. § 12-18-1001, 1005
Date Adopted: July 24, 2017

STUDENTS' VEHICLES
(Ref. ASBA 4.33)

A student, who has presented a valid driver's license and proof of insurance to the appropriate office personnel, may drive his/her vehicle to school. All students must have a parking permit. A parking permit form must be completed and turned in to the office for a permit number to be issued. The permit tag will hang in the vehicle from the rear view mirror. Vehicles driven to school shall be parked in the area designated for student parking in the front parking lot.. Parking on school property is a privilege which may be denied to a student for any disciplinary violation, at the discretion of the student's building principal.

Students are not permitted to loiter in parking areas and are not to return to their vehicles during the school day for any reason unless given permission to do so by school personnel. Upon arrival at school, students are to immediately exit their vehicle and enter the building.

It is understood that there is no expectation of privacy in vehicles in parking areas. Drivers of vehicles parked on a school campus will be held accountable for illegal substances or any other item prohibited by district policy found in their vehicle. The act of a student parking a vehicle on campus is a grant of permission for school or law enforcement authorities to search that vehicle. Law enforcement periodically conducts sweeps of the campus with drug identifying dogs. Any positive indication from a trained drug dog will result in a search of the indicated locker or vehicle.

Date Adopted: July 24, 2017

COMMUNICABLE DISEASES AND PARASITES
(Ref. ASBA 4.34)

Students with communicable diseases or with human host parasites that are transmittable in a school environment shall demonstrate respect for other students by not attending school while they are capable of transmitting their condition to others. Students whom the school nurse determines are unwell or unfit for school attendance or who are believed to have a communicable disease or condition will be required to be picked up by their parent or guardian. Specific examples include, but are not limited to: chicken pox, measles, scabies, conjunctivitis (Pink Eye), impetigo/MRSA (Methicillin-resistant Staphylococcus aureus), streptococcal and staphylococcal infections, ringworm, mononucleosis, Hepatitis B or C, mumps, vomiting, diarrhea, and fever (100.4 F when taken orally). A student who has been sent home by the school nurse will be subsequently readmitted, at the discretion of the school nurse, when the student is no longer a transmission risk. In some instances, a letter from a health care provider may be required prior to the student being readmitted to the school.

To help control the possible spread of communicable diseases, school personnel shall follow the District's exposure control plan when dealing with any blood borne, foodborne, and airborne pathogens exposures. Standard precautions shall be followed relating to the handling, disposal, and cleanup of blood and other potentially infectious materials such as all body fluids, secretions and excretions (except sweat).

The District shall maintain a copy of each student's immunization record and a list of individuals with exemptions from immunization which shall be education records as defined in policy (PRIVACY OF STUDENTS' RECORDS /DIRECTORY INFORMATION). That policy provides that an education record may be disclosed to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

Immunization records must be provided to the school for any new students starting in the school district. Parents are responsible for providing an immunization exemption from the Arkansas State Department of Health to the school district for any students who are exempt from immunizations due to medical, religious, or philosophical reasons. A student enrolled in the District who has an

immunization exemption may be removed from school at the discretion of the Arkansas Department of Health during an outbreak of the disease for which the student is not vaccinated. The student may not return to the school until the outbreak has been resolved and the student's return to school is approved by the Arkansas Department of Health.

The parents or legal guardians of students found to have human host parasites that are transmittable in a school environment will be asked to come to the school to pick their child up. The parents or legal guardians will be given information concerning the eradication and control of human host parasites. A student may be readmitted after the school nurse or designee has determined the student is free of lice or nits.

Each school may conduct screenings of students for human host parasites that are transmittable in a school environment as needed. The screenings shall be conducted in a manner that respects the privacy and confidentiality of each student.

Legal References: A.C.A. § 6-18-702, Arkansas State Board of Health Rules And Regulations Pertaining To Immunization Requirements
Date Adopted: July 24, 2017

PROTOCOL FOR THE CONTROL OF PEDICULOSIS (LICE)

Pediculosis (lice) is a mildly contagious infestation caused by head, body, or crab lice. The hairy portions of the body are infested and evidence of larvae (eggs/nits) or live lice will be found in the skin eruptions around the hairlines. Diagnosis is made by the presence of lice in the hair or nits on the shaft of the hair.

Because a nurse is not in every building every day, it is very important that the other personnel such as administrators, teachers, aides, and secretaries are instructed in the appropriate method of screening for pediculosis.

When a student is suspected of having pediculosis, the following steps will be taken:

1. The designated screener will inspect the hair of any student who is suspected of having pediculosis. This will include the area above the forehead, ears, and the occiput. Disposable sticks or combs may be used to allow close observation. Disposable gloves are not necessary but may be used if the examiner prefers to do so. If a student is found to have pediculosis, the examiner will wash hands before going to the next student or dispose of gloves and apply another pair.
2. If a student is found to have pediculosis, the nurse or examiner will determine which students have had reasonably close contact with the infected student and will arrange screening for those students. This will include the infected student's close friends, seat mates on the bus and car pool, playmates, and siblings.
3. Students who have been identified by the nurse or other examiner as having pediculosis receive a "Notice of Head Lice" form to take home. Before the student may return to school, treatment will be carried out by the parent/guardian and a note sent to the school stating that it has been done. An efficient method of obtaining documentation from the parent that treatment has been initiated and appropriate care of the household has occurred would be to request that the parent sign a copy of the "Notice of Head Lice" form and state that all measures have been followed. When a student has had more than one infestation during the school year, they may be excluded from school until their hair is completely nit free.
4. For a period of two weeks following an infestation, the designated screener will continue to inspect the child.
5. The school nurse or designee will be responsible for giving medical direction about pediculosis and how to treat student and home. If multiple cases have occurred within a classroom, it is permissible to notify the parents/guardians of everyone in the class of this. No one will be told names of children found to have pediculosis.

Treatment for pediculosis may be obtained with a prescription from a doctor or from a pharmacy. If appropriate treatment has occurred, it is not necessary for a child to be nit free to return to school, however, students who have been identified with head lice (nits or live lice) for a second time within the current school year may be excluded from school until all evidence of lice and nits are gone.

Families with repeated infestations of pediculosis may need additional instruction from the school nurse and the Arkansas Department of Health.

STUDENT MEDICATIONS

(Ref. ASBA 4.35)

Prior to the administration of any medication, including any dietary supplement or other perceived health remedy not regulated by the US Food and Drug Administration, to any student under the age of eighteen (18), written parental consent is required. The consent

form shall include authorization to administer the medication and relieve the Board and its employees of civil liability for damages or injuries resulting from the administration of medication to students in accordance with this policy.

Unless authorized to self-administer, or otherwise authorized by this policy, students are not allowed to carry any medications, including over-the-counter (OTC) medications or any dietary supplement or other perceived health remedy not regulated by the US Food and Drug Administration, while at school. The parent or legal guardian shall bring the student's medication to the school nurse. When medications are brought to the school nurse, the nurse shall document, in the presence of the parent, the quantity and type of the medication(s). Each person present shall sign a form verifying the quantity and type of the medication(s).

Medications, including those for self-medication, must be in the original container and be properly labeled with the student's name, the ordering health care provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, its possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings. Schedule II medications that are permitted by this policy to be brought to school shall be stored in a double locked cabinet.

Students with an individualized health plan (IHP) may be given OTC medications to the extent giving such medications are included in the student's IHP.

The district's supervising registered nurse is responsible for creating procedures for the administration of medications on and off campus.

The school shall not keep outdated medications or any medications past the end of the school year. Parents shall be notified ten (10) days in advance of the school's intention to dispose of any medication. Medications not picked up by the parents or legal guardians within the ten (10) day period shall be disposed of by the school nurse in accordance with current law and rules. [1]

Schedule II Medications[2]

The only Schedule II medications that shall be allowed to be brought to the school are methylphenidate (e.g. Ritalin or closely related medications as determined by the school nurse), dextroamphetamine (Dexedrine), and amphetamine sulfate (e.g. Adderall or closely related medications as determined by the school nurse). To help ensure their safe keeping, any such medications brought to the school nurse shall be stored in a double locked cabinet.

For the student's safety, no student will be allowed to attend school if the student is currently taking any other Schedule II medication than permitted by this policy[3]. Students who are taking Schedule II medications which are not allowed to be brought to school shall be eligible for homebound instruction if provided for in their IEP and 504 plans. [4]

The district's supervising registered nurse shall be responsible for creating both on campus and off campus procedures for administering medications.

Self-Administration of Medication

Students who have written permission from their parent or guardian and a licensed health care practitioner on file with the District may:

1. Self-administer either a:
   - Rescue inhaler; or
   - Auto-injectable or nasal spray epinephrine;
2. Perform the student's own blood glucose checks;
3. Administer insulin through the insulin delivery system the student uses;
4. Treat the student's own hypoglycemia and hyperglycemia; or
5. Possess on the student's person:
   A. A rescue inhaler;
   B. Auto-injectable or nasal spray epinephrine; or
   C. The necessary supplies and equipment to perform the student's own diabetes monitoring and treatment functions.

A student may be authorized to self-administer a stress dose medication to treat the student's adrenal insufficiency with:

1. The written authorization of the student's parent, legal guardian, or person standing in loco parentis; and
2. A written order from the student's treating physician stating that the student:
   a. Is capable of completing the proper method of self-administration of the stress dose medication,; and

b. Has been instructed on the details of the student's medical condition and the events that may lead to an adrenal crisis.

The parent, legal guardian, or person standing in loco parentis of a student who is authorized to self-administer a stress dose medication shall sign an IHP developed by the school nurse for the school where the student is enrolled. The IHP shall include a requirement for the notification of appropriate staff following the self-administration of a stress dose medication, which shall include the school nurse, teacher of the classroom where the stress dose medication was administered, and a school administrator.

Students who have a current consent form on file shall be allowed to carry and self-administer such medication while:

- In school;
- At an on-site school sponsored activity;
- While traveling to or from school; or
- At an off-site school sponsored activity.

A student is prohibited from sharing, transferring, or in any way diverting the student's medications to any other person. The fact that a student with a completed consent form on file is allowed to carry a rescue inhaler~~,~~; auto-injectable or nasal spray epinephrine~~,~~; diabetes medication~~,~~; stress dose medication~~,~~; or combination does not require the student to have such on the student's person. The parent or guardian of a student who qualifies under this policy to self-carry a rescue inhaler~~,~~; auto-injectable or nasal spray epinephrine~~,~~; diabetes medication~~,~~; stress dose medication~~,~~; or any combination on the student's person shall provide the school with the appropriate medication, which shall be immediately available to the student in an emergency.

Students may possess and use a topical sunscreen that is approved by the United States Food and Drug Administration for OTC use to avoid overexposure to the sun without written authorization from a parent, legal guardian, or healthcare professional while the student is on school property or at a school-related event or activity. The parent or guardian of a student may provide written documentation authorizing specifically named District employee(s), in addition to the school nurse, to assist a student in the application of sunscreen. The District employee(s) named in the parent or legal guardian's written authorization shall not be required to assist the student in the application of sunscreen.

Emergency Administration of Glucagon and Insulin

Students may be administered Glucagon in emergency situations by the school nurse or, in the absence of the school nurse, a trained volunteer school employee designated as a care provider, provided the student has:

1. an IHP developed under Section 504 of the Rehabilitation Act of 1973 which provides for the administration of Glucagon in emergency situations; and
2. a current, valid consent form on file from their parent or guardian.

When the nurse is unavailable, the trained volunteer school employee who is responsible for a student shall be released from other duties during:

A. The time scheduled for a dose of insulin in the student's IHP; and
B. Glucagon or non-scheduled insulin administration once other staff have relieved him/her from other duties until a parent, guardian, other responsible adult, or medical personnel has arrived.

A student shall have access to a private area to perform diabetes monitoring and treatment functions as outlined in the student's IHP.

Emergency Administration of Epinephrine

The school nurse or other trained[6] school employees designated by the school nurse as a care provider who have been certified by a licensed physician may administer epinephrine, either through an auto-injector or nasal spray, in emergency situations to students who have an IHP that provides for the administration of ~~an~~ epinephrine ~~auto-injector~~ in emergency situations.

The parent of a student who has an authorizing IHP, or the student if over the age of eighteen (18), shall annually complete and sign a written consent form provided by the student's school nurse authorizing the nurse or other trained[6] school employee(s) certified to

administer epinephrine to administer auto-injector or nasal spray epinephrine to the student when the employee believes the student is having a life-threatening anaphylactic reaction.

Students with an order from a licensed health care provider to self-administer epinephrine, either through an auto-injector or nasal spray, and who have written permission from their parent or guardian shall provide the school nurse either an auto-injector or nasal spray epinephrine. This epinephrine will be used in the event the school nurse, or other school employee certified to administer epinephrine, in good faith professionally believes the student is having a life-threatening anaphylactic reaction and the student is either not self-carrying /epinephrine or the nurse is unable to locate it.

The school nurse for each District school shall keep epinephrine on hand that are suitable for the students the school serves. The school nurse or other trained[6] school employee designated by the school nurse as a care provider who has been certified by a licensed physician may administer epinephrine to those students who the school nurse, or other trained[6] school employee certified to administer auto-injector epinephrine, in good faith professionally believes is having a life-threatening anaphylactic reaction.

Emergency Administration of Albuterol

The school nurse or other trained[6]school employees designated by the school nurse as a care provider who have been certified by a licensed physician, advanced practice registered nurse, or physician assistant may administer albuterol in emergency situations to students who have an IHP that provides for the administration of albuterol in emergency situations.

The parent of a student who has an authorizing IHP, or the student if over the age of eighteen (18), shall annually complete and sign a written consent form provided by the student's school nurse authorizing the nurse or other trained[6] school employee(s) certified to administer albuterol to administer albuterol to the student when the employee believes the student is in perceived respiratory distress.

The school nurse for each District school shall keep albuterol on hand. The school nurse or other trained[6] school employee designated by the school nurse as a care provider who has been trained and certified by a licensed physician, advanced practice registered nurse, or physician assistant may administer albuterol to those students who the school nurse, or other trained[6] school employee certified to administer albuterol, in good faith professionally believes is in perceived respiratory distress.

Emergency Administration of Anti-opioid

The school nurse for each District school shall keep anti-opioid injectors on hand and the school nurse and school resource officer shall possess an anti-opioid at all times when on duty. The school nurse, other school employee, volunteer, or student may administer anti-opioid in accordance with the District's procedures to a student who the school nurse, or other observer, in good faith believes is having an opioid overdose.

An opioid overdose rescue kit shall be placed within all storage locations in the District high school buildings that currently contain an automated external defibrillator for public use. The opioid overdose rescue kits shall be located where it is readily available to the public, be visually free of advertisement, and contain an anti-opioid.

Emergency Administration of Emergency Adrenal Insufficiency Medication

The school nurse or other trained[6] school employees designated by the school nurse as a care provider who have been certified by a licensed physician may administer an injectable emergency dose medication in emergency situations to students who have an IHP that provides for the administration of an injectable emergency dose medication in emergency situations.

The parent of a student who has an authorizing IHP, or the student if over the age of eighteen (18), shall annually complete and sign a written consent form provided by the student's school nurse authorizing the nurse or other trained[6] school employee(s) certified to administer an injectable emergency dose medication to administer an injectable emergency dose medication to the student when the employee believes the student is having an adrenal crisis due to adrenal insufficiency.

Students who have met the requirements to be authorized to self-administer a stress dose medication under this policy shall provide the school nurse an emergency injectable dose of the student's medication. This emergency injectable dose will be used in the event the school nurse, or other school employee certified to administer an injectable emergency dose medication, in good faith professionally believes the student is having an adrenal crisis due to adrenal insufficiency.

Seizure Disorder Medications

Students who have been diagnosed with a seizure disorder shall have a seizure action plan that shall be a written IHP designed to acknowledge and prepare for the healthcare needs of the student. The student's seizure action plan shall be created in collaboration between District staff and the student's Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis or the student if over eighteen (18). As part of the creation of the student's seizure action plan, the student's Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis shall:

1. Provide the school with written authorization to administer the seizure medication at school;
2. Provide a written statement from the student's healthcare provider that shall contain the following information:
   - The student's name;
   - The name and purpose of the medication;
   - The prescribed dosage;
   - The route of administration;
   - The frequency that the medication should be administered; and
   - The circumstances under which the medication should be administered;
3. Provide the prescribed medication to the school in its unopened, sealed package with the label affixed by the dispensing pharmacy intact, which shall be stored in a safe and secure location accessible only by District personnel or volunteers with training to administer seizure medication.

The written authorization, written statement, and seizure action plan shall be kept on file in the office of the school nurse or school administrator and distributed to any school personnel or volunteers responsible for the supervision or care of the student.

The school shall not keep outdated medications or any medications past the end of the school year. By this policy, parents are notified that ten (10) days after the last day of school, all medications will be disposed of that are left at the school. Medications not picked up by the parents or legal guardians within the ten (10) day period shall be disposed of by the school nurse in accordance with current law and regulations.

Legal References: Ark. State Board of Nursing: School Nurse Roles and Responsibilities, Division of Elementary and Secondary Education and Arkansas State Board of Nursing Rules Governing the Administration of Insulin, Glucagon, and Medication for Adrenal Insufficiency or Adrenal Crisis to Arkansas Public School Students, A.C.A. § 6-18-701 A.C.A. § 6-18-707, A.C.A. § 6-18-711, A.C.A. § 6-18-714, A.C.A. § 6-18-717, A.C.A. § 6-18-720, A.C.A. § 6-18-721 A.C.A. § 17-87-103 (11) and (14), A.C.A. § 20-13-405

Date Adopted: 06/06/2024 Date Revised: July 2025 Date Revisions Adopted: 07/24/2025

MEDICATION, EPINEPHRINE, ALBUTEROL & STRESS AND EMERGENCY DOSE MEDICATION ADMINISTRATION CONSENT FORM

(Ref. ASBA 4.35F, 4.35F4, 4.35F5, 4.35F6)

Student's Name_____ Date of Birth _____Grade_____

This form is good for school year _____. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

Medications, including those for self-administration, must be in the original container and be properly labeled with the student's name, the ordering provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, its possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings.

Epinephrine ☐

My child has an IHP that provides for the administration of epinephrine in emergency situations. I hereby authorize the school nurse or other school employee certified to administer auto-injectable epinephrine to administer auto-injectable epinephrine in emergency situations when he/she believes my child is having a life-threatening anaphylactic reaction.

Albuterol ☐

My child has an IHP that provides for the administration of albuterol in emergency situations. I hereby authorize the school nurse or other school employee certified to administer albuterol to administer albuterol in emergency situations when he/she believes my child is in perceived respiratory distress.

Stress & Emergency Dose Medication ☐

The school has developed an individual health plan (IHP) acknowledging that my child has been diagnosed as suffering from adrenal insufficiency. The IHP authorizes the school nurse to administer a stress or emergency dose medication to my child in an emergency situation.

Date of health-care provider's order _____

Circumstances under which albuterol, epinephrine, stress & emergency dose medication may be administered _____

_____

Other instructions

_____

Name of Medication _____ Dosage _____

Time to be Taken _____ Ordering Health Care Provider _____

Reason for Medication _____

In case of an Emergency, Call _____

I certify that **at least** one dose of the medication has **previously been given** and **NO** adverse reactions were experienced. Therefore, I give permission for the school nurse (or designee) to administer the above medication to my child.
The school nurse (or designee) has my permission to take a photograph of my student for identity purposes.
For an oral controlled substance, in the unavailability of a school nurse, the parent may delegate to the following designee, _____ to administer the medication at school.
I acknowledge that the District, its Board of Directors, and its employees shall be immune from civil liability for damages resulting from the administration of auto-injector epinephrine in accordance with this consent form, District policy, and Arkansas law.

Parent or legal guardian signature _____Date _____

Date	Pill Count	Brought By	Signature/Signature (two persons)	Comments

Date Adopted: 07/25/2024

STRESS DOSE MEDICATION SELF-ADMINISTRATION CONSENT FORM

(Ref. ASBA 4.35F7)

Student's Name (Please Print) _____

This form is good for school year _____. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

The following must be provided for the student to be eligible to self-administer a stress dose medication. Eligibility is **only** valid for this school for the current academic year.

- a written statement from a licensed health-care provider who has prescriptive privileges that he/she has prescribed the stress dose medication for the student and that the student needs to carry the medication on his/her person due to a medical condition;
- the specific medications prescribed for the student;
- an individualized health care plan developed by the prescribing health-care provider containing the treatment plan for managing adrenal insufficiency of the student and for medication use by the student during school hours; and
- A statement from the prescribing health-care provider that the student:
    - Possesses the skill and responsibility necessary to use and administer the stress dose medication; and
    - Has been instructed on the details of his or her medical condition and the events that may lead to an adrenal crisis.

If the school nurse is available, the student shall demonstrate his/her skill level in administering the stress dose medication to the nurse.

Stress dose medication for a student's self-administration shall be supplied by the student's parent or guardian and be in the original container properly labeled with the student's name, the ordering provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, its possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings.

Students who self-carry stress dose medication shall also provide the school nurse with a dose of the stress dose medication to be used in emergency situations.

I understand this form authorizes my student to possess and use the medication included on this form while on school grounds and at school sponsored events but that distribution of the medication included on this form to other students may lead to disciplinary action against my student.

My signature below is an acknowledgment that I understand that the District, its Board of Directors, and its employees shall be immune from civil liability for injury resulting from the self-administration of medications by the student named above.

Parent or legal guardian signature _____ Date _____

Date Adopted: 7/29/21

STUDENT ILLNESS/ACCIDENT

(Ref. ASBA 4.36)

If a student becomes too ill to remain in class and/or could be contagious to other students, the principal or designee will attempt to notify the student's parent or legal guardian. The student will remain in the school's health room or a place where he/she can be supervised until the end of the school day or until the parent/legal guardian can check the student out of school.

If a student becomes seriously ill or is injured while at school and the parent/legal guardian cannot be contacted, the failure to make such contact shall not unreasonably delay the school's expeditious transport of the student to an appropriate medical care facility. The school assumes no responsibility for treatment of the student. When available, current, and applicable, the student's emergency contact numbers and medical information will be utilized. Parents are strongly encouraged to keep this information up to date.

Date Adopted: July 24, 2017

EMERGENCY DRILLS

(Ref. ASBA 4.37)

All schools in the District shall conduct fire drills at least monthly. Tornado drills shall also be conducted not fewer than three (3) times per year. Students, who ride school buses, shall also participate in emergency evacuation drills at least twice each school year.

The District shall annually conduct a lockdown drill at all schools in the District schools in collaboration with local law enforcement , medical professionals, fire department officials and emergency management personnel. The lockdown drill training will include use of the District's emergency communication method with law enforcement. Students will be included in the drills to the extent that is appropriate to the age of the student and grade configuration of the school and the drills may be conducted during the instructional day or during non-instructional time periods.

Drills may be conducted during the instructional day or during non-instructional time periods.

Other types of emergency drills may also be conducted to test the implementation of the District's emergency plans in the event of violence, natural disaster, terrorist attack, other emergency, or the District's emergency communication with law enforcement method. that might include the use of biological or chemical agents. Students shall be included in the drills to the extent practicable.

Legal References: A.C.A. § 12-13-109, A.C.A. § 6-10-110, A.C.A. § 6-10-121, A.C.A. § 6-15-1302, A.C.A. § 6-15-1303, Ark. Division of Academic Facilities and Transportation Rules Governing Maintenance and Operations of Ark. Public School Buses and Physical Examinations of School Bus Drivers 4.03.1

Date Adopted: 7/20/2023

PERMANENT RECORDS

(Ref. ASBA 4.38)

Permanent school records, as required by the Arkansas Department of Education, shall be maintained for each student enrolled in the District until the student receives a high school diploma or its equivalent or is beyond the age of compulsory school attendance. A copy of the student's permanent record shall be provided to the receiving school district within ten (10) school days after the date a request from the receiving school district is received.

Legal References: A.C.A. § 6-18-901, A.C.A. § 6-28-107, ADE Rule *Student Permanent Records*

Date Adopted: July 24, 2017

CORPORAL PUNISHMENT

(Ref. ASBA 4.39)

The Melbourne School District School Board authorizes the use of corporal punishment to be administered in accordance with this policy by the Superintendent or the superintendent's designated staff members who are required to have a state-issued license as a condition of their employment.

Prior to the administration of corporal punishment, the student receiving the corporal punishment shall be given an explanation of the reasons for the punishment and be given an opportunity to refute the charges. Parents shall then be notified.

All corporal punishment shall be administered privately, i.e. out of the sight and hearing of other students, shall not be excessive, or administered with malice, and shall be administered in the presence of another school administrator or designee who shall be a licensed staff member employed by the District.

Corporal punishment shall not be used as a form of discipline for a student who is intellectually disabled, non-ambulatory, non-verbal, or autistic.

Legal Reference: A.C.A. § 6-18-503 (b)

Date Adopted: July 22, 2019

HOMELESS STUDENTS

(Ref. ASBA 4.40)

The Melbourne School District will afford the same services and educational opportunities to homeless children as are afforded to non-homeless children. The Superintendent or his/her designee shall appoint an appropriate staff person to be the local educational liaison for homeless children and youth whose responsibilities shall include coordinating with the state educational liaison for

homeless children and youth to ensure that homeless children are not stigmatized or segregated on the basis of their status as homeless and such other duties as are prescribed by law and this policy.

Notwithstanding Policy (RESIDENCE REQUIREMENTS), homeless students living in the district are entitled to enroll in the district's school that non-homeless students who live in the same attendance area are eligible to attend. If there is a question concerning the enrollment of a homeless child due to a conflict with Policy (RESIDENCE REQUIREMENTS) or Policy (ENTRANCE REQUIREMENTS), the child shall be immediately admitted to the school in which enrollment is sought pending resolution of the dispute. It is the responsibility of the District's local educational liaison for homeless children and youth to carry out the dispute resolution process.

To the extent feasible, the District shall do one of the following according to what is in the best interests of a homeless child. (For the purposes of this policy "school of origin" means the school the child attended when permanently housed or the school in which the child was last enrolled.)

1. continue educating the child who becomes homeless between academic years or during an academic year in their school of origin for the duration of their homelessness;
2. continue educating the child in his/her school of origin who becomes permanently housed during an academic year for the remainder of the academic year; or
3. enroll the homeless child in the school appropriate for the attendance zone where the child lives.

If the District elects to enroll a homeless child in a school other than their school of origin and such action is against the wishes of the child's parent or guardian, the District shall provide the parent or guardian with a written explanation of their reason for so doing which shall include a statement of the parent/guardian's right to appeal.

In any instance where the child is unaccompanied by a parent or guardian, the District's local educational liaison for homeless children and youth shall assist the child in determining his/her place of enrollment. The Liaison shall provide the child with a notice of his/her right to appeal the enrollment decision.

The District shall be responsible for providing transportation for a homeless child, at the request of the parent or guardian (or in the case of an unaccompanied youth, the Liaison), to and from the child's school of origin.

A homeless student shall be immediately eligible to participate in interscholastic activities at the school in which the student is enrolled.

For the purposes of this policy, students shall be considered homeless if they lack a fixed, regular, and adequate nighttime residence and;

a. are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals.
b. have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
c. are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and includes
d. are migratory children who are living in circumstances described in clauses (a) through (c).

Legal References: A.C.A. § 6-18-115, A.C.A. § 9-25-106
42 U.S.C. § 11431 et seq., 42 U.S.C. § 11431 (2), 42 U.S.C. § 11432(g)(1)(H)(I), 42 U.S.C. § 11432 (g)(1)(J)(i), (ii), (iii), (iii)(I), (iii)(II), 42 U.S.C. § 11432 (g)(3)(A), (A)(i), (A)(i)(I), (A)(i)(II), (A)(ii), 42 U.S.C. § 11432 (g)(3)(B)(i), (ii), (iii), 42 U.S.C. § 11432 (g)(3)(C)(i), (ii), (iii), 42 U.S.C. § 11432 (g)(3)(E)(i), (ii), (iii), 42 U.S.C. § 11432 (g)(3)(G), 42 U.S.C. § 11432 (g)(4) (A), (B), (C), (D), (E), 42 U.S.C. § 11434a, Commissioner's Memo COM-18-044
Date Adopted: 06/06/2024

PHYSICAL EXAMINATIONS OR SCREENINGS

(Ref. ASBA 4.41)

The district conducts routine health screenings such as hearing, vision, and scoliosis due to the importance these health factors play in the ability of a student to succeed in school. The intent of the exams or screenings is to detect defects in hearing, vision, or other elements of health that would adversely affect the student's ability to achieve to his/her full potential.

The rights provided to parents under this policy transfer to the student when he/she turns 18 years old.

Except in instances where a student is suspected of having a contagious or infectious disease, parents shall have the right to opt their student out of the exams or screenings by using a form providing certification from a physician that he/she has recently examined the student.

Legal References: A.C.A. § 6-18-701
Date Adopted: July 24, 2017

STUDENT HANDBOOK

(Ref. ASBA 4.42)

It shall be the policy of the Melbourne School District that the most recently adopted version of the Student Handbook be incorporated by reference into the policies of this district. In the event that there is a conflict between the student handbook and a general board policy or policies, the more recently adopted language will be considered binding and controlling on the matter provided the parent(s) of the student, or the student if eighteen (18) years of age or older have acknowledged receipt of the controlling language.

Date Adopted: 07/25/2024

COMPLAINT RESOLUTION

Any parent or guardian is encouraged to seek a resolution to any problem involving school personnel. The following procedure has been established to provide a means of addressing problems and seeking a solution. The steps are:

1. Seek a resolution with the teacher involved.
2. If the problem is not resolved in step #1, contact the principal.
3. If the problem is not resolved in step #2, contact the superintendent.
4. If the superintendent is unable to resolve the problem the parent may refer the problem to the board of education.

BULLYING

(Ref. ASBA 4.43)

Definitions

"Attribute" means an actual or perceived personal characteristic including without limitation race, color, religion, ancestry, national origin, socioeconomic status, academic status, disability, gender, gender identity, physical appearance, health condition, or sexual orientation;

"Bullying" means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or public school employee by a written, verbal, electronic, or physical act that:

May address an attribute of the other student, public school employee, or person with whom the other student or public school employee is associated;

- Involves an actual or reasonably perceived power imbalance;
- Is repeated or has a high likelihood of repetition; and
- Causes or creates actual or reasonably foreseeable:
- Physical harm to a public school employee or student or damage to the public school employee's or student's property;
- Substantial interference with a student's education or with a public school employee's role in education;
- A hostile educational environment for one (1) or more students or public school employees due to the severity, persistence, or pervasiveness of the act; or
- Substantial disruption of the orderly operation of the school or educational environment;

Examples of "Bullying" include, but are not limited to, a pattern of behavior involving one or more of the following:

1. Cyberbullying;
2. Sarcastic comments "compliments" about another student's personal appearance or actual or perceived attributes,
3. Pointed questions intended to embarrass or humiliate,
4. Mocking, taunting or belittling,
5. Non-verbal threats and/or intimidation such as "fronting" or "chesting" a person,
6. Demeaning humor relating to a student's actual or perceived attributes,
7. Blackmail, extortion, demands for protection money or other involuntary donations or loans,
8. Blocking access to school property or facilities,
9. Deliberate physical contact or injury to person or property,
10. Stealing or hiding books or belongings,
11. Threats of harm to student(s), possessions, or others,
12. Sexual harassment, as governed by policy 4.27, is also a form of bullying, and/or

13. Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether the student self-identifies as homosexual or transgender (Examples: “Slut”, “You are so gay.”, “Fag”, “Queer”).

"Cyberbullying" means any form of communication by electronic act that is sent with the purpose to:

- Harass, intimidate, humiliate, ridicule, defame, or threaten a student, school employee, or person with whom the other student or school employee is associated; or
- Incite violence towards a student, school employee, or person with whom the other student or school employee is associated.

Cyberbullying of School Employees includes, but is not limited to:

a. Building a fake profile or website of the employee;
b. Posting or encouraging others to post on the Internet private, personal, or sexual information pertaining to a school employee;
c. Posting an original or edited image of the school employee on the Internet;
d. Accessing, altering, or erasing any computer network, computer data program, or computer software, including breaking into a password-protected account or stealing or otherwise accessing passwords of a school employee;
e. Making repeated, continuing, or sustained electronic communications, including electronic mail or transmission, to a school employee;
f. Making, or causing to be made, and disseminating an unauthorized copy of data pertaining to a school employee in any form, including without limitation the printed or electronic form of computer data, computer programs, or computer software residing in, communicated by, or produced by a computer or computer network;
g. Signing up a school employee for a pornographic Internet site; or
h. Without authorization of the school employee, signing up a school employee for electronic mailing lists or to receive junk electronic messages and instant messages.

Cyberbullying is prohibited whether or not the cyberbullying originated on school property or with school equipment, if the cyberbullying results in the substantial disruption of the orderly operation of the school or educational environment or is directed specifically at students or school personnel and maliciously intended for the purpose of disrupting school and has a high likelihood of succeeding in that purpose.

“Harassment” means a pattern of unwelcome verbal or physical conduct relating to another person's constitutionally or statutorily protected status that causes, or reasonably should be expected to cause, substantial interference with the other's performance in the school environment; and

“Substantial disruption” means without limitation that any one or more of the following occur as a result of the bullying:

- Necessary cessation of instruction or educational activities;
- Inability of students or educational staff to focus on learning or function as an educational unit because of a hostile environment;
- Severe or repetitive disciplinary measures are needed in the classroom or during educational activities; or
- Exhibition of other behaviors by students or educational staff that substantially interfere with the learning environment.

Respect for the dignity of others is a cornerstone of civil society. Bullying creates an atmosphere of fear and intimidation, robs a person of his/her dignity, detracts from the safe environment necessary to promote student learning, and will not be tolerated by the Board of Directors. Students who bully another person shall be held accountable for their actions whether they occur on school equipment or property; off school property at a school sponsored or approved function, activity, or event; going to or from school or a school activity in a school vehicle or school bus; or at designated school bus stops.

Students are encouraged to report behavior they consider to be bullying, including a single action which if allowed to continue would constitute bullying, to their teacher or the building principal. The report may be made anonymously. Teachers and other school employees who have witnessed, or are reliably informed that, a student has been a victim of behavior they consider to be bullying, including a single action which if allowed to continue would constitute bullying, shall report the incident(s) to the building principal, or designee, as soon as possible. Parents or legal guardians may submit written reports of incidents they feel constitute bullying, or if allowed to continue would constitute bullying, to the building principal, or designee.

The person or persons reporting behavior they consider to be bullying shall not be subject to retaliation or reprisal in any form.

A building principal, or designee, who receives a credible report or complaint of bullying shall:

1. As soon as reasonably practicable, but by no later than the end of the school day following the receipt of the credible report of bullying:

a. Report to a parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student that their student is the victim in a credible report of bullying; and

b. Prepare a written report of the alleged incident of bullying;
1. Promptly investigate the credible report or complaint of bullying, which shall be completed by no later than the fifth (5th) school day following the completion of the written report.
2. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student who was the alleged victim in a credible report of bullying whether the investigation found the credible report or complaint of bullying to be true and the availability of counseling and other intervention services.
3. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of the student, or person acting in loco parentis of the student who is alleged to have been the perpetrator of the incident of bullying:
a. That a credible report or complaint of bullying against their student exists;
b. Whether the investigation found the credible report or complaint of bullying to be true;
c. Whether action was taken against their student upon the conclusion of the investigation of the alleged incident of bullying; and
d. Information regarding the reporting of another alleged incident of bullying, including potential consequences of continued incidents of bullying;
4. Make a written record of the investigation, which shall include:
a. A detailed description of the alleged incident of bullying, including without limitation a detailed summary of the statements from all material witnesses to the alleged incident of bullying;
b. Any action taken as a result of the investigation; and
5. Discuss, as appropriate, the availability of counseling and other intervention services with students involved in the incident of bullying.

Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion. In determining the appropriate disciplinary action, consideration may be given to other violations of the student handbook which may have simultaneously occurred.[1] In addition to any disciplinary actions, the District shall take appropriate steps to remedy the effects resulting from bullying.

Notice of what constitutes bullying, the District's prohibition against bullying, and the consequences for students who bully shall be conspicuously posted in every classroom, cafeteria, restroom, gymnasium, auditorium, and school bus. Parents, legal guardians, person having lawful control of a student, persons standing in loco parentis, students, school volunteers, and employees shall be given copies of the notice annually.

The superintendent shall make a report annually to the Board of Directors on student discipline data, which shall include, without limitation, the number of incidents of bullying reported and the actions taken regarding the reported incidents of bullying.

To prevent multiple, simultaneous investigations into the same alleged conduct, if the facts that support an alleged incident of bullying may also constitute a violation of another District policy; State or Federal law; State rule; or Federal regulation, then the District shall investigate and dispose of the alleged incident of bullying in accordance with the other applicable District policy; State or Federal law; State rule; or federal regulation in lieu of the requirements of this policy.

Copies of this policy shall be available upon request.

Legal References: A.C.A. § 5-71-217
A.C.A. § 6-18-514

Date Adopted: July 22, 2019 Date Revised: July 2025 Date Revisions Adopted: 07/24/2025

NATIONAL ANTHEM
(Ref. ASBA 4.44)

Each school in the District shall broadcast The Star-Spangled Banner at:

- The commencement of each school-sanctioned sporting event; however, if two (2) or more school-sanctioned sporting events occur on the same day at the same school, then the broadcast of The Star-Spangled Banner may be performed at only one (1) of the events; and
- At least one (1) time each week during school hours.

The broadcast of The Star-Spangled Banner shall be selected from any recording that adheres to the Division of Elementary and Secondary Education (DESE) Rules, or, when appropriate, performed from original sheet music that adheres to DESE rules by:

- A school-sanctioned band program;
- A school-sanctioned chorale program, vocal group, or vocalist; or
- The attendees of a school-sanctioned event led by a vocalist selected by the principal of the school hosting the school-sanctioned event.

Students shall not be compelled to participate in the performance of The Star-Spangled Banner, but students who choose not to participate in the performance of The Star-Spangled Banner shall not disrupt those students choosing to participate in the performance of The Star-Spangled Banner. Students choosing not to participate in the performance of The Star-Spangled Banner who do not disrupt the participation of performance of The Star-Spangled Banner shall not be subject to any comments, retaliation, or disciplinary action.

Legal Reference: A.C.A. § 6-10-136; DESE Rules Governing the Star-Spangled Banner Act

Date Adopted: 7/29/21

GRADUATION REQUIREMENTS
FOR THE CLASS OF 2026
(Ref. ASBA 4.45.)

Information regarding Graduation requirements will be sent home with students prior to their enrolling in seventh (7^{th}) grade, or when a seventh (7^{th}) through twelfth (12^{th}) grade student enrolls in the district for the first time. This policy is to be included in student handbooks for grades six (6) through twelve (12) and both students and parents must sign an acknowledgement they have received the policy. All students are required to fulfill the Core curriculum or the Alternate Pathway to Graduation when required by their IEP to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians as part of the creation of the student's Student Success Plan.

This policy and the courses necessary for graduation shall be reviewed by staff, students, and parents as part of the annual school district strategic plan development process[1] to determine if changes need to be made to better serve the needs of the district's students. The superintendent, or the superintendent's designee, shall select the composition of the review panel.

Sufficient information relating to the district's graduation requirements shall be communicated to parents and students to ensure their informed understanding; this shall be accomplished through holding an informational meeting for parents, legal guardians, or persons standing in loco parentis to students enrolled in grades six through twelve (6-12) with the school counselor and may be accomplished through any or all of the additional following means:[2]

- Inclusion in the student handbook of the graduation requirements;
- Discussion of the graduation requirements at the school's annual public meeting, PTA meetings, or a meeting held specifically for the purpose of informing the public on this matter; and/or
- Distribution of a newsletter(s) to parents or guardians of the district's students.

Administrators, or their designees, shall train newly hired employees, required to be licensed as a condition of their employment, regarding this policy. The district's annual professional development shall include the training required by this paragraph.[3]

To the best of its ability, the District shall follow the requirements covering the transfer of course credit and graduation set forth in the Interstate Compact on Educational Opportunity for Military Children and the Arkansas Military Child School Transitions Act of 2021 for all students who meet the definition of "eligible child" in Policy 4.2—ENTRANCE REQUIREMENTS including the waiving of specific courses that are required for graduation if similar coursework has been satisfactorily completed.

GRADUATION REQUIREMENTS

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation. In addition to the twenty-two (22) units required for graduation by the Division of Elementary and Secondary Education (DESE), the district requires an additional _1_ units to graduate for a total of _23_ units. The additional required units may be taken from any electives offered by the district.[4] Accelerated learning courses or career education courses that are determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.

All students must receive a passing score on the Arkansas Civics Exam in order to graduate.

Students shall be trained in quality psychomotor skill bases in cardiopulmonary resuscitation and the use of automated external defibrillators in order to graduate.

Personal and Family Finance

All students shall receive credit in a course covering the Personal and Family Finance Standards in order to graduate.

Computer Science

All students shall earn one (1) unit of credit in a computer science or computer science related career and technical education course in order to graduate.

English: four (4) units – 9th, 10th, 11th, and 12th

Oral Communications: one-half (½) unit

Mathematics: four (4) units

- Algebra or its equivalent***** - 1 unit
- Geometry or its equivalent***** - 1 unit
- All math units must build on the base of algebra and geometry knowledge and skills.
- (Comparable 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:
   - An additional science credit approved by DESE; or
   - A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

- Civics one-half (½) unit
- World history, one (1) unit
- American History, one (1) unit
- Other social studies – one-half (½) unit

Physical Education: one-half (½) unit

Note: While one-half (½) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.

Health and Safety: one-half (½) unit

Economics – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.[8]

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units
All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.

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

a student who completes at least seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12) at any certified service agency or a part of a service-learning school program shall receive one (1) Career Focus credit.[~~8~~6]

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: 7/20/2023 Date Revised: July 2025 Date Revisions Adopted: 07/24/2025

4.45.1—GRADUATION REQUIREMENTS FOR THE CLASS OF 2027 AND THEREAFTER

Information regarding Graduation requirements will be sent home with students prior to their enrolling in seventh (7^{th}) grade, or when a seventh (7^{th}) through twelfth (12^{th}) grade student enrolls in the district for the first time. This policy is to be included in student handbooks for grades six (6) through twelve (12) and both students and parents must sign an acknowledgement they have received the policy. All students are required to fulfill the Core curriculum or the Alternate Pathway to Graduation when required by their IEP to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians as part of the creation of the student's Student Success Plan.

This policy and the courses necessary for graduation shall be reviewed by staff, students, and parents as part of the annual school district strategic plan development process[1] to determine if changes need to be made to better serve the needs of the district's students. The superintendent, or the superintendent's designee, shall select the composition of the review panel.

Sufficient information relating to the district's graduation requirements shall be communicated to parents and students to ensure their informed understanding; this shall be accomplished through holding an informational meeting for parents, legal guardians, or persons standing in loco parentis to students enrolled in grades six

through twelve (6-12) with the school counselor and may be accomplished through any or all of the additional following means:[2]

- Inclusion in the student handbook of the graduation requirements;
- Discussion of the graduation requirements at the school's annual public meeting, PTA meetings, or a meeting held specifically for the purpose of informing the public on this matter; and/or
- Distribution of a newsletter(s) to parents or guardians of the district's students.

Administrators, or their designees, shall train newly hired employees, required to be licensed as a condition of their employment, regarding this policy. The district's annual professional development shall include the training required by this paragraph.[3]

To the best of its ability, the District shall follow the requirements covering the transfer of course credit and graduation set forth in the Interstate Compact on Educational Opportunity for Military Children and the Arkansas Military Child School Transitions Act of 2021 for all students who meet the definition of "eligible child" in Policy 4.2—ENTRANCE REQUIREMENTS including the waiving of specific courses that are required for graduation if similar coursework has been satisfactorily completed.

GRADUATION REQUIREMENTS

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation. In addition to the twenty-two (22) units required for graduation by the Division of Elementary and Secondary Education (DESE), the district requires an additional _1_ units to graduate for a total of __23 units. The additional required units may be taken from any electives offered by the district.[4] Accelerated learning courses or career education courses that are determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.

All students must receive a passing score on the Arkansas Civics Exam in order to graduate.

Students shall be trained in quality psychomotor skill bases in cardiopulmonary resuscitation and the use of automated external defibrillators in order to graduate.

Personal and Family Finance

All students shall receive credit in a course covering the Personal and Family Finance Standards in order to graduate.

Computer Science

All students shall earn one (1) unit of credit in a computer science or computer science related career and technical education course in order to graduate.

Community Service

Except as otherwise provided by this policy or the student's IEP, each student must receive seventy-five (75) clock hours of community service that is certified by the service agency or organization where the student volunteers or the student's parent. The community service must be in programs or activities, either in Arkansas or outside of Arkansas, that meet the requirements established by the State Board and the District Board of Directors and include preparation, action, and reflection components. A student who transfers into the District after ninth (9th) grade must receive at least the following documented clock hours of community service each year:

- Fifteen (15) hours for students in grade nine (9);
- Twenty (20) hours for students in grade ten (10);
- Twenty (20) hours for students in grade eleven (11); and
- Twenty (20) hours for students in grade twelve (12).

Students transferring into the District after grade nine (9) or students who are graduating early may receive a diploma provided that the minimum requirement for each year the student attends the District is met. The District Board of Directors may grant a waiver of the community service requirement for extenuating circumstances on a case-by-case basis, which may include without limitation:

- A major illness associated with a student or a family member of a student;
- Student homelessness or housing insecurity; and
- Notice to the public school district board of directors if the student is a major contributor to family income.
-

English: four (4) units – 9th, 10th, 11th, and 12th

Oral Communications: one-half (½) unit

Mathematics: four (4) units

- Algebra or its equivalent***** - 1 unit
- Geometry or its equivalent***** - 1 unit
- All math units must build on the base of algebra and geometry knowledge and skills.
- (Comparable 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:
    a. An additional science credit approved by DESE; or
    b. A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

- Civics one-half (½) unit
- World history, one (1) unit
- American History, one (1) unit
- Other social studies – one-half (½) unit

Physical Education: one-half (½) unit

Note: While one-half (½) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.

Health and Safety: one-half (½) unit

Economics – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.[~~7~~5]

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units

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

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

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
~~Smart Core Information Sheet~~
~~Smart Core Waiver Form~~
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

Date Adopted: 06/06/2024 Date Revised: July 2025 Date Revisions Adopted: 07/24/2025

PLEDGE OF ALLEGIANCE AND MOMENT OF SILENCE
(Ref. ASBA 4.46)

The Pledge of Allegiance shall be recited:
1. During the first class period of each school day;
2. At the commencement of each school-sanctioned after-school assembly; and
3. At the commencement of each school-sanctioned sporting event; however, if two (2) or more school-sanctioned sporting events occur on the same day at the same school, then the Pledge may be recited at only one (1) of the school-sanctioned sporting events.

Students choosing to participate in the recitation of the Pledge shall do so by facing the flag with their right hands over their hearts, or in an appropriate salute if in uniform, while reciting the Pledge. Students choosing not to participate shall either stand or sit quietly while the other students recite the Pledge.

Students shall not be compelled to recite the Pledge, but students who choose not to recite the Pledge shall not disrupt those students choosing to recite the Pledge. Students choosing not to recite the Pledge who do not disrupt those students who choose to recite the Pledge shall not be subject to any comments, retaliation, or disciplinary action.

Following the recitation of the Pledge, there shall be an observance of one (1) minute of silence. During the one (1) minute of silence, each student may reflect, pray, meditate, or engage in any other silent activity that is not likely to interfere with or distract another student. Students who do not disrupt the one (1) minute of silence shall not be subject to any comments, retaliation, or disciplinary action.

Legal Reference: A.C.A. § 6-10-115, A.C.A. § 6-16-108

4.47— STUDENT POSSESSION AND USE OF PERSONAL ELECTRONIC DEVICES

In Accordance with Arkansas Act 936 ("Bell-to-Bell No Cell Phone Use")

Bell-to-Bell, No-Cell Rule
To enhance learning and comply with Arkansas's SB 142/ ACT 11, all student cellphones and personal electronic devices (phones, smartwatches, Bluetooth devices) must be **powered off or in airplane mode and stored in backpacks** from the start of school until dismissal. This includes transitions, lunch, recess, and all class time.

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.

POLICY DETAILS

- Devices must be **turned off or in airplane mode.**
- Devices must be stored **in backpacks** (or an approved location) and not carried on person (pockets, waistband, etc)
- **No phone usage allowed** during class changes, lunch, restroom breaks, or break.
- Emergency use must be authorized by a staff member.

PURPOSE

- Align with state law and best educational practices.
- Minimize distractions and promote focus
- Support a safer, more respectful school environment

VIOLATION CONSEQUENCES

1st Offense Parent pick-up required. Student receives **1 day of Saturday School (SS)**
2nd Offense Parent pick-up required. **2 Days SS** assigned.

3rd Offense Parent pick-up required. **3 Days SS** assigned.
4th Offense Parent pick-up required **4 Days SS** assigned. Parent Conference Required.
5th + Offense Parent pick-up required **5+ Days SS** assigned or further disciplinary action.

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

The District shall not be liable for a personal electronic device that is confiscated if the personal electronic device is lost, stolen, or damaged.

IMPORTANT NOTES

- **Phones are returned only to a parent/guardian**
- Students may not pick up confiscated phones under any circumstance
- SS consequences may include loss of privileges, including school events or field trips.

EMERGENCY & SPECIAL NEEDS

A student may use a personal electronic device during the school day if:

- The personal electronic device is required by the student's individual education plan (IEP), 504 Plan, or Individual Health Plan for health reasons
- The use of the personal electronic device is during an emergency as defined by this policy\
- The student is enrolled in an endorsed concurrent enrollment course at an institution of higher education, and the use of the personal electronic device is necessary in order to utilize two-factor authentication to access course work and resources for the endorsed concurrent enrollment course. The use of the personal electronic device shall be limited to the time necessary to complete the two-factor authentication process.
- The use of the personal electronic device is during a special event during the school day

Devices may be used if:

- There's a **safety emergency** (e.g., medical, weather, security alert);
- The device is **pre-approved** for documented medical needs.
- Use occurs **after school** or during **authorized school events**.

Misuse of Personal Electronic Devices

Even if a student is allowed to possess or use a personal electronic device under this policy, the misuse of a personal electronic device is prohibited. Misuse of personal electronic devices includes, but is not limited to:

1. Using personal electronic devices issued by the District during class time in any manner other than specifically permitted by the classroom instructor;
2. Permitting any audible sound to come from the personal electronic device when not being used for reason #1 above;
3. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, or wrongfully obtaining test copies or scores;
4. Using the personal electronic device to record audio or video or to take photographs in areas where a general expectation of personal privacy exists, including but not limited to locker rooms and bathrooms;
5. Creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person regardless of whether the image is real or created through the use of artificial intelligence;
6. Using a personal electronic device issued by the District in a manner that violates the Electronic Device and Internet Use Agreement regardless of whether the violation occurred on or off campus;
7. Using a personal electronic device at an event during the school day that was not designated as a special school event or in a manner or location that was not authorized as part of the special school event;
8. Using personal electronic devices issued by the District while driving any vehicle at any time;[3] or

9. Using a personal electronic device for the purposes of browsing the internet; composing or reading emails and text messages; or making or answering phone calls while driving a motor vehicle that is in motion and on school property.[4]

PARENT & FAMILY INVOLVEMENT

- A copy of this policy is included in the **student handbook** and posted on the **school website**.
- **Parents will be notified** the day of any offense involving their child.
- Please ensure if your student brings their device to school it is **powered off and secured** in their backpack daily.

NEXT STEPS

- Acknowledge receipt and review of this policy with your student.
- Talk it over: Explain why keeping devices off reduces distractions and benefits learning.
- Recheck: Remind your student each morning to power off and store their phone.

STUDENT CELLPHONE AND PERSONAL ELECTRONIC DEVICE POLICY **PARENT/GUARDIAN ACKNOWLEDGEMENT FORM**

I, the parent/guardian of _____(student name), grade _____, acknowledge that I have read and understand the ***STUDENT CELLPHONE AND PERSONAL ELECTRONIC DEVICE POLICY***. I understand that my student is required to keep their electronic devices powered off and in their backpack from bell to bell and that failure to do so will result in Saturday School and a parent-required device retrieval.

Signature: _____ Date: _____

Phone Number: _____ Email: _____

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 and School Safety

Date Adopted: 07/24/2025 Last Revised: 10/31/2025 Revisons Board Adopted: 11/13/2025

VIDEO SURVEILLANCE AND OTHER STUDENT MONITORING
(Ref. ASBA 4.48)

The Board of Directors has a responsibility to maintain discipline, protect the safety, security, and welfare of its students, staff, and visitors while at the same time safeguarding district facilities, vehicles, and equipment. As part of fulfilling this responsibility, the board authorizes the use of video/audio surveillance cameras,[1] automatic identification technology, data compilation devices, and technology capable of tracking the physical location of district equipment, students, and/or personnel.

The placement of video surveillance cameras shall be based on the presumption and belief that students, staff and visitors have no reasonable expectation of privacy anywhere on or near school property, facilities, vehicles, or equipment, with the exception of places such as rest rooms or dressing areas where an expectation of bodily privacy is reasonable and customary.[2]

Signs shall be posted on campus buildings and in district vehicles to notify students, staff, and visitors that video cameras may be in use.[3] Parents and students shall also be notified through the student handbook that cameras may be in use in school buildings, on school grounds and in school vehicles.[4] Students will be held responsible for any violations of school discipline rules caught by the cameras and other technologies authorized in this policy.

The district shall retain copies of video recordings until they are erased[5] which may be accomplished by either deletion or copying over with a new recording. Other than video recordings being retained under the provisions of this policy's following paragraph, the district's video recordings may be erased any time greater than __ after they were created.[6]

Videos,[7] automatic identification, or data compilations containing evidence of a violation of student conduct rules and/or state or federal law shall be retained until the issue of the misconduct is no longer subject to review or appeal as determined by board policy or student handbook;[8, 9] any release or viewing of such records shall be in accordance with current law.

Students who vandalize, damage, disable, or render inoperable (temporarily or permanently) surveillance cameras and equipment,[1] automatic identification, or data compilation devices shall be subject to appropriate disciplinary action and referral to appropriate law enforcement authorities.

Legal References: A.C.A. § 6-21-122
20 USC 1232g
20 U.S.C. 7115
34 CFR 99.3, 4, 5, 7, 8, 10, 12, 31

Date Adopted: July 24, 2017 Date Revised: July 2025 Date Revisions Adopted: 07/24/2025

SPECIAL EDUCATION
(Ref. ASBA 4.49)

In accordance with the Individuals With Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act, and Arkansas Statutes, the district shall provide a free appropriate public education and necessary related services to all children with disabilities who reside;

- Within the district boundaries; or
- Outside of the District boundaries but are enrolled in the District.

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the state and federal statutes governing special education. Implementation of an Individualized Education Program (IEP) in accordance with the IDEA satisfies the district's obligation to provide a free and appropriate education under Section 504.

The Board directs the superintendent to ensure procedures are in place for the implementation of special education services and that programs are developed to conform to the requirements of state and federal legislation. The superintendent is responsible for appointing a district coordinator for overseeing district fulfillment of its responsibilities regarding students with disabilities. Among the coordinator's responsibilities shall be ensuring district enforcement of the due process rights of students with disabilities and their parents.

Legal References: 34 C.F.R. part 300 et seq., 20 U.S.C. §1400 et seq A.C.A. §6-41-102, A.C.A. §6-41-103, A.C.A. § 6-41-201 et seq.
Date Adopted: 7/27/2020

SCHOOL MEAL MODIFICATIONS
(Ref. ASBA 4.50)

Except for requests to receive "lactose free" milk[1], the district only provides modified meal components on menus to accommodate students with a disability. A parent/guardian wishing to request dietary accommodations for their student with a disability must submit to the district's Director of Child Nutrition a medical statement completed by a State licensed healthcare professional, which includes:

- Physicians, including those licensed by:
  - The Arkansas State Medical Board;
  - The Arkansas State Board of Chiropractic Examiners (Chiropractors);
  - The Arkansas Board of Podiatric Medicine (Podiatrists);
- Nurse Practitioners (APRNs in family or pediatric practice with prescriptive authority);
- Physician Assistants (PAs who work in collaborative practice with a physician); and
- Dentists.

The medical statement should include:

1. A description of the student's disability that is sufficient to understand how the disability restricts the student's diet;
2. An explanation of what must be done to accommodate the disability, which may include:
   a. Food(s) to avoid or restrict;
   b. Food(s) to substitute;
   c. Caloric modifications; or
   d. The substitution of a liquid nutritive formula.

If the information provided in the medical statement is unclear, or lacks sufficient detail, the district's Director of Child Nutrition[1] shall request additional information so that a proper and safe meal can be provided.

When choosing an appropriate approach to accommodate a student's disability, the District will consider the expense and efficiency of the requested accommodations. The District will offer a reasonable modification that effectively accommodates the child's disability and provides equal opportunity to participate in or benefit from the program, which may include a generic version of a product.

Parents may submit a written request for their student to be provided "lactose free" milk. The parent's request is not required to be accompanied by a medical statement in order for it to be granted.[1]

Parents may file a grievance regarding the request for modifications with the District's 504 Coordinator[3], who will schedule a hearing on the grievance to be held as soon as possible. The 504 coordinator shall provide a copy of the procedures governing the hearing, including that the parent has the right to be accompanied by counsel, and the appeal process upon request.

Except for requests to receive "lactose free" milk[1], the district will not prepare meals outside the normal menu to accommodate a family's religious or personal health beliefs.

Legal References:
Commissioner's Memo FIN-09-044
Commissioner's Memo FIN-15-122
Commissioner's Memo CNU-17-051
Commissioner's Memo CNU-18-008
Commissioner's Memo CNU-18-023
Commissioner's Memo CNU-18-025
7 CFR 210.10(g)

Date Adopted: July 24, 2017 Date Revised: July 2025 Date Revisions Adopted: 07/24/2025

4.51—SCHOOL LUNCHES

The goal of the Melbourne School District is to provide students with healthy meals each day. The purpose of this policy is to insure compliance with federal reporting requirements for the USDA Child Nutrition Program. A free hot lunch and breakfast program is provided in the cafeteria for the benefit and convenience of both the student and the parent.

Although the District offers the free lunch and breakfast it is of the **UTMOST IMPORTANCE** that parents apply for free and reduced meals. This program not only helps your child, but it also helps your school receive additional money to fund the Title I programs in your school. In order to continue to improve our Title I program, we need to increase enrollment in our free meal program. In the past, this program has been very successful and beneficial to many students. We are hoping that, with cooperation, it can even be better in the future.

Your child is not required to eat free meals just because they qualify. It is your choice whether or not to take advantage of the program, but we do need all the free/reduced meal applications filled out, signed and returned, regardless of your income. You may pick up a free and reduced application at the school or on our website bearkatz.k12.ar.us. In addition, you may complete the application online at https://secure.ezmealapp.com/ApplicationScreen.aspx

All school cafeterias possess computerized point of sale/cash register systems that maintain records of all monies deposited and spent for each student. Records are available by setting up an account at www.ezschoolpay.com or by speaking with the cafeteria manager.

Free Breakfast

In accordance with A.C.A. § 6-18-722, a student shall be provided one (1) breakfast at no cost during each school day upon the student's request regardless of whether the student qualifies for a federally funded free or reduced-price meal.

Thank you for your help and cooperation. If you have any questions or need assistance, please call: 870.368.4345

Legal References: Commissioner's Memo CNU-17-003
Commissioner's Memo CNU-17-024
A.C.A. § 6-18-715
A.C.A. § 6-18-722

Date Adopted: June 6, 2024 Date Revised: July 2025 Date Revisions Adopted: 07/24/2025

STUDENTS WHO ARE FOSTER CHILDREN
(Ref. ASBA 4.52)

The District will afford the same services and educational opportunities to foster children that are afforded other children and youth. The District shall work with the Department of Human Services ("DHS"), the ADE, and individuals involved with each foster child to ensure that the foster child is able to maintain the foster child's continuity of educational services to the fullest extent that is practical and reasonable.

The Superintendent or the superintendent's designee shall appoint an appropriate staff person to be the local educational liaison for foster children and youth whose responsibilities shall include ensuring the timely school enrollment of each foster child and assisting foster children who transfer between schools by expediting the transfer of relevant educational records.

The District, working with other individuals and agencies shall, unless the presiding court rules otherwise or DHS grants a request to transfer under Foster Child School Choice, ensure that the foster child remains in the foster child's current school, even if a change in the foster child's placement results in a residency that is outside the district. In such a situation, the District will work to arrange for transportation to and from school for the foster child to the extent it is reasonable and practical.

Upon notification to the District's foster care liaison by a foster child's caseworker that a foster child's school enrollment is being changed to one of the District's schools, the school receiving the child must immediately enroll him/her. Immediate enrollment is required even if a child lacks the required clothing, academic or medical records, or proof of residency.

A foster child's grades shall not be lowered due to absence from school that is caused by a change in the child's school enrollment, the child's attendance at dependency-neglect court proceedings, or other court-ordered counseling or treatment.

Any course work completed by the foster child prior to a school enrollment change shall be accepted as academic credit so long as the child has satisfactorily completed the appropriate academic placement assessment.

If a foster child was enrolled in a District school immediately prior to completing the foster child's graduation requirements while detained in a juvenile detention facility or while committed to the Division of Youth Services of DHS, the District shall issue the child a diploma.

Foster Child School Choice
If DHS approves a request from a foster parent, or the foster child if the foster child is eighteen (18) years of age, to transfer to another school in the District or into the district as being in the best interest of the foster child, the District shall allow the foster child to transfer to another school in the District or into the District if the foster parent, or the foster child if the foster child is eighteen (18) years of age, submits a request to transfer on a form approved by ADE that is postmarked by no later than June 1 of the year the student seeks to begin the fall semester at another school in the District or in the District.

By July 1 of the school year in which the student seeks to transfer under this section, the superintendent shall notify the foster parent, or the foster child if the foster child is eighteen (18) years of age, in writing whether the application has been accepted or rejected. If the application is accepted, the superintendent shall state in the notification letter a reasonable deadline for the foster child to enroll in the new school or the District and that failure to enroll by the date shall void the school choice acceptance. If the application is rejected, the superintendent shall state in the notification letter the reason for the rejection and that the foster parent, or the foster child if the foster child is eighteen (18) years of age, may submit a written appeal of the rejection to the State board within ten (10) days of receiving the notification letter.

The District shall only reject a Foster Child School Choice application if:
1. The public school or District has reached the maximum student-to-teacher ratio allowed under federal law, state law, rules for standards of accreditation, or other applicable rule or regulation; or

2. Approving the transfer would conflict with a provision of an enforceable desegregation court order or a public school district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment.

A foster child whose application is rejected by the District may submit a written request within ten (10) days following the receipt of the rejection letter from the superintendent to the State Board of Education for the State Board to reconsider the transfer.

A Foster Child School Choice transfer shall remain in effect until the foster child:

- Graduates from high school; or
- Transfers to another school or school district under:
  - The Foster Child School Choice Act;
  - Opportunity Public School Choice Act of 2004;
  - The Public School Choice Act of 2015; or
  - Any other law that allows a transfer.

The District shall accept credits toward graduation that were awarded by another public school district.

When a foster child transfers from the foster child's school of origin to another school in the District or into the District, the foster child or the foster parent is responsible for the foster child's transportation to and from the school the foster child transferred to. The District and the foster parent, or the foster child if the foster child is eighteen (18) years of age, may enter into a written agreement for the District to provide the transportation to and from the school the foster child transferred to.

Legal Reference: A.C.A. § 6-18-233, A.C.A. § 9-28-113
Date Adopted: July 24, 2017 Date Revised: July 2025 Date Revisions Adopted: 07/24/2025

PLACEMENT OF MULTIPLE BIRTH SIBLINGS

(Ref. ASBA 4.53)

The parent, guardian or other person having charge or custody of multiple birth siblings in grades pre-K through 6 may request that the multiple birth siblings are placed in either the same or separate classrooms. The request shall be in writing not later than the 14th calendar day prior to the first day of classes at the beginning of the academic year. The school shall honor the request unless it would require the school to add an additional class to the sibling's grade level. If one parent of multiple birth siblings requests a placement that differs from that of the other parent of the same multiple birth siblings, the school shall determine the appropriate placement of the siblings.

- The school may change the classroom placement of one or more of the multiple birth siblings if:
- There have been a minimum of 30 instructional days since the start of the school year; and
  - After consulting with each classroom teacher in which the siblings were placed, the school determines the parent's classroom placement request is:
    - Detrimental to the educational achievement of one or more of the siblings;
    - Disruptive to the siblings' assigned classroom learning environment; or
    - Disruptive to the school's educational or disciplinary environment.

If a parent believes the school has not followed the requirements of this policy, the parent may appeal the multiple birth siblings' classroom placement to the Superintendent. The Superintendent's decision regarding the appeal shall be final.

Legal Reference: A.C.A. § 6-18-106
Date Adopted: July 24, 2017

STUDENT PROMOTION AND RETENTION/COURSE CREDIT

(Ref. ASBA 4.55)

A disservice is done to students through social promotion and is prohibited by state law. The District shall, at a minimum, evaluate each student annually in an effort to help each student who is not performing at grade level. Parents or guardians shall be kept informed concerning the progress of their student(s). Notice of a student's possible retention or required retaking of a course shall be included with the student's grades sent home to each parent/guardian or the student if 18 or older. Parent-teacher conferences are encouraged and may be held as necessary in an effort to improve a student's academic success.

Each time a student is assessed by use of a high-quality literacy screener, At with results at least once each semester, the Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis, and teacher(s) of a student in kindergarten through eighth (8th) grade shall be notified in writing of the student's independent grade-level-equivalency in reading and, in a parent friendly manner, the student's reading progress.

Any grades, course credits, and/or promotions received by a student while enrolled in the Division of Youth Services system of education shall be considered transferable in the same manner as those grades, course credits, and promotions from other accredited Arkansas public educational entities.

If there is doubt concerning the promotion or retention of a student or his/her required retaking of a course, a conference shall be held before a final decision is made that includes the following individuals:

A. The building principal or designee;
B. The student's teacher(s);
C. School counselor;
D. A 504/special education representative (if applicable); and
E. The student's parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis.

The conference shall be held at a time and place that best accommodates those participating in the conference. The school shall document participation or non-participation in required conferences. If the conference attendees fail to agree concerning the student's placement or receipt of course credit, the final decision shall rest with the principal or the principal's designee.

At least once each semester, the parents and teachers(s) of a student in kindergarten through eighth (8th) grade shall be notified in writing of the student's independent grade-level-equivalency in reading.

Students shall have a student success plan (SSP) developed by school personnel in collaboration with the student's parents and the student that is reviewed and updated annually. While students in kindergarten through grade three (k-3) are not required to have an SSP, students who are not reading at grade level are required to have an individual reading plan and students in kindergarten through grade eight (K-8) are required to have a math intervention plan. You are required to report to DESE the types of interventions used and the number of students receiving each type of intervention.

A student's SSP shall use academic measures to personalize learning in order for students to achieve their grade-level expectations and individual growth. The SSP will identify if the student is in need of additional support or acceleration. Academic measures to be used in creating and updating a student's SSP shall include, but are not limited to:

- Statewide student assessment results;
- Subject grades;
- Student work samples; and
- Local assessment scores.

The SSP for a student in kindergarten through grade three (K-3) who does not meet the reading standard As set by the state board and determined by a high-quality literacy screener or the statewide assessment shall include an individual reading plan for each student. An individual reading plan shall include:

1. The student's specific, diagnosed reading skill needs, including without limitation;
    a. Phonemic awareness;
    b. Phonics decoding;
    c. Text reading fluency;
    d. Vocabulary-building strategies; and
    e. Self-regulated use of reading comprehension strategies, as identified by high-quality literacy screener data;
2. The goals and benchmarks for the student's growth;
3. How the student's progress will be monitored and evaluated;
4. The type of additional instructional services and interventions the student may receive;
5. The intensive, evidence-based literacy intervention program aligned to the science of reading the student's teacher will use to address the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension;

6. The strategies the student's parents, legal guardians, or persons standing in loco parentis to the student are encouraged to use in assisting the student to achieve the student's reading goal; and
7. Any additional services the student's teacher determines are available and appropriate to accelerate the student's reading skill development.

All parents, legal guardians, or persons standing in loco parentis shall be notified in writing:

A. Of the content of their child's independent reading plan and progress on the independent reading plan throughout the year; and
B. By no later than October 1 of each year, or as soon as practicable if a student's reading need is identified after October 1:
    a. Of their student's eligibility to participate in the literacy tutoring grant program;
    b. The process for applying for the literacy tutoring grant program; and
    c. Other information provided by DESE.

For each student who does not meet the reading standard established by the state board by the end of third (3rd) grade, including students who are promoted to the fourth (4th) grade under a good cause waiver, the District, during the subsequent summer and school year, shall :

A. Provide at least ninety (90) minutes of evidence-based literacy instruction aligned to the science of reading during each school day;
B. Assign the student to:
    a. If the District has a teacher with a value-added model score in the top quartile statewide in English language arts for the past three (3) years, a teacher with a value-added model score in the top quartile statewide in English language arts for the past three (3) years; or
    b. If the District is unable to identify a teacher with a value-added model score in the top quartile statewide in English language arts for the past three (3) years, a teacher:
        i. With a highly-effective rating according to the Teacher Excellence and Support System, when possible; or
        ii. Deemed to be a high-performing teacher as defined by a Master Professional Educator designation.
C. Provide parents, legal guardians, or persons standing in loco parentis to students with a "read-at-home" plan to support student early literacy growth, which shall include evidence-based science of reading strategies and tools that are aligned to a student's individual reading plan for parents, legal guardians, or persons standing in loco parentis to use with their student;
D. Notify parents, legal guardians, or persons standing in loco parentis to a student regarding their student's eligibility for a literacy tutoring grant;
E. Be given priority to receive a literacy tutoring grant; and
F. Be given the option to participate in additional intensive, evidence-based literacy intervention programs aligned to the science of reading.

The SSP of a student in kindergarten through grade eight (K-8) who is not performing at or above grade level on the state assessment, as defined by the State Board of Education shall include a math intervention plan. The math intervention plan may include the:

1. Provision of each student with access to high-dosage, targeted math tutoring in the subsequent school year, which shall include three (3) or more tutoring sessions a week in a one-on-one or small-group setting;
2. Assignment to:
    a. if the District has a teacher with a value-added model score in the top quartile statewide in math for the previous three (3) years, a teacher, with a value-added model score in the top quartile statewide in math for the previous three (3) years; or
    b. if the District is unable to find a teacher with a value-added model score in the top quartile statewide in math for the previous three (3) years, a teacher:
        i. With a highly-effective rating in the Teacher Excellence and Support System, when possible; or

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

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

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

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

- Guide the student along pathways to graduation;
- Address accelerated learning opportunities;
- Address academic deficits and interventions; and
- Include college and career planning components.

Based on student's score on the college and career assessment:

- The student's SSP will be updated in order to assist the student with college and career readiness skills, course selection in high school, and improved academic achievement; and
- Provide a basis for counseling concerning postsecondary preparatory programs.

A student's SSP shall include the recommended sequence of courses for successful completion of the diploma pathway selected by the student but be sufficiently flexible to allow the student to change the student's selected diploma pathway. The school counselor shall meet with the student's parent, legal guardian, or persons standing in loco parentis and the student to review the student's SSP annually and to revise the student's SSP as necessary to identify the courses to be taken each year until all required core courses are completed. Part of the review shall include an explanation of the possible impacts the revisions to the plan might have on the student's graduation requirements and postsecondary education goals. Any change made to a student's SSP as part of the review that amends the student's diploma pathway shall be structured to ensure that the student will meet the high school graduation requirements for the student's chosen diploma pathway and be qualified for admission to a postsecondary educational institution or to enter the workforce. After each review, the student's SSP shall be signed by the student; student's parent, legal guardian, or person standing in loco parentis to the student; and the school counselor.

An SSP shall be created:

1. By no later than the end of the school year for a student in grade eight (8) or below who enrolls in the District during the school year; or
2. As soon as reasonably possible for a student in grade nine (9) or above who enrolls in the District at the beginning or during the school year.

Such remediation shall not require the student to pass a subsequent college and career readiness measurement in order to graduate from high school.

A student's individualized education program (IEP) may act in the place of the student's SSP if the IEP addresses academic deficits and interventions for the student's failure to meet standards-based academic goals at an expected rate or level and includes a transition plan that addresses college and career planning components. Promotion/retention or graduation of students with an IEP shall be based on their successful attainment of the goals set forth in their IEP or completion of the Alternate Pathway to Graduation when applicable.

Students who either refuse to sit for a Statewide assessment or attempt to boycott a Statewide assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on the dates the assessments are originally administered or scheduled as make-up days shall not be permitted to participate in any non-curriculum related extracurricular activity, including school dances, prom, homecoming, senior events, and may be prevented from walking or participating in graduation exercises. The student shall remain ineligible to participate until the student takes the same or a following Statewide assessment, as applicable. The Superintendent or designee may wave this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances. Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.

GRADES K – 6

In order to be promoted to first grade a kindergarten student must score proficient (satisfactory) in Literacy and Math in the following areas:

- A student who has not met the third-grade reading standard as defined by the state board shall not be promoted to fourth(4th) grade unless the student has a good cause waiver. The following students may receive a good cause waiver:
    - Limited English Proficiency students who have had less than three (3) years of instruction in an English language learner program;
    - Students with a disability who are not eligible for the alternate assessment and who have an individualized education program or a 504 plan that reflects that the individual student:
        - Has received an intensive, evidence-based literacy intervention program aligned to the science of reading for more than two (2) years; and
        - Still demonstrates a need in reading proficiency or previously was retained in kindergarten, grade one (1), grade two (2), or grade three (3);
    - Students who:
        - Have received an intensive, evidence-based literacy intervention program aligned to the science of reading for two (2) or more years;
        - Still demonstrate a need in reading proficiency and who previously were retained in kindergarten, grade one (1), grade two (2), or grade three (3);
        - Have received a special education referral and a full comprehensive evaluation; and
        - Have not met exceptional education criteria;
    - Students who have already been retained in kindergarten, grade one (1), grade two (2), or grade three (3) for one (1) year;
    - Students who can demonstrate that they are successful and independent readers and can perform at or above grade level by use of subsequent student assessments or alternative assessments; or
    - Other students with necessary, justifiable good-cause exemptions identified as appropriate by the state board, in consultation with reading experts.
-

Literacy

- Alphabet Recognition 100%
- Letter Sounds 100%
- High Frequency Word Recognition 100% (minimum 25 words)
- Reads at grade level according to the kindergarten assessment tool

Math

- Match numbers to sets 100%
- Writes and recognizes numbers 1-10, 100%
- Writes and recognizes numbers 11-20, 80%

AND SCORE AN AVERAGE OF 70% OVERALL IN LITERACY AND MATH AS INDICATED ON THE KINDERGARTEN REPORT CARD.

In grades one and two, in order to be promoted, a student must be proficient in writing and maintain seventy percent (70%) average in reading and seventy percent (70%) average in math. Retention will be considered if the student's writing proficiency, reading, or math is not on grade level.

In grades three through six, in order to be promoted, a student must be proficient in writing and maintain a sixty percent (60%) average in math, reading, writing, English, social studies, and science. Any student who fails more than one of the above listed courses will be considered for retention.

Students may be considered for retention if the teacher feels there are factors involved that retention could help remedy (such as lack of effort, poor work habits, etc.)

A student may be exempt from these rules if a committee composed of the student's present teacher, counselor, previous teacher or Title I teacher or Special Education teacher, and administrator feels no purpose would be served by retention of that student.

High School Retention Policy/Student Classification

Grades 7-8: To be promoted from the 7th or 8th grade a student must pass a minimum of one semester of each of the four core subject areas (Math, Science, English and Social Studies) and a total of 5 of the 8 semesters in the four core subject areas.

Grades 9-12: To be classified as a sophomore a student must have earned a minimum of 5 credits, a junior must have a minimum of 11 credits, and a senior must have a minimum of 16 credits.

Legal References: A.C.A. § 6-15-2001
A.C.A. § 6-15-2005
A.C.A. § 6-15-2006
A.C.A. § 6-15-2907
A.C.A. § 6-15-2911
A.C.A. § 6-17-429
A.C.A. § 6-17-431
A.C.A. § 9-28-205
DESE Rules Governing the Arkansas Educational Support and Accountability Act
DESE Rules Governing Grading and Course Credit
Murphy v. State of Ark., 852 F.2d 1039 (8th Cir. 1988)

Date Adopted: 07/20/2023

4.56—EXTRACURRICULAR ACTIVITIES – SECONDARY SCHOOLS

Definitions:

"Academic Courses" are those courses for which class time is scheduled, which can be credited to meet the minimum requirements for graduation, which is taught by a teacher required to have State licensure in the course or is otherwise qualified under Arkansas statute, and has a course content guide which has been approved by the Division of Elementary and Secondary Education (DESE). Any of the courses for which concurrent high school credit is earned may be from an institution of higher education recognized by DESE. If a student passes an academic course offered on a block schedule, the course can be counted twice toward meeting the requirement for students to pass four (4) academic courses per semester as required by this policy.

"Extracurricular activities" are defined as: any school sponsored program where students from one or more schools meet, work, perform, practice under supervision outside of regular class time, or are competing for the purpose of receiving an award, rating, recognition, or criticism, or qualification for additional competition. Examples include, but are not limited to, inter/intrascholastic athletics, cheerleading, band, choral, math, or science competitions, field trips, and club activities.

"Field Trips" are when individual students or groups of students are invited to programs or events when there is no competition and the students are not interacting with each other for the purpose of planning, qualifying, or arranging for future programs or for the purpose of receiving recognition.

"Interscholastic Activities" means athletic or non-athletic/academic activities where students compete on a school vs. school basis.[1]

"Intrascholastic Activities" means athletic or non-athletic/academic activities where students compete with students from within the same school.[1]

"Supplemental Improvement Program (SIP)" is an additional instructional opportunity for identified students outside of their regular classroom and meets the criteria outlined in the current Arkansas Activities Association (AAA) Handbook.

Extracurricular Eligibility

The Board believes in providing opportunities for students to participate in extracurricular activities that can help enrich the student's educational experience. At the same time, the Board believes that a student's participation in extracurricular activities cannot come at the expense of the student's classroom academic achievement. Interruptions of instructional time in the classroom are to be minimal and absences from class to participate in extracurricular activities shall not exceed one (1) per week per extracurricular activity (tournaments excepted)[2]. Additionally, a student's participation in, and the District's operation of, extracurricular activities shall be

subject to the following policy. All students are eligible for extracurricular activities unless specifically denied eligibility on the basis of criteria outlined in this policy.

Any student who refuses to sit for a Statewide assessment or attempts to boycott a Statewide assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on the dates the assessments are administered or scheduled as make-up days shall not be permitted to participate in any non-curriculum related extracurricular activity. The student shall remain ineligible to participate until the student takes the same or a following statewide assessment, as applicable. The superintendent or designee may waive this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances.[3] Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.[4]

A student who enrolls in the district and meets the definition of "eligible child" in Policy 4.2—ENTRANCE REQUIREMENTS shall be eligible to try out for an extracurricular activity regardless of the date the student enrolls in the District so long as the student meets all other eligibility requirements and the extracurricular activity is still ongoing.

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

No student shall be required to pay for individual or group instruction in order to participate in an extracurricular activity.

Interscholastic Activities

Each school in the District shall post on its website its schedule of interscholastic activities, including sign-up, tryout, and participation deadlines, at least one semester in advance of those activities. A hard copy of the schedule shall be available upon request.[5]

ACADEMIC REQUIREMENTS: Junior High

A student promoted from the sixth to the seventh grade automatically meets scholarship requirements. A student promoted from the seventh to the eighth grade automatically meets scholarship requirements for the first semester. The second semester eighth-grade

student meets the scholarship requirements for junior high if the student has successfully passed four (4) academic courses the previous semester.

The first semester ninth-grade student meets the scholarship requirements for junior high if the student has successfully passed four (4) academic courses the previous semester.

The second semester ninth-grade student meets the scholarship requirements for junior high if the student has successfully passed (4) academic courses the previous semester which count toward the student high school graduation requirements.

Ninth-grade students must meet the requirements of the senior high scholarship rule by the end of the second semester in the ninth grade in order to be eligible to participate the fall semester of their tenth-grade year.

ACADEMIC REQUIREMENTS: Senior High

In order to remain eligible for competitive interscholastic activity, a student must have passed (4) academic courses the previous semester and either:

1. Have earned a minimum Grade Point Average (GPA) of 2.0 from all academic courses the previous semester; or

2. If the student has passed four (4) academic courses the previous semester but does not have a 2.0 GPA the student must be enrolled and successfully participating in an SIP to maintain their competitive interscholastic extracurricular eligibility.

STUDENTS WITH AN INDIVIDUAL EDUCATION PROGRAM

In order to be considered eligible to participate in competitive interscholastic activities, students with disabilities must pass at least four (4) courses per semester as required by their individual education program (IEP).

Homeless Students

Students who are determined to be experiencing homelessness by the school's homeless LEA shall be eligible for participation in interscholastic activities.

ARKANSAS ACTIVITIES ASSOCIATION

In addition to the foregoing rules, the district shall abide by the rules of AAA governing interscholastic activities. AAA provides catastrophic insurance coverage for students participating in AAA governed extracurricular activities who are enrolled in school. As a matter of District policy, no student may participate in a AAA governed extracurricular activity unless the student is enrolled in a district school, to ensure all students are eligible for AAA catastrophic insurance.[6]

Intrascholastic Activities

AAA Governed Activities

Students participating in intrascholastic extracurricular activities that would be governed by AAA if they were to occur between students of different schools shall meet all interscholastic activity eligibility requirements to be eligible to participate in the comparable

intrascholastic activity. The District will abide by the AAA Handbook for such activities to ensure District students are not disqualified from participating in interscholastic activities.[7]

Non-AAA Governed Activities

Unless made ineligible by District policies, all students shall be eligible to participate in non-AAA governed intrascholastic extracurricular activities. Intrascholastic activities designed for a particular grade(s) or course(s) shall require the student to be enrolled in the grade(s) or course(s).

School Choice Transfers

A student who transfers under a legal school choice option shall not be denied participation in an extracurricular activity where the student transfers based exclusively on the student's decision to transfer. A student who transfers after June 1 of the year the student enters grades seven through ten (7-10) shall complete a Changing Schools/Athletic Participation form as defined by AAA, which must be signed by the:

- Superintendent of the student's resident school district;
- Superintendent of the nonresident school district to which the student transfers; and
- Parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student.

The completed Changing Schools/Athletic Participation form shall be filed with the non-resident school district where the student transfers and the AAA. The Changing Schools/Athletic Participation form shall be signed by the superintendent of a student's resident school district and the superintendent of the nonresident school district to which a student transfers unless there is demonstrable evidence of recruiting by the receiving school district personnel or that the student is transferring to the nonresident school district solely for athletic purposes.

A student who transfers into the District and is enrolled in the District by June 1 of the school year the transfer student will be enrolled in grade seven (7), eight (8), nine (9), or ten (10) shall be immediately eligible to participate in an extracurricular activity that is an athletic activity. If a transfer student is not enrolled in the District by June 1 of the school year the student will be enrolled in grade seven (7), eight (8), nine (9), or ten (10), then the transfer student shall not be eligible to participate in an extracurricular activity that is a varsity athletic activity for up to three hundred sixty-five (365) days.

Cross References: 4.40—HOMELESS STUDENTS
4.55—STUDENT PROMOTION AND RETENTION
4.56.1—EXTRACURRICULAR ACTIVITIES - ELEMENTARY

Legal References: Arkansas Activities Association Handbook
A.C.A. § 6-4-302
A.C.A. § 6-15-2907
A.C.A. § 6-16-151
A.C.A. § 6-18-114
A.C.A. § 6-18-115
A.C.A. § 6-18-227
A.C.A. § 6-18-713
A.C.A. § 6-18-1904
A.C.A. § 6-28-108
Commissioner's Memo COM-18-009
Commissioner's Memo LS-18-015

Date Adopted: 07/14/2017
Last Revised: July 2025 Date Revisions Adopted: 07/24/2025

EXTRACURRICULAR ACTIVITIES - ELEMENTARY
(Ref. ASBA 4.56.1)

Definitions

"Extracurricular activities" are defined as: any school sponsored program where students from one or more schools meet, work, perform, practice under supervision outside of regular class time, or are competing for the purpose of receiving an award, rating, recognition, or criticism, or qualification for additional competition. Examples include, but are not limited to, inter/intrascholastic athletics, cheerleading, band, choral, math, or science competitions, field trips, and club activities.

"Field Trips" are when individual students or groups of students are invited to programs or events when there is no competition and the students are not interacting with each other for the purpose of planning, qualifying, or arranging for future programs or for the purpose of receiving recognition.

"Interscholastic Activities" means athletic or non-athletic/academic activities where students compete on a school vs. school basis.

"Intrascholastic Activities" means athletic or non-athletic/academic activities where students compete with students from within the same school.

Extracurricular Eligibility

The Board believes in providing opportunities for students to participate in extracurricular activities that can help enrich the student's educational experience. At the same time, the Board believes that a student's participation in extracurricular activities cannot come at the expense of his/her classroom academic achievement. Interruptions of instructional time in the classroom are to be minimal and absences from class to participate in extracurricular activities shall be limited (tournaments or other similar events excepted with approval of the building principal.) All students are eligible for extracurricular activities unless specifically denied eligibility on the basis of criteria outlined in this policy.

A student may lose his/her eligibility to participate in extracurricular activities when, in the opinion of the school's administration, the student's participation in such an activity may adversely jeopardize his/her academic achievement. Students may also be denied permission to participate in extracurricular activities as a consequence of disciplinary action taken by the administration for inappropriate behavior.
Any student who refuses to sit for a State assessment or attempts to boycott a State assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on the dates the assessments are administered or scheduled as make-up days shall not be permitted to participate in any non-curriculum related extracurricular activity. The student shall remain ineligible to participate until the student takes the same or a following state mandated assessment, as applicable, or completes the required remediation for the assessment the student failed to put forth a good faith effort on. The superintendent or designee may wave this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances. Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.

Legal References: State Board of Education Standards for Accreditation 10.05 and 10.06
Date Adopted: July 14, 2014

EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS
(Ref. ASBA 4.56.2)

Home-schooled student means a student legally enrolled in an Arkansas home school and who meets or has met the criteria for being a home-schooled student, as established by A.C.A. § 6-15-503.

Interscholastic activity means an activity between schools subject to regulations of the Arkansas Activities Association that is outside the regular curriculum of the school district, such as an athletic activity, fine arts program, or a special interest group or club.

Each school in the District shall post on its website its schedule of interscholastic activities, including sign-up, tryout, and participation deadlines, at least one semester in advance of those activities. A hard copy of the schedule shall be available upon request.

Home-schooled students whose parents or guardians are legal residents of the school district will be permitted to pursue participation in an interscholastic activity in the student's resident school zone[2] as permitted by this policy.

Home-schooled students whose parent or legal guardian are not residents of the school district will be permitted to pursue participation in an interscholastic activity in the District if

- The superintendent of the student's resident district and the superintendent of the District both agree in writing to allow the student to participate in interscholastic activities at the District or
- The student's resident school does not offer the interscholastic activity and the superintendent of the non-resident district agrees to allow the student to enroll in the interscholastic activity.

Although not guaranteed participation in an interscholastic activity, home-school students who meet the provisions of this policy, AAA Rules, and applicable Arkansas statutes shall have an equal opportunity to try out and participate in interscholastic activities without discrimination. The District shall provide a reasonable alternative to any prerequisite for eligibility to participate in an interscholastic activity that the home-schooled student is unable to meet because of the student's enrollment in a home school.

No student shall be required to pay for individual or group instruction in order to participate in an interscholastic activity.

To be eligible to try out and participate in interscholastic activities, the student or the parent of a student shall mail or hand deliver the student's request to participate to the student's school's principal before the signup, tryout or participation deadline established for traditional students. Additionally, the student shall demonstrate academic eligibility by obtaining a minimum test score of the 30th percentile or better in the previous 12 months on the Stanford Achievement Test Series, Tenth Edition; another nationally recognized norm-referenced test; or a minimum score on a test approved by the State Board of Education.

A student who meets the requirements for eligibility to participate in an interscholastic activity is required to register for no more than one non-academic course[3] in the District's school where the student is intending to participate in an interscholastic activity that coincides with the interscholastic activity in which the homeschooled student participates and shall be required to be at school only when participation in the interscholastic activity requires other students who participate in the interscholastic activity to be at school.

The student shall regularly attend the class in which the student is registered beginning no later than the eleventh (11th) day of the semester in which the student's interscholastic activity participation is desired. The student must attend the practices for the interscholastic activity to the same extent as is required of traditional students.

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

A home-schooled student who has met the try out criteria; and who has been selected to participate in the interscholastic activity shall meet the following criteria that also apply to traditional students enrolled in the school:

- standards of behavior and codes of conduct;
- attend the practices for the interscholastic activity to the same extent as is required of traditional students;
- required drug testing;
- permission slips, waivers, physical exams; and
- participation or activity fees.

Students who participate in extracurricular or athletic activities under this policy will be transported to and from the interscholastic activities on the same basis as other students are transported.

A home schooled student may begin participating in an interscholastic activity immediately upon being approved to participate by the District if:

- The home schooled student has not withdrawn from an Arkansas Activities Association member school; or

· The student has withdrawn from an AAA member school and enrolled in a home school but did not participate in an interscholastic activity that is a varsity sport at the student's resident district prior to the students withdrawal from the AAA member school.

A home schooled student shall not be eligible to participate for up to three hundred sixty-five (365) days if:

1. The District is the home schooled student's resident district and the home schooled student is not approved to participate in an interscholastic activity at the District by June 1 of the school year the student will be enrolled in grade seven (7), eight (8), nine (9), or ten (10);
2. The District is not the home schooled student's resident district and the home schooled student is not approved to participate in an interscholastic activity that is a varsity athletic activity at the District by June 1 of the school year the student will be enrolled in grade seven (7), eight (8), nine (9), or ten (10); or
3. The home schooled student withdrew from an AAA member school and participated in an interscholastic activity that is a varsity athletic activity at the student's resident district during the previous three hundred sixty-five (365) days and is seeking to participate in an interscholastic activity that is a varsity athletic activity in the District.

A student who is prohibited from participation in an interscholastic activity due to number 1 shall not become eligible to participate in any interscholastic activity until the completion of the three hundred sixty-five (365) day period. A student who is prohibited from participation in an interscholastic activity that is a varsity athletic activity due to numbers 2 or 3 shall not be eligible for full participation in an interscholastic activity that is a varsity atheletc activity until the completion of the three hundred sixty-five (365) day period. A student who is not eligible for full participation may participate in tryouts, practices, classes, or other endeavors associated with the interscholastic activity until the completion of the three hundred sixty-five (365) day period.

Legal References: A.C.A. § 6-15-509, A.C.A. § 6-16-151, A.C.A. § 6-18-232, A.C.A § 6-18-713, Arkansas Activities Association Handbook, Commissioner's Memo COM-18-009, Commissioner's Memo LS-18-015, Arkansas Department of Education Rules Governing Home Schools

Date Adopted: 07/20/2023
Date Revised: July 2025 Date Revisions Adopted: 07/24/2025

HOME SCHOOLED STUDENTS' LETTER OF INTENT TO PARTICIPATE IN AN EXTRACURRICULAR ACTIVITY AT RESIDENT DISTRICT
(Ref. ASBA 4.56.2F)

Student's Name (Please Print) _____

Parent or Guardian's Resident Address

Street _____ Apartment _____

City _____ State _____ Zip Code_____

Student's date of birth __/__/__ Last grade level the student completed _____

Student has demonstrated academic eligibility by obtaining a verifiable minimum test score of the 30th percentile or better in the previous 12 months on the Stanford Achievement Test Series, Tenth Edition, or another nationally recognized norm-referenced test approved by the State Board of Education._____

Name of test, Date taken, and score achieved_____

Extracurricular activity(ies) the student requests to participate in

_____

Course(s) the student requests to take at the school _____

Proof of identity ____

Date Submitted __/__/__

Parent's Signature _____

Date Adopted: July 24, 2017

HOME SCHOOLED STUDENTS' LETTER OF INTENT TO PARTICIPATE IN AN EXTRACURRICULAR ACTIVITY AT NON-RESIDENT DISTRICT
(Ref. ASBA 4.56.2F2)

Student's Name (Please Print) _____

Parent or Guardian's Resident Address

Street _____ Apartment _____

City _____ State _____ Zip Code_____

Student's date of birth __/__/__ Last grade level the student completed _____

Student has demonstrated academic eligibility by obtaining a verifiable minimum test score of the 30th percentile or better in the previous 12 months on the Stanford Achievement Test Series, Tenth Edition, or another nationally recognized norm-referenced test approved by the State Board of Education._____

Name of test, Date taken, and score achieved_____

Extracurricular activity(ies) the student requests to participate in

_____

Course(s) the student requests to take at the school _____

Proof of identity ____

Date Submitted __/__/__

Parent's Signature _____

As the superintendent of the above student's resident district, I agree that the above student may participate in extracurricular activities at _____ School District.

Resident Superintendent's Signature: _____

As the superintendent of the _____ School district, where the above student desires to participate in extracurricular activities, I agree to allow the student to participate in extracurricular activities at _____ School District.

Non-resident Superintendent's Signature: _____

Date Adopted: July 24, 2017

4.56.3—EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR PRIVATE SCHOOL STUDENTS

Interscholastic activity means an activity between schools subject to rules of the Arkansas Activities Association that is outside the regular curriculum of the school district, such as an athletic activity, fine arts program, or a special interest group or club.

"Private school" means a nonpublic elementary or secondary school that is a registered nonprofit and accredited or licensed by an accrediting association recognized by the State Board of Education.

“Private school student” means a student attending a private school.

Private school students whose parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis are legal residents of the school district will be permitted to pursue participation in an interscholastic activity in the student's resident school zone[2] if the private school the student attends does not offer the interscholastic activity.

Although not guaranteed participation in an interscholastic activity, private students who meet the provisions of this policy, AAA Rules, and applicable Arkansas statutes shall have an equal opportunity to try out and participate in interscholastic activities without discrimination. The District shall provide a reasonable alternative to any prerequisite for eligibility to participate in an interscholastic activity that the private school student is unable to meet because of his or her enrollment in a private school.

No student shall be required to pay for individual or group instruction in order to participate in an interscholastic activity.

To be eligible to try out and participate in interscholastic activities, the student or the parent of a student shall mail or hand deliver the student's request to participate to the student's school's principal before the signup, tryout or participation deadline established for traditional students.

A student who meets the requirements for eligibility to participate in an interscholastic activity is required to register for no more than one non-academic course[3] in the District's school where the student is intending to participate in an interscholastic activity that coincides with the interscholastic activity in which the private school student participates and shall be required to be at school only when participation in the interscholastic activity requires other students who participate in the interscholastic activity to be at school.

The student shall regularly attend the class in which the student is registered beginning no later than the eleventh (11^{th}) day of the semester in which the student's interscholastic activity participation is desired. The student must attend the practices for the interscholastic activity to the same extent as is required of traditional students.

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

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

- Standards of behavior and codes of conduct;
- Attend the practices for the interscholastic activity to the same extent as is required of traditional students;
- Required drug testing;[4]
- Permission slips, waivers, physical exams; and
- Participation or activity fees.

Students who participate in extracurricular or athletic activities under this policy will be transported to and from the interscholastic activities on the same basis as other students are transported.

Cross Reference: 4.59—ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME SCHOOL STUDENTS

Legal References: A.C.A. § 6-16-151
A.C.A. § 6-18-232
A.C.A. § 6-18-238
A.C.A. § 6-18-713
Arkansas Activities Association Handbook

Date Adopted: 07/24/2025
Last Revised:

IMMUNIZATIONS
(Ref. ASBA 4.57)

Definitions

"In process" means the student has received at least one dose of the required immunizations and is waiting the minimum time interval to receive the additional dose(s).

"Serologic testing" refers to a medical procedure used to determine an individual's immunity to Hepatitis B, Measles, Mumps, Rubella and Varicella.

General Requirements

Unless otherwise provided by law or this policy, no student shall be admitted to attend classes in the District who has not been age appropriately immunized against:

- Poliomyelitis;
- Diphtheria;
- Tetanus;
- Pertussis;
- Red (rubeola) measles;
- Rubella;
- Mumps;
- Hepatitis A;
- Hepatitis B;
- Meningococcal disease;
- Varicella (chickenpox); and
- Any other immunization required by the Arkansas Department of Health (ADH).

The District administration has the responsibility to evaluate the immunization status of District students. The District shall maintain a list of all students who are not fully age appropriately immunized or who have an exemption provided by ADH to the immunization requirements based on medical, religious, or philosophical grounds. Students who are not fully age appropriately immunized when seeking admittance shall be referred to a medical authority for consultation.

The only types of proof of immunization the District will accept are immunization records provided by a:

A. Licensed physician;
B. Health department;
C. Military service;
D. Official record from another educational institution in Arkansas; or
E. An immunization record printed off of the statewide immunization registry with the Official Seal of the State of Arkansas.

The proof of immunization must include the vaccine type and dates of vaccine administration. Documents stating "up-to-date", "complete", "adequate", and the like will not be accepted as proof of immunization. No self or parental history of varicella disease will be accepted as a history of varicella disease must be documented by a licensed physician, advanced practice nurse, doctor of osteopathy, or physician assistant. Valid proof of immunization and of immunity based on serological testing shall be entered into the student's record.

In order to continue attending classes in the District, the student must have submitted:

1) Proof of immunization showing the student to be fully age appropriately vaccinated;
2) Written documentation by a public health nurse or private physician of proof the student is in process of being age appropriately immunized, which includes a schedule of the student's next immunization;
3) A copy of a letter from ADH indicating immunity based on serologic testing; and/or
4) A copy of the letter from ADH exempting the student from the immunization requirements for the current school year, or a copy of the application for an exemption for the current school year if the exemption letter has not yet arrived.

Students whose immunization records or serology results are lost or unavailable are required to receive all age appropriate vaccinations or submit number 4 above.

Temporary Admittance

While students who are not fully age appropriately immunized or have not yet submitted an immunization waver may be enrolled to attend school, such students shall be allowed to attend school on a temporary basis only. Students admitted on a temporary basis may

be admitted for a maximum of thirty (30) days (or until October 1st of the current school year for the tetanus, diphtheria, pertussis, and meningococcal vaccinations required at ages eleven (11) and sixteen (16) respectively if October 1st is later in the current school year than the thirty (30) days following the student's admittance). No student shall be withdrawn and readmitted in order to extend the thirty (30) day period. Students may be allowed to continue attending beyond the thirty (30) day period if the student submits a copy of either number 2 or number 4 above.

Students who are in process shall be required to adhere to the submitted schedule. Failure of the student to submit written documentation from a public health nurse or private physician demonstrating the student received the vaccinations set forth in the schedule may lead to the revocation of the student's temporary admittance; such students shall be excluded from school until the documentation is provided.

The District will not accept copies of applications requesting an exemption for the current school year that are older than two (2) weeks based on the date on the application. Students who submit a copy of an application to receive an exemption from the immunization requirements for the current year to gain temporary admittance have thirty (30) days from the admission date to submit either a letter from ADH granting the exemption or documentation demonstrating the student is in process and a copy of the immunization schedule. Failure to submit the necessary documentation by the close of the thirty (30) days will result in the student being excluded until the documentation is submitted.

Exclusion From School

In the event of an outbreak, students who are not fully age appropriately immunized, are in process, or are exempt from the immunization requirements may be required to be excluded from school in order to protect the student. ADH shall determine if it is necessary for students to be excluded in the event of an outbreak. Students may be excluded for no fewer than twenty-one (21) days or even longer depending on the outbreak. No student excluded due to an outbreak shall be allowed to return to school until the District receives approval from ADH.

Students who are excluded from school are not eligible to receive homebound instruction unless the excluded student had a pre-existing IEP or 504 Plan and the IEP/504 team determines homebound instruction to be in the best interest of the student. To the extent possible, the student's teacher(s) shall place in the principal's office a copy of the student's assignments:

- for the remainder of the week by the end of the initial school day of the student's exclusion; and
- by the end of each school's calendar week for the upcoming week until the student returns to school.

It is the responsibility of the student or the student's parent/legal guardian to make sure that the student's assignments are collected.

Students excluded from school shall have five (5) school days from the day the student returns to school to submit any homework and to make up any examinations. State mandated assessments are not included in "examinations" and the District has no control over administering state mandated make-up assessments outside of the state's schedule. Students shall receive a grade of zero for any assignment or examination not completed or submitted on time.

Annually by December 1, the District shall create, maintain, and post to the District's website a report that includes the following for each disease requiring an immunization under this policy:

- The number of students in the District that were granted an exemption by the Department of Health from an immunization;
- The percentage of students in the District that were granted an exemption by the Department of Health from an immunization;
- The number of students within the District who have failed to provide to the public school proof of the vaccinations required and have not obtained an exemption from ADH;
- The percentage of students within the District who have failed to provide to the public school proof of the vaccinations required and have not obtained an exemption from ADH; and
- The percentage of a population that must receive an immunization for herd immunity to exist.

Legal References: A.C.A. § 6-4-302, A.C.A. § 6-18-702, A.C.A. § 6-28-110 DESE Rules Governing Immunization Requirements In Arkansas Public Schools
ADH Rules and Regulations Pertaining to Immunization Requirements

Date Adopted: 7/27/2020

4.59—ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME SCHOOLED STUDENTS

The District allows private school and home schooled students whose parents, legal guardians, or other responsible adult with whom the student resides are residents of the District to attend academic courses offered By the District. The District will place a list of courses that a private school or home schooled student may request to attend on its website by:[1]

1. June 1 for courses to be offered during the Fall semester; and
2. November 1 for courses to be offered during the Spring semester.

A private school or home schooled student who desires to attend one or more of the available academic courses shall submit a written request to attend the academic course(s) to the superintendent, or designee, no later than:[1]

a. August 1 for Fall semester courses; or
b. December 1 for Spring semester courses.

The superintendent, or designee, is authorized to waive the application deadline on a case by case basis.

The District permits a private school or home schooled student to attend a maximum of six (6) courses per semester.

The District may reject a private school or home schooled student's request for attendance if the District's acceptance would:[2]

- Require the addition of staff or classrooms;
- Exceed the capacity of a program, class, grade level, or school building;
- Cost the District more for the student to attend the academic course than the District receives for the student's attendance;
- Cause the District to provide educational services the District does not currently provide at a financial burden to the District; or
- Cause the District to be out of compliance with applicable laws and regulations regarding desegregation.

Requests to attend an academic course will be granted in the order the requests are received. Upon the receipt of a private or home schooled student's request to attend academic course(s), the District will date and time stamp the request for attendance. If a private school or home schooled student is denied attendance based on a lack of capacity and an opening in the requested course occurs prior to the start of the course, the District will use the date and time stamp on the request for attendance to determine the private school or home schooled student who will be notified of an opening in the requested course.

As part of the request to attend academic courses in the District, a private school or home schooled student shall:

- Indicate the course(s) the private school or home schooled student is interested in attending;
- If the course(s) the private school or home schooled student is interested in attending is being offered by the District in both a physical and a digital format, whether the private school or home schooled student intends to attend the physical course or the digital course;
    - Submit, along with the student's application, a copy of the student's transcript indicating that the student has received credit for the course(s), or equivalent course(s), that are a prerequisite to the course(s) the student desires to attend at the District;
- Agree to follow the District's discipline policies; and
- Submit immunization documentation required by Policy 4.57—IMMUNIZATIONS.

A private school or home schooled student who fails to attend an academic course by the eleventh (11) day of class or who is absent without excuse for eleven (11) consecutive days during the semester shall be dropped from the course; however, a private school or home schooled student shall not be considered truant for unexcused absences from the course(s) the student is attending at the District.

Private school or home schooled students shall receive a final grade and transcript for each academic course the student completes.

The responsibility for transportation of any private school or home schooled student attending academic courses in the District shall be borne by the student or the student's parents.

The opportunity provided to home schooled students under this policy is in addition to the opportunity provided in Policy 4.56.2—EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS.

Cross References: 4.6—HOMESCHOOLING
4.56.2—EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS
4.57-- IMMUNIZATIONS

Legal References: A.C.A. § 6-15-509
A.C.A. § 6-18-232
A.C.A. § 6-18-702
A.C.A. § 6-47-401 et seq.
DESE Rules Governing Distance and Digital Learning
DESE Rules Governing Kindergarten Through 12th Grade Immunization Requirements in Arkansas Public Schools
Commissioner's Memo COM-19-021

Date Adopted: 07/25/2024
Last Revised: July 2024

4.60—STUDENT BEHAVIORAL INTERVENTION AND RESTRAINT

Definitions

"Aversive behavioral intervention" means a physical or sensory intervention program that is intended to modify behavior through the use of a substance or stimulus that the intervention implementer knows will cause physical trauma, emotional trauma, or both, to a student, even when the substance or stimulus appears to be pleasant or neutral to others.
Examples of aversive behavioral interventions include, but are not limited to:

- Hitting;
- Pinching;
- Slapping;
- Using a water spray;
- Using noxious fumes;
- Requiring extreme physical exercise;
- Using loud auditory stimulus;
- Withholding meals; and
- Denying reasonable access to toileting facilities.

"Behavioral intervention" means the implementation of a service, support, or strategy to teach and increase appropriate behavior or substantially decrease or eliminate behavior that is dangerous, inappropriate, or otherwise impedes the learning of a student.

"Behavior Intervention Plan" (BIP) means a written plan that:

- Is developed by a problem-solving and intervention team and delineates emotional, social, or behavioral goals for a student and the steps that the school, student, parent of the student, and others will take to positively support the progress of the student towards the student's emotional, social, or behavioral goals;

- Is comprised of practical and specific strategies to increase or reduce a defined behavior or one (1) or more patterns of behavior exhibited by a student; and
- Includes the following at a minimum:
    - A definition or description of the desired target behavior or outcome in specific measurable terms;
    - A plan for preventing and eliminating inappropriate student behavior by changing a condition that is triggering, motivating, underlying, or supporting that behavior as determined through a FBA;
    - A plan for teaching a student to demonstrate appropriate social, emotional, or behavioral self-management, or a new method to address or meet the student's needs;
    - A description of how a specific incentive or consequence will be used as needed to decrease or eliminate inappropriate student behavior and increase appropriate behavior;
    - A plan for managing a crisis situation;
    - A system to collect, analyze, and evaluate data about the student;
    - The school personnel, resources, and training needed before implementation of the BIP; and
    - The timeline for implementing different facets of an intervention, including without limitation when the intervention will be formally reviewed.

"Chemical restraint" means the use of a drug or medication to control the behavior of a student or restrict the free movement of the student; however, chemical restraint does not include the use of medication that is prescribed by a licensed physician, or other qualified health professional acting within the scope of the individual's professional authority under state law, for the standard treatment of a medical or psychiatric condition of a student and is administered as prescribed by the licensed physician or other qualified health professional acting within the scope of the individual's professional authority under state law.

"Crisis" means a situation in which a student engages in a behavior that threatens the health and safety of the student or others and includes without limitation a situation in which the student becomes aggressive or violent at school and is unable to regain self-control without posing a danger of injury to the student or others.

"Crisis intervention" means the implementation of a service, support, or strategy to immediately stabilize a crisis and prevent the crisis from reoccurring after the crisis ends.

"Dangerous behavior" means the behavior of a student that presents an imminent danger of serious physical harm to the student or others; however, dangerous behavior does not include the following:
- Disrespect;
- Noncompliance;
- Insubordination; or
- Destruction of property that does not create an imminent danger.

"De-escalation" means the use of a behavior management technique that helps a student increase the student's control over the student's emotions and behavior and results in a reduction of a present or potential level of danger that in turn reduces the level of imminent danger of serious physical harm to the student or others.

"Emergency" means a serious and unexpected situation that requires immediate action and which may be dangerous.

"Functional Behavior Assessment" (FBA) means a problem analysis step that:
- Occurs within the context of data-based problem-solving and involves:
    - The review of existing records and other sources of information;
    - Diagnostic or historical interviews;
    - Structured academic or behavioral observations; and
    - Authentic, criterion-referenced, or norm-referenced tests; and
- Is performed with the goal of determining why a specific problem or situation is occurring in order to directly link a strategic intervention to an assessment and solve or resolve the specific problem or situation.

"Imminent danger" means an existing dangerous situation that could reasonably be expected to immediately cause death or serious physical harm.

"Mechanical restraint" means the use of a device or equipment to restrict the free movement of a student; however, mechanical restraint does not include a device that is used by trained school personnel or a student for a specific and approved therapeutic purpose or safety purpose for which the device was designed or prescribed or a vehicle safety restraint that is appropriately used in the manner for which it was designed during the transport of a student in a moving vehicle.

"Physical escort" means a temporary touching or holding of the hand, wrist, arm, shoulder, or back of a student for the purpose of redirecting or inducing the student to move to a safe location.

"Physical restraint" means a personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arm, leg, or head freely; however, physical restraint does not include a physical escort.

"Prone restraint" means restraining a student in a face-down position on the floor or another surface and applying physical pressure to the body of the student to keep the student in the prone position.

"Serious physical harm" means bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

"Supine restraint" means the restraint of a student in a face-up position on the student's back on the floor or another surface and with physical pressure applied to the body of the student to keep the student in the supine position.

Multi-Tiered Behavioral Interventions

The District shall establish a multi-tiered system of behavioral interventions for each student who exhibits social, emotional, or behavioral difficulty that may escalate, if not addressed, to potentially dangerous behavior.

Behavior Intervention Team

A behavior intervention team (BIT) shall be established for each student who exhibits social, emotional, or behavioral difficulty that may escalate, if not addressed, to potentially dangerous behavior. The BIT shall include members who are academic and behavioral assessment and intervention professionals.

A student's BIT shall:

a. Work with the teachers of a student to complete a FBA of the student and an assessment of any problematic situations involving the student;
b. Consider the need for a BIP with the goal of preventing or resolving the social, emotional, or behavioral difficulty of the student and developing a response that will de-escalate and stabilize a potential emergency situation that approaches the danger level; and
c. Regularly review the data on incidents involving the use of physical restraint on the student and adjust, as necessary, the procedures concerning the use of physical restraint on the student.

Special education procedures shall be followed if a student is suspected of having a disability that relates to behavioral concerns.

Physical Restraint

Except in the case of a clearly unavoidable emergency situation in which a trained member of school personnel is not immediately available due to the unforeseeable nature of the emergency situation, the physical restraint of a student shall only be used by a member of school personnel who is appropriately trained to administer physical restraint.

When using physical restraint on a student, school personnel shall:

- use the least restrictive technique necessary to end imminent danger or serious physical harm to a student and others;
- Use the safest method available and appropriate to the situation;
- Consider the health and safety of a student, including without limitation whether the student has an existing medical condition that makes the use of physical restraint inadvisable;
- Not restrict the ability of a student to communicate unless the use of a less restrictive technique will not prevent imminent danger of serious physical harm to the student or others;
- Use only the amount of force that is reasonably necessary to protect a student or others from imminent danger of serious physical harm to the student or others;
- Not verbally abuse, ridicule, humiliate, taunt, or engage in any other similar action towards the student; and
- continuously and visually observe and monitor the student while the student is under physical restraint.

Physical restraint of a student shall only be used for a limited period of time and shall not be used:

- When imminent danger or serious physical harm to the student or others dissipates;
- If a medical condition occurs that puts the student at risk of harm;
- Unless the behavior of the student poses an imminent danger of serious physical harm to the student or others;
- After the threat of imminent danger of serious physical harm to the student or others dissipates; or
- In the following manner:
  - To punish or discipline the student;
  - To coerce the student;
  - To force the student to comply;
  - To retaliate against the student;
  - To replace the use of an appropriate educational or behavioral support;
  - As a routine safety measure;
  - As a planned behavioral intervention in response to behavior of the student that does not pose an imminent danger of serious physical harm to the student or others;
  - As a convenience for school personnel; or
  - To prevent property damage unless the act of damaging property committed by the student poses an imminent danger or serious physical harm to the student and others.

Even in an emergency, supine restraint shall not be used on a student except by a staff person who has been certified by a crisis intervention training program and the certified staff person determines that supine restraint is required to provide safety for the student and others.

At no time shall school personnel use the following on a student:

- Mechanical restraint;
- Chemical restraint;
- Aversive behavioral interventions that compromise health and safety;
- Physical restraint that is life-threatening or medically contraindicated; or
- Prone restraint or other restraint that restricts the breathing of a student.

Following the first incident of physical restraint used on a student, an FBA shall be conducted unless a previous FBA was conducted for the same behavior that was at issue when the physical restraint was used.

The use of physical restraint on a student as a planned behavioral intervention shall not be included in a student's IEP, 504 Plan, BIP, individual safety plan, or other individual planning document but may be considered as a crisis intervention if appropriate for the student. A student's IEP team or 504 Plan team shall consider whether an FBA should be performed; if

a BIP should be developed for the student or if a student's existing BIP should be revised; and if additional behavioral goals and interventions should be included in the student's existing IEP or 504 Plan.

Parents may submit complaints regarding an incident involving the use of physical restraint on their student. A complaint shall be referred for review to the appropriate school personnel:

- The student's BIT;
- The student's IEP team; or
- The student's 504 Plan team.

A complaint by a parent shall be handled by the appropriate District staff in the same manner as a debrief following the use of physical restraint on a student.[1]

Use of a physical restraint technique that is abusive shall be reported to the Child Abuse Hotline and law enforcement.

Reports and Debriefing

After the occurrence of an incident involving physical restraint of a student, the building principal, or the principal's designee, shall be notified of the incident as soon as possible but by no later than the end of the school day when the incident occurred.

The student's parent shall be notified of the incident of the use of physical restraint via verbal or electronic communication as soon as possible but by no later than the end of the school day when the incident occurred. In the event the student's parent is unabled to be notified via verbal or electronic communication within twenty-four (24) hours after the incident occurred, then the parent shall be mailed written notification of the incident within forty-eight (48) hours after the incident occurred.

school personnel involved in the incident shall document the incident in a written report, which is to be completed within twenty-four (24) hours after the incident occurred. The written report of the incident shall:

1. Include all information contained in the Division of Elementary and Secondary Education (DESE) Physical Restraint or Seclusion Incident Record and Debriefing Report;
2. Be maintained in the student's education record; and
3. Be provided to the student's parent within one (1) school day of the completion of the report.

A debriefing meeting shall be held within two (2) school days after the incident occurred. The following school personnel shall be present at the debriefing meeting:[2]

a. A member of school personnel who was present during the incident;
b. A member of school personnel who was in the proximity of the student on whom physical restraint was used immediately before and during the time of the incident;
c. A school administrator; and
d. Any other member of school personnel determined to be appropriate by the District.

The purpose of the debriefing meeting shall be to:

- Determine whether the procedures used during the incident were necessary;
- Evaluate the use of any behavioral supports and de-escalation techniques by school personnel before and during the incident;
- Evaluate the school district's behavioral intervention procedures and prevention techniques in order to minimize future use of physical restraint; and
- If a trained member of school personnel was not immediately available due to the unforeseeable nature of the emergency situation when the incident occurred:
    - Reevaluate the training needs of school personnel;
    - Reevaluate the physical restraint policy and practices; and
    - Develop a plan to prevent a future incident.

At a debriefing meeting, school personnel shall:

1. Consider relevant information in the student's education record, including without limitation:
   a. The concerns of the student's parent;
   b. The student's social and medical history;
   c. The student's FBA, if one exists; and
   d. The student's BIP, if one exists;
2. Consider relevant information from the teachers, parents, and other District professionals;
3. Discuss whether the District's behavioral intervention procedures were appropriately implemented;
4. Discuss the duration and frequency of the use of physical restraint on the student;
5. Discuss appropriate action that may be taken to prevent and reduce the need for physical restraint;
6. Consider whether additional intervention and support is necessary for the student;
7. Consider whether additional intervention and support is necessary for school personnel; and
8. Consider how and when to debrief a person who was not present at the debriefing meeting, including without limitation:
   a. The student;
   b. The student's parent; and
   c. Other school personnel or students who witnessed the incident.

DESE's Physical Restraint or Seclusion Incident Record and Debriefing Report, or an alternative report that includes the same information, shall be completed during the debriefing meeting. A copy of the report shall be:

- Submitted to the building principal;[3]
- Mailed to the student's parent within two (2) days of the date on which the debriefing meeting was held; and
- Maintained as part of the student's education record along with other documents consulted during the debriefing meeting.

Notes: A copy of the DESE Guidance on the Use of Restraint along with the Physical Restraint or Seclusion Incident Record and Debriefing Report can be found at: https://dese.ade.arkansas.gov/Offices/special-education/policy-regulations/guidance-and-resources.

[1] There is nothing in the statute that requires the complaint to be handled in the same manner as a debriefing. This is intended only as a default method as you are required to have procedures governing the handling of a parental complaint. After consultation with appropriate staff, replace this language with your local procedures on how a complaint will be handled.

[2] While you can, and should, add additional staff members to the list of those required to attend a debriefing meeting, A.C.A. § 6-18-2407 requires these individuals be included at a minimum.

[3] A.C.A. § 6-18-2407 requires that the debriefing report be submitted to a designated district administrator. If you would rather have all debriefing reports provided to one single individual at the district staff level instead of keeping them at the school level, replace this with the district level position to whom debriefing reports should be submitted.

Cross Reference: 3.6—LICENSED PERSONNEL EMPLOYEE TRAINING

Legal Reference: A.C.A. § 6-18-2401 et seq.

Date Adopted: 07/25/2024
Last Revised: July 2025 Date Revisions Adopted: 07/24/2025

4.61—STUDENT USE OF MULTIPLE OCCUPANCY ROOM

Definitions

"Multiple occupancy room" means an area in a District building that is designed or designated to be used by one (1) or more individuals at the same time and in which one (1) or more individuals may be in various stages of undress in the presence of other individuals, which includes, without limitation, a restroom, locker room, changing room, or shower room.

“Sex" means the physical condition of being male or female based on genetics and physiology, which may be demonstrated by the sex identified on a student’s original birth certificate.

Each multiple occupancy room in a District building shall be designated as either male or female. Except as permitted by this policy, a student shall not enter a multiple occupancy room that does not correspond to the student’s sex.

An individual who is unwilling or unable to use a multiple occupancy room designated for the individual's sex shall be granted a reasonable accommodation, which may include, without limitation, access to a single-occupancy restroom or changing area. A reasonable accommodation shall not include access to a restroom or changing area that is designated for use by members of the opposite sex to an individual while members of the opposite sex of the individual are present or may be present in the restroom or changing area.

The prohibitions in this policy do not apply to an individual who enters a multiple occupancy room designated for use by the opposite sex when the individual enters for any of the following reasons:

- custodial, maintenance, or inspection purposes;
- To render emergency medical assistance;
- To address an ongoing emergency, including without limitation a physical altercation;
- To accommodate individuals protected under the Americans with Disabilities Act; or
- To assist young children who are in need of physical assistance when using a restroom or changing facility that is located in the District.

Legal References: A.C.A. § 6-21-120

Division of Elementary and Secondary Education Rules Governing Public School Policies Relating to Overnight Travel and Use of Public School Lavatories

Date Adopted: 07/20/2023

Last Revised:

4.62—STUDENT NAME, TITLE, OR PRONOUN

Unless a District employee has the written permission of the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student or the student if the student is an emancipated minor or over eighteen (18) years of age, a District employee shall not address a student with a:

1. Name other than that listed on the student's birth certificate, except for a derivative of the name;or
2. Pronoun or title that is inconsistent with the student's biological sex.

A student shall not be subject to discipline for declining to address a person using a:

a. Name other than that listed on the student's birth certificate, except for a derivative of the name;or
b. Pronoun or title that is inconsistent with the person's biological sex.

Legal Reference: A.C.A. § 6-1-108

Date Adopted: 07/20/2023

Last Revised:

4.63—STUDENT RELIGIOUS EXPRESSION

The Melbourne School District Board of Directors does not allow the discrimination against a student based on a student's voluntary religious expression, if any. At the same time, the District shall provide a process to eliminate any actual or perceived sponsorship or attribution to the District of a student's public voluntary expression of a religious viewpoint, if any.

Student Assignments

Student assignments include, but are not limited to:

- Homework;
- Classwork;
- Artwork; and
- Other written or oral assignments.

A student may express the student's religious viewpoint, if any, in the student's assignments without discrimination based on the religious content, if any. A student's assignments shall:

1. Be graded and judged:
    - By ordinary academic standards of substance and relevance; and
    - Against other conventional, pedagogical topics as identified by the District curriculum; and·
2. Not be penalized or rewarded based on the religious content, if any, of the student's assignments.

Accommodation will be considered for those portions of instructional activities in the schools that unduly burden a student's sincere religious belief provided such accommodation doesn't amount to a significant change in curriculum, program, or course of instruction and when it is possible that a substitution of equally rigorous material that advances the same instructional goals can be arranged. Parents and students are advised that such accommodations are easier to grant when the objection is to non-state mandated Standards material than if the material is required by the Standards.[1]

A student or the student's parent can request the student's teacher accommodate the student's objection based on a religious belief to an instructional activity. Any such request must be made at least twenty-five (25) school days prior to the assignment's due date. Any objection must be raised in accordance with this policy's requirements or it will not be considered.[2]

Upon receiving such a request, the student's teacher shall determine within five (5) work days if an accommodation is possible under the provisions of this policy. If the teacher decides an accommodation cannot be made or if the student or the student's parent believes the accommodation to be unreasonable, the student or the student's parent may request a conference with the teacher and the teacher's principal. A requested conference will occur at a time of mutual convenience, but no later than five (5) working days following the request. The principal shall have five (5) working days in which to make a decision on the appeal. If the student, the student's parent, or the teacher is unsatisfied with the principal's decision, it may be appealed to the District Superintendent who shall convene a conference between the student, the parent and the teacher. The requested conference will occur at a time of mutual convenience, but no later than five (5) working days following the request. The Superintendent shall have five (5) working days in which to make a decision on the appeal which shall be final with no further right of appeal.

Student Presenters

A student's expression of a religious viewpoint, if any, on an otherwise permissible subject shall not be excluded from a forum, whether oral or in writing, where students are allowed to speak.

The District has the right to restrict student speech that is inappropriate in the school setting by being obscene, vulgar, offensively lewd, or indecent.

Review of written student forums shall be handled in accordance with Policy 4.14—STUDENT MEDIA AND THE DISTRIBUTION OF LITERATURE.

If the forum is a scheduled event with designated student speakers, the building principal shall have an opportunity to review pre-written remarks prior to the student's presentation at the scheduled forum. The principal may require the student to amend the student's remarks to the extent necessary to address any portions that are determined to be inappropriate. A student's refusal to amend the remarks that were determined to be inappropriate may be prohibited from participation in the forum. A student who diverts from the approved pre-written remarks during a speech in such a manner that is determined to be inappropriate by the building principal or another present District staff member may be asked to return to the approved remarks. If a student refuses to return to the approved remarks or continues to divert from the approved remarks in a manner that is determined to be inappropriate may be escorted from the forum and disciplined in accordance with the District's Student Code of Conduct.

If the timing or format of the forum does not provide for pre-written remarks to be reviewed, then the building principal or other District staff shall have the authority to address a student whose remarks are determined to be inappropriate. The building principal or District staff member shall initially ask the student to cease the inappropriate remarks. If the student refuses or makes additional inappropriate remarks after being directed to seace such remarks, Then the building principal or District staff member may escort the student from the forum and the student may be disciplined in accordance with the District's Student Code of Conduct

There shall be a disclaimer that a student speaker's speech does not reflect the endorsement, sponsorship, position, or expression of the District. The disclaimer shall be provided at all forums where students speak and at all graduation ceremonies. The disclaimer shall be provided orally or in writing as most appropriately fits the format of the forum.

Information on how to participate in a student forum shall be provided to all students.[1]

In addition to the salutatorian and valedictorian selection process in Policy 5.17—HONOR ROLL AND HONOR GRADUATES, the following students may speak during the District's graduation ceremony:[2]

Cross References:	4.14—STUDENT MEDIA AND THE DISTRIBUTION OF LITERATURE 5.17—HONOR ROLL AND HONOR GRADUATES
Legal References:	A.C.A. § 6-10–139
	A.C.A. § 6-18-101
	A.C.A. § 6-18-1201 et seq.

Date Adopted: 07/25/2024

Last Revised: 06/06/2024 06/19/2024

4.64—STUDENT USE OF ARTIFICIAL INTELLIGENCE

Definitions

"Artificial Intelligence (AI) Tools" means Software applications or platforms that utilize machine learning algorithms to perform tasks typically requiring human intelligence, such as generating content, providing recommendations, or solving problems. For purposes of this policy, AI tools does not include the use of spell check or grammar check.

The purpose of this policy is to establish guidelines for the responsible use of AI tools by District students. The policy applies to all students enrolled in the District and covers the use of AI tools when completing District assignments or projects.

The district shall provide teachers and students resources and education on AI literacy and digital citizenship. The District shall establish a committee who shall be responsible for the review and selection of AI tools that shall be available for students to use. All AI tools selected by the committee shall comply with applicable state and federal data privacy laws. Students shall only use AI tools that were approved by the District committee for classroom assignments or projects.

Teachers are responsible for providing instructions on when and how AI tools may be used for classroom assignments. Students may use AI tools as approved by their classroom teacher to enhance learning and develop future-ready skills.

Students should use AI tools ethically and responsibly, aligning with the district's educational objectives, and in a manner that does not harm themselves or others. As part of using AI tools responsibly, students should be cautious about the information they provide to AI tools and consult with a teacher if unsure. At no time shall Students share personal, sensitive, or confidential information with AI tools, especially AI tools requiring data input.

When a student uses AI tools, a student shall:

1. Review and verify the accuracy of content that is generated by an AI tool;
2. Cite AI tools used as part of an assignment or project as a source, following District citation guidelines; and
3. Be transparent about their use of AI in completing assignments.

Students must ensure all submitted work is their own and properly acknowledge or cite any assistance from AI tools. Students are encouraged to ask questions if they are unsure about the acceptable use of AI tools.

The following actions regarding AI tools are strictly prohibited:

- Misuse of AI tools for cheating, plagiarism, or any form of academic dishonesty, including the submission of assignments that were fully generated by an AI tool and presented as original student work;
- Altering or falsifying academic documents or records using AI tools;
- Using AI tools to:
  - Gain unauthorized access to District systems; or
  - Bypass District security measures;
- Using AI tools to produce misleading or false information, imagery, or any form of false outputs about themselves, other students, or staff members.

Students should report any inappropriate content or security concerns encountered while using AI tools to a teacher or administrator.

Violations of this policy shall be handled in accordance with the District's disciplinary procedures.

Cross References: 3.58—LICENSED PERSONNEL USE OF ARTIFICIAL INTELLIGENCE
4.13—PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION
5.10—ARTIFICIAL INTELLIGENCE
7.16—INFORMATION TECHNOLOGY SECURITY

Legal References: A.C.A. § 6-18-2601 et seq.
A.C.A. § 25-1-128
15 U.S.C. § 6501
20 U.S.C. § 1232g
34 C.F.R. Part 99

Date Adopted: 07/24/2025

Last Revised:

4.65—ANTISEMITISM PROHIBITED

"Antisemitism" means a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities. Antisemitism may be expressed in speech; writing; visual forms; and actions, and employs sinister stereotypes and negative character traits.

The following are examples of actions, when taken as a whole, that may constitute antisemitism:

- The targeting of the state of Israel, conceived as a Jewish collectivity;
- Charging Jews with conspiring to harm humanity;
- Calling for, aiding, or justifying the killing or harming of Jews in the name of a radical ideology or an extremist view of religion;
- Making mendacious, dehumanizing, demonizing, or stereotypical allegations about Jews as such or the power of Jews as collective — such as, especially but not exclusively, the myth about a world Jewish conspiracy or of Jews controlling the media, economy, government or other societal institutions;
- Accusing Jews as a people of being responsible for real or imagined wrongdoing committed by a single Jewish person or group, or even for acts committed by non-Jews;
- Denying the fact, scope, mechanisms (e.g. gas chambers) or intentionality of the genocide of the Jewish people at the hands of National Socialist Germany and its supporters and accomplices during World War II (the Holocaust);
- Accusing the Jews as a people, or Israel as a state, of inventing or exaggerating the Holocaust;
- Accusing Jewish citizens of being more loyal to Israel, or to the alleged priorities of Jews worldwide, than to the interests of their own nations;
- Denying the Jewish people their right to self-determination, e.g., by claiming that the existence of a State of Israel is a racist endeavor;
- Applying double standards by requiring of Israel a behavior not expected or demanded of any other democratic nation;
- Using the symbols and images associated with classic antisemitism (e.g., claims of Jews killing Jesus or blood libel) to characterize Israel or Israelis;
- Drawing comparisons of contemporary Israeli policy to that of the Nazis; or
- Holding Jews collectively responsible for actions of the state of Israel.

Antisemitism does not include criticism of Israel similar to the criticism leveled against any other country.

Discrimination and harassment based on antisemitism is expressly prohibited.

The District shall appoint an individual to act as the District's Title VI Coordinator, who shall be responsible for investigating any complaints of discrimination or harassment based on antisemitism. The District shall:

1. Include contact information for the Title VI Coordinator in information that is provided to staff, students, and parents; and
2. Provide the following on the District website that may be accessed through a link titled "Antisemitism/Title VI":
    a. The District's definition of antisemitism;
    b. A statement that antisemitism is prohibited in the District's educational programs and activities;
    c. A statement that complaints of discrimination or harassment based on antisemitism may be filed with the Title VI Coordinator;
    d. Contact information for the District's Title VI Coordinator; and
    e. Information on how to file a complaint of antisemitism with the Title VI Coordinator at the Arkansas Department of Education.

A student or a student's parent may contact the District Title VI Coordinator directly with any complaints of discrimination or harassment based on antisemitism. District employees are responsible for timely notifying the

District Title VI Coordinator of any complaints they receive or incidents they witness of discrimination or harassment based on antisemitism.

Complaints of discrimination or harassment based on antisemitism shall be investigated and handled in accordance with Policy 6.7—COMPLAINTS.

A student who is found to have violated the provisions of this policy may be subject to discipline, up to and including expulsion.

The District Title VI Coordinator shall report an incident or complaint of discrimination or harassment under this policy to the Arkansas Department of Education Title VI Coordinator.

In addition to the filing of a complaint under this policy, complaints of discrimination or harassment based on antisemitism may be submitted directly to the Title VI Coordinator at the Arkansas Department of Education.

Nothing in this policy shall be construed to diminish or infringe upon any right protected under the First Amendment to the United States Constitution or Arkansas Constitution, Article 2, §§ 4, 6, and 24.

Cross Reference: 6.7—COMPLAINTS

Legal Reference: A.C.A. § 6-16-2001 et seq.

Date Adopted: 07/24/2025
Last Revised:

4.66—ARKANSAS DIRECT ADMISSIONS PROGRAM

The District shall participate in the Arkansas Direct Admissions Program.[1] As part of the District's participation, the District shall provide data to the Division of Higher Education (DHE) that includes, without limitation:

1. A student's grade point average;
2. A student's assessment scores;
3. A student's course completion; and
4. Other information required by DHE.

The District shall inform all students about how the student may participate in the Arkansas Direct Admissions Program.[2]

The District shall not actively discourage or prohibit an eligible student from participating in the Arkansas Direct Admissions Program.[2]

Notes: A.C.A. § 6-60-1703 requires that the Program be in place for the graduating class of 2026-2027.

[1] Districts are not required to participate in the Program. If you choose not to participate in the Program, replace this paragraph and the following list with:
The District does not participate in the Arkansas Direct Admissions Program.

[2] Even if you choose not to participate in the Program, this language needs to be retained in the policy as A.C.A. § 6-60-1704 requires that districts, regardless of whether the district participates in the program, notify students about how the student may participate and may not discourage a student from doing so.

Legal Reference: A.C.A. § 6-60-1701 et seq.

Date Adopted: 07/24/2025
Last Revised:

BUS RULES AND RESPONSIBILITES

1. The bus driver is responsible for referring discipline problems to the principal.

2. A student may be suspended from transportation and/or school as a result of misconduct on the bus. The action can only be taken by the principal or designee. The student will be permitted to ride the bus until his/her parents have been notified.

3. During suspension of bus privileges, it shall be the parent's or guardian's responsibility to provide the student's transportation to and from school.

4. Students must be at the bus stop at the scheduled time. They must stand about ten feet from the bus stop and wait until the door is opened before moving closer to the bus.

5. While waiting for the bus, pupils must remain in a safe place away from traffic. If students miss the bus, they must NOT attempt to hitch hike or walk to or from school.

6. While loading or unloading, students must enter the bus or leave the bus orderly and quickly. Students must conduct themselves in a manner that will not distract the attention of the driver or disturb other riders on the bus.

7. Students are not to ask the driver to let them off the bus at town, at the store, or another place except the designated bus stop.

8. Students must not interfere with drivers doing their jobs.

Not complying with the following rules and procedures will result in a disciplinary referral:

A. Excessive noise and disruption – lack of courtesy and respect.
B. Fighting or scuffling on the bus or at the bus stop.
C. Deliberate delay of loading or unloading the bus.
D. Deliberate defiance or refusal to cooperate with bus driver.
E. Obscene and unacceptable language, gestures, remarks or signs.
F. Throwing items of any kind inside the bus, at the bus, or out of the bus windows.
G. Tobacco infraction.
H. Extending hands, arms, or any portion of the body out of the bus window.
I. Destruction of property.
J. Tampering with equipment – deliberate vandalism.
K. Refusal to stay seated. Students are required to be seated by Act 1774 of 2001.
L. Interference with the normal operation of the bus which results in jeopardizing the driver's or student rider's safety.
M. Violation of any other rule of student conduct which governs student behavior at Melbourne Schools.
N. Illegal use of or possession of controlled substance.
O. Other conduct prejudicial to maintenance of good order and safety.

Should following any of the rules become a problem, the principal will take disciplinary action that includes but not limited to:

First Offense: A warning will be issued to the student with a report to the parent or guardian, unless the severity of the action warrants immediate discipline. The parent or guardian's notification should prevent a recurrence of the problem.

Second Offense: Disciplinary action will be taken, or a second warning will be issued at the discretion of the principal and depending upon the seriousness of the offense.

Third Offense: Riding privileges will be taken away. The length of the suspension shall depend upon the seriousness of the offense. A report will be made to the parent or guardian.

GRADING
(Ref. ASBA 5.15)

Parents or guardians shall be kept informed concerning the progress of their student. Parent-teacher conferences are encouraged and may be requested by parents, guardians, or teachers. If the progress of a student is unsatisfactory in a subject, the teacher shall attempt to schedule a parent-teacher conference. In the conference, the teacher shall explain the reasons for difficulties and shall develop, cooperatively with the parents, a plan for remediation which may enhance the probability of the student succeeding. The school shall also send timely progress reports and issue grades for each nine-week grading period to keep parents/guardians informed of their student's progress.

The evaluation of each student's performance on a regular basis serves to give the parents/guardians, students, and the school necessary information to help effect academic improvement. **Students' grades shall reflect only the extent to which a student has achieved the expressed educational objectives of the course**.

The grading scale for all schools in the district shall be as follows:

A = 100 – 90
B = 89 – 80
C = 79 – 70
D = 69-60
F = 59 and below

In grades K-6, the following symbols may also be used to designate student performance in a class if approved by the building principal:

O = Outstanding
S = Satisfactory
N = Needs Improvement
U = Unsatisfactory

For the purpose of determining grade point averages, the numeric value of each letter grade shall be:

A = 4 points
B = 3 points
C = 2 points
D = 1 point
F = 0 points

The final grades of students who transfer in for part of a semester will be determined by blending the grades earned in the district with those earned outside the district.

CONCURRENT CREDIT

The following rules and regulations will apply to the awarding of concurrent college and high school credit to 9th – 12th grade students enrolled in Arkansas Public Schools. Any high school student who is enrolled in grades 9-12 in an Arkansas public school shall be eligible to enroll in a publicly supported community college or four-year college or university in accordance with the rules and regulations adopted by the college or university. Any public high school student in grades 9-12 who enrolls in and successfully completes a course(s) offered by such a college shall be entitled to receive both college and high school credit, including credit toward graduation, as outlined by these regulations. ADE requires that a three hour concurrent credit course will count as one unit of high school credit in the same subject area. (Remedial college courses will only count ½ unit of high school credit.) Melbourne High School will allow concurrent credit courses to substitute for high school courses required for graduation as listed below. Concurrent credit courses are defined to be college courses taken by high school students during the regular school day. Credit earned by CLEP exams may not be counted as high school credit toward graduation. Students are responsible for all costs of concurrent credit courses. Substitution for required high school courses:

- Comp 1 and 2 for English 12

- Speech for Oral Communication
- Biology with lab, Physical Science with lab, Chemistry with lab, and Physics with lab for equivalent science course
- College Algebra satisfies 4th math unit
- Western Civilization 1 and 2 or World Civilization 1 and 2 for World History
- US History 1 and 2 for American History

All other concurrent credit courses will be evaluated and then substituted upon approval from administration for high school courses.

Administrative approval is required for all concurrent credit substitutions prior to enrollment in a concurrent class.

Legal Authority – Arkansas Code Ann 6-11-105 and 6-18-223.

Requirements for Concurrent Credit During Regular School Day

1. Participating students must be enrolled in grades 9-12.
2. If a student drops the college class before he/she receives a final grade, he/she must enroll in additional classes at Melbourne High School in this time period. The office must be notified immediately upon dropping a college class.
3. Students who are not enrolled in a college class(es) must attend the complete day at Melbourne High School. (Students with a work waiver may check out after five periods.)

A student eligible to receive free or reduced price meals shall not be responsible for any of the costs for the student's first six (6) concurrent credit hours so long as the concurrent credit courses are taught on the District grounds and by a teacher employed by the District. Any and all costs of concurrent credit courses beyond the six (6) hours permitted, that are not taught on the District's campus, or are not taught by a teacher employed by the District are the responsibility of the student. Students who are not eligible to receive free or reduced price meals are responsible for any and all costs associated with concurrent credit courses.

Legal References: A.C.A. § 6-15-902, A.C.A. § 6-16-1201 et seq., State Board of Education: Standards of Accreditation 12.02, Arkansas Department of Education Rules and Regulations Governing Uniform Grading Scales for Public Secondary Schools
Date Adopted: July 24, 2017

PARENT-TEACHER COMMUNICATION

(Ref. ASBA 3.30)

The district recognizes the importance of communication between teachers and parents/legal guardians. To help promote positive communication, parent/teacher conferences shall be held once each semester. Parent-teacher conferences are encouraged and may be requested by parents or guardians when they feel they need to discuss their child's progress with his/her teacher.

Teachers are required to communicate during the school year with the parent(s) or legal guardian(s) of each of their students to discuss their academic progress. More frequent communication is required with the parent(s) or legal guardian(s) of students who are performing below grade level.

All parent/teacher conferences shall be scheduled at a time and place to best accommodate those participating in the conference. Each teacher shall document the participation or non-participation of parent(s)/legal guardian(s) for each scheduled conference.

If a student is to be retained at any grade level, notice of, and the reasons for retention shall be communicated promptly in a personal conference.

Legal References: State Board of Education Standards of Accreditation 12.04.1, 12.04.2, and 12.04.3, A.C.A. § 6-15-1701(b)(3)(C)
Date Adopted: July 24, 2017

ADVANCED PLACEMENT

Melbourne High School offers some advanced placement courses. All advanced placement courses have to be graded on a 5.0 scale. Students with advanced placement class credits that are transferred to Melbourne High School will also have the advanced placement classes based on the 5.0 system. All other classes/credits will be based on the 4.0 system. **Students must take the AP exam administered at the end of the school year in order to receive credit on the 5.0 scale.** By Arkansas Law, in order for students to receive weighted credit, AP teachers must have current AP certification. The advanced placement grading scale and numeric value shall be as follows:

A- 90-100 = 5 points
B- 80-89 = 4 points
C- 70-79 = 3 points
D- 60-69 = 2 points
F- <60 = 0 points

In order to enroll in an Advanced Placement class, a student must have had the appropriate Pre-AP class. (Exceptions may be granted to students who did not have the opportunity to take Pre-AP classes.)

Legal References: Arkansas Department of Education Rules and Regulations Governing Uniform Grading Scales for Public Secondary Schools
ADE Rules Governing Advanced Placement Courses in the Four Core Areas in High School
A.C.A. § 6-15-902(c)(1), A.C.A. § 6-16-806
Date Adopted: July 24, 2017

INTERRUPTION OF INSTRUCTION

Interruption of instructional activities due to school announcements, assemblies, visitors on campus, or other activities shall occur only during those rare instances deemed necessary by the school's administration.

HOMEWORK POLICY

The Melbourne Board of Education, administration and teachers believe that homework is essential to the learning process. The purpose of homework is to develop self-discipline and good study habits that will ensure a successful future for each individual student.

Homework is traditionally unfinished class work. It is important and an extension of the learning that takes place in school. Homework can provide practice and drill that reinforces classroom learning and can provide opportunities for independent study, research, and creative thinking. Parents can help their children by arranging a quiet, comfortable place for the students to work and by seeing that assignments are completed.

Roles and Responsibilities

1. The school principal has the responsibility to coordinate a homework plan among staff members that implement this district's policy.

2. The teacher has the responsibility to define and communicate expectations regarding homework to students at the beginning of the school year.

3. Parents have the responsibility to cooperatively support this portion of the student's educational process by encouraging and becoming involved in the student's learning experiences.

4. Each student has the responsibility to complete assigned tasks upon the specified due dates. Homework is an essential part of the educational process that reinforces the classroom instruction. Therefore, students are required to do the homework assignments and turn them in for teacher evaluation. Parents will be notified when any student excessively violates the required homework assignments will be subject to disciplinary action.

Recommendations for Homework by Grade Level

Multiply 10 minutes by the grade your student is in and you will arrive at the average amount of time to be spent on homework (unfinished work, studying for upcoming tests, reviewing the day's lessons) each night.

Kindergarten Minimal
1st Minimal + reading
2nd 20 minutes + reading
3rd 30 minutes + reading
4th 40 minutes + reading
5th 50 minutes + reading
6th 60 minutes + reading

Grading of Homework

Homework assignments shall be evaluated in a manner similar to the evaluation of in class assignments.
Students are expected to complete all homework assignments and submit them for evaluation as they become due.

At the discretion of the teacher, a student's homework assignment grade may be lowered proportionately for each assignment turned in after the specified due date. Provisions, without grading penalties, shall be made for students who, because of documented illnesses or extenuating circumstances: 1) fail to complete homework assignments, or 2) submit such assignments after the specified due dates.

Semester Tests and Exemptions

If a student takes a semester test, it will be worth no more than 20% of the total grade. The semester grade for the students who choose not to take the semester test will be determined by combining the two 9 week grades and dividing by two. A student can qualify for an exemption from a semester test providing the following conditions are met:

5 absences or less and maintain an average of 90% or above.
4 absences or less and maintain an average of 80% or above.
2 absences and maintain an average of 70% or above.

Exemptions are considered on a class by class basis.

This incentive is offered to students to encourage attendance and individual effort. Students are not permitted to take "personal" days. Students are not allowed to leave a testing period early. Students who are finished testing on a semester testing day may check out at the end of a testing period provided they have written permission from their parent or guardian.

If a student decides to take a semester exam, even though they are exempt, their score will not harm their current grade.

Next year, in addition to semester exams, mandatory 9-week exams will be given to every student with no exemptions.

Date Adopted: May 13, 2024

MELBOURNE SCHOOLS DRUG TESTING POLICY

Mission Statement

The Melbourne School District recognizes that drug abuse is a significant health problem for students, detrimentally affecting overall health, behavior, learning ability, reflexes and the total development of each individual. The Melbourne School District Board of Education is determined to help students by providing another option for them to say "NO". Drug abuse includes, but is not limited to, the use of illegal drugs, alcohol and the misuse of legal drugs and medications.

Reasons for Testing:

1. To let all the students of the Melbourne School District know that the school is concerned about their total well-being. The school district is interested in helping the students who may be having problems.

2. To emphasize concerns for the health of students in areas of safety while they are participating in activities, as well as the long-term physical and emotional effects of chemical use on their health. To confirm and support state laws which restrict the use of mood-altering substances.

3. To assist students of Melbourne Schools to resist the peer pressure that directs them toward the abuse or misuse of chemical substances.

4. To support parents/legal guardians in their efforts to keep their child/children off drugs.

5. To establish standards of conduct for students of the Melbourne School District who are considered leaders and standard bearers among their peers.

6. To deter chemical abuse or misuse by all students through the use of random drug testing.

General Provisions:

Illegal drugs are defined as drugs, or the synthetic equivalent or generic equivalent or derivative or drugs, which are illegal under federal, state, or local laws including, but not limited to, marijuana, heroin, hashish, cocaine, hallucinogens, depressants, stimulants and other drugs not prescribed for the user. Illegal drugs include steroids and its' derivatives or related substances which are not prescribed by a physician or are prescribed by a physician for use not authorized by the manufacturer of the drug. Alcohol is defined as ethyl alcohol or any beverage containing ethyl alcohol. School year is defined as a period from the first day of classes in the fall through the last day of classes in the spring including any activity or practice that begins prior to classes starting in the fall.

Procedures for Students:

Consent: Each student wishing to drive a motor vehicle to school or participate in any extra-curricular club, organization, or team activity, shall have custodial parent or guardian consent in writing to drug testing pursuant to the district's drug testing program. No student shall be allowed to participate in any extra-curricular club, organization, or team activity, or drive a motor vehicle to school absent such consent. Students not involved in extra-curricular clubs or organizations may be allowed to voluntarily participate in the testing pool with a consent form signed by the parent.

Scope:

The provisions of this policy apply to all Melbourne School District grades seven through twelve whose parents/guardian sign consent forms. The drug screen tests for one or more illegal drugs. The superintendent or his designee may decide from week to week which illegal drugs shall be screened, but in no event shall that determination be made after selection of students for testing.

Student Selection:

Selection for random testing will be by lottery drawing from a pool of all students driving motor vehicles to school and/or participating in activity programs in the district. A single test can be required by a principal from a student for reasonable suspicion at any time. The superintendent shall take all reasonable steps to assure the integrity, confidentiality and random nature of the selection process including but not necessarily limited to: 1) assuring that the names of all participating students are in the pool; 2) assuring that

the person drawing the names has no way of knowingly choosing or failing to choose particular students for the testing; 3) assuring direct observation of the process by the least intrusive means possible while assuring brevity, accuracy and privacy.

Approximately 5% of the student population in grades 7-12 will be tested monthly while school is in session. However, at the discretion of the superintendent up to 10% may be tested in any month. Any student refusing to submit to testing is considered to have a positive test.

Sample Collection:

Samples will be collected on the same day the student is selected for testing, or if the student is absent on that day, he/she will be tested on the next available testing date. If a student is unable to produce a sample at any particular time, the student will be allowed a reasonable time to provide the sample within the testing guidelines. All students providing samples will be alone in an individual stall with the door closed or in a bathroom alone with the door closed.

Testing Agency:

The district will choose a qualified agency for the purpose of processing sample results and maintaining privacy with respect to test results and related matters.

Prescription Medication:

A medical review will be conducted on each sample to consider the use of prescription drugs. Parents/guardians may be contacted by the testing agency to discuss the prescription drugs in the sample. The medical review by the testing agency will determine if a prescription medication detected in the test has been satisfactorily explained. Prescription medications not explained to the satisfaction of the medical review will be considered a positive test.

Procedure in the event of a positive result:

Whenever a student's test result indicates the presence of illegal drugs, the superintendent will contact the custodial parent or legal guardian to schedule a meeting to discuss interventions. In the event of a positive test result in which the parent/guardian disputes the results, the student's original sample can be retested by the original testing agency at the parent/guardian's expense. If the test result comes back negative, the district will resume the cost of the test and will discard the results of the initial test. If a student's initial test is positive and the parent/guardian requests another test on the sample, the procedure for a positive test will be followed until a negative result has been returned on the appeal.

First Positive Result:

Following a positive result the student is placed on probation for a period of 21 school days. During this 21-day period, the student may not participate in any extra-curricular events, clubs, organizations, teams or drive a vehicle on campus. The student will be recommended for counseling. Any cost incurred will be the responsibility of the parent/guardian. After the 21-day period, the student will be re-tested at the expense of the district for the next six (6) random tests. The tests will be administered on the next random testing dates following the probation period. If the re-test results in a negative reading, the student will be allowed to continue all activities and driving privileges. If a student ceases to be enrolled in the district before a probation period or consecutive testing following a positive result has been completed, the probation and testing will be completed upon re-enrollment in the district.

Second Positive Result:

For the second positive result in the same year or any two consecutive calendar years, the student will be suspended from participating in extra-curricular events, clubs, organizations, teams or driving on campus for eighty-eight school days. The student shall not participate in summer activities, but will be given credit on the eighty-eight day requirement for activities missed during the summer. The principal will determine if participation is allowed for academic reasons during the summer on a case by case basis. After the second positive result, the student will be retested at the expense of the district for the next six (6) random tests. The tests will be administered on the next random testing dates. If a student ceases to be enrolled in the district before a suspension of activities and driving privileges or consecutive testing requirement following a positive result has been completed, both will be completed upon re-enrollment in the district.

Limited Access to Results:

The results will be reported only to the superintendent or to such person as the superintendent may designate in his absence. Other employees will be informed only on a need to know basis as determined by the superintendent or principal with strict regard to confidentiality and privacy.

Academic Nature of this Policy:

No student shall be penalized academically for testing positive for illegal drugs. The results of the drug test pursuant to this policy will not be documented in any student's academic records. Information regarding the results of drug tests will not be disclosed to criminal or juvenile authorities absent compulsion by valid and binding subpoena or other legal process, which the district shall not solicit. Activities related to academic credit after normal school hours will be considered on a case-by-case basis by the superintendent and principal.

Other Disciplinary Measures:

The district, by accepting this policy, is not precluded from utilizing other disciplinary measures set forth in the student discipline policy. This policy does not preclude the district from taking disciplinary procedure and resulting action when founded upon reasonable belief and suspicion that a student has participated in drug-related or alcohol related activities.

Reasonable Suspicion Provisions:

The use or possession of illegal drugs or alcohol by a student on property under the control of the district or prior to entering property controlled by the district or at a district sponsored event where the illegal drug has the possibility of impairing the student is in violation of this policy and the student may be subject to drug testing. The presence of an illegal drug or its metabolites or alcohol in a student's body is considered possession. This provision does not preclude the district from utilizing other disciplinary measures set forth in the student discipline policy.

Reasonable suspicion is defined as a reasonable suspicion by an administrator or other district employee that a student has used, possessed or sold illegal drugs on district property or has used illegal drugs off of district property, but is on district property or at a district sponsored event while under the influence of the illegal drugs; or that a student has used or possessed alcohol on district property, but is off district property or at a district sponsored event while under the influence of alcohol, or that a student is abusing or misusing prescription medications or over the counter medications on district property or at a district sponsored event while under the influence of the prescribed medication.

Reasonable Suspicion with Alcohol:

Given reasonable suspicion, the following will occur:

 Reasonable suspicion such as a staff referral or information gathered during an investigation will initiate administrative contact with the student.
 The student will be directed to an office or other suitable area where he/she will be kept in observation and questioned regarding the concern of alcohol consumption.
 The student may at this point confirm or deny the report.
 If the student denies the report and reasonable suspicion still exists, the student will be informed of our less invasive means of detecting breath alcohol and be asked to speak/breathe across the intake port of a passive alcohol sensor.
 If the student continues to deny the alcohol use, a breathalyzer administrated by the local police may be used.
 If it is determined that the subject has consumed alcohol and is in violation of the zero tolerance policy, the discipline policies in this handbook will be applied as well as possible legal action.

Examples of reasonable suspicion include, but are not limited to:
 Eyewitness evidence by a district official, administrator or employee.
 Eyewitness evidence of another person plus additional evidence.
 Individualized suspicion possessed by an employee of the district that is based upon a reasonable suspicion and/or reasonably reliable evidence.

Date Adopted: July 24, 2017

TITLE I PROGRAM POLICY STATEMENT FOR INVOLVEMENT OF PARENTS AND TEACHERS

Schools of the Melbourne School District shall convene annually at a flexible number of public meetings in which all parents, teachers, and other interested parties shall be invited, to explain the programs and activities provided with funds made available through the Improving America's Schools Act of 1994 – Title I. The purpose of the meeting will be to:

- Encourage parents to consult in the design and implementation of the LEA's Title I projects
- Solicit parent input, and
- Provide opportunity for ongoing communication among parents, teachers, and agency officials.

Activities to develop policies for consultation with parents and teachers will include the following:

- Provide a number of annual meetings in which parents and teachers will be involved in an organized, ongoing, and timely way, in the planning review, and improvement of programs including the school's parental involvement policy and joint development of the Title I plan.
- The school will provide parents of participating children the following:
    - eSchool access
    - Timely information about the programs
    - Regular progress reports
        - Progress reports at the end of each nine weeks
        - Interim progress reports sent in the middle (five weeks) of each nine weeks
        - Two parent/teacher conferences (one each semester)
    - A description and explanation of criteria used to measure student progress and proficiency levels that students are expected to meet.
- Provide additional opportunities through our Parent Involvement in Education (PIE) Center for parent meetings to formulate suggestions, share ideas and experiences with other parents, and participate in decisions relating to the education of their children.
- Provide a timely response to parents' suggestions.
- Provide opportunities for parents to become involved and help as a volunteer through our PIE resource center.
- Provide parenting classes with informative materials and training.
- Provide educational materials through our parent resource center in the form of books, videos, etc., to help parents with skills and training in positive discipline techniques.
- Provide the facility for parents to come and "make and take" educational materials (i.e., flash cards, letters, numbers, games, etc.) to help their children at home.
- A School/Parent Compact that outlines how parents, school staff, and students share responsibility for improving student achievement will be made available as part of this policy.

Date Adopted: July 24, 2017

PARENT INVOLVEMENT PLAN SUMMARY

The district shall provide coordination, technical assistance and other support necessary to assist participating schools in building the capacity for strong parent involvement to improve student academic achievement and school performance. This shall include:

- Designation of a Parent Involvement Coordinator;
- Using existing Parent/Teacher groups, School Improvement Teams, surveys, and interviews to provide feedback on all matters related to parent involvement in Title I funded programs;
- Provision of technical assistance and other support necessary to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement; and Distributing a copy of the Parent Involvement Policy to parents. A copy of the district's Parent Involvement Plan may be found on the District website (http://bearkatz.k12.ar.us/)

Copies of individual school plans are also available on the district website, and on individual school websites. The District contact is Nichole Parks (870)368-7070.

504/STUDENTS WITH SPECIAL HEALTH CARE NEEDS

It is the policy of the Melbourne School District to provide students with special health care needs individualized health care intervention to enable participation in the educational placement. These students include those:

1. Who may require administration and/or special procedures during the school day
2. Who may use a particular health care device that compensates for the loss of a vital body function
3. Who may have a chronic medical condition that is currently stable but may require routine or emergency health care procedures

4. Who may require the provision of substantial, special or frequent health care to avert death or further disability.

Individualized health care intervention shall be determined through a process of referral and identification culminating in the development of an individualized health care plan (IHCP).

MELBOURNE SCHOOL DISTRICT
GIFTED AND TALENTED PROGRAM
IDENTIFICATION PROCESS

The process of identifying students has several stages. Public announcements are placed in the local newspaper and on the local television station. School personnel/teachers/parents/ and students are provided with an identification process including characteristics of the gifted. To ensure ongoing opportunity for consideration of placement, GT referrals are accepted at any time throughout the school year. Referral forms are available on our school website under the Gifted and Talented section and are also available in the offices at each school. Data collection is taken from a variety of sources. Referrals are accepted from teachers, school personnel, parents and students. Data collection includes current standardized tests scores, an IQ test, a creativity test, current grades, a teacher checklist, and a parent checklist. All current data is used to determine the placement of a child according to the appropriate program options. Identification procedures are clearly stated and disseminated to teachers in grades K-12.

After data is collected and compiled, an identification committee reviews and analyzes the data and makes professional decisions on placement of students. This committee is chaired by the gifted and talented coordinator or the gifted and talented teacher. Placement decisions are made by a committee of at least 5 professional educators chaired by a GT trained specialist

Data collection includes a variety of sources. The objective measures used are the Otis-Lennon School Ability Test, the ACT Aspire, and the Torrance Test of Creative Thinking. The subjective measures used are a parent Renzulli rating sheet, a teacher Renzulli rating sheet, and current classroom grades.

The collected data is recorded by the GT coordinator/teacher on a GT Student Identification Profile sheet. This from also includes a checklist of exceptionalities/special considerations such as English Language Learners, Special Education Needs and Other At-Risk Populations. To protect the privacy of the student, students are identified only by student ID number on this form.
Student placement decisions are based on multiple criteria. No single criterion or cut-off score is used to include or exclude a student.

It is the objective of the school district to insure that the gifted and talented identification procedures are non-discriminatory with respect to race, culture, economic background, religion, national origin, sex, or handicapping.

After the decision of the selection committee is made, parent, teachers, and school personnel are notified in writing of the selection results.

Instructionally useful information about individual students obtained during the identification process is communicated to the instructional staff through verbal communication with the GT teacher and through the use of an information dissemination form that is prepared by the GT teacher.

Parent Involvement in Identification

When a student referral is received, parents are sent a letter informing them of the referral and the testing process/procedures. They are also sent a brochure on the Gifted and Talented program that contains information about appeals, placement, identification, and opportunities available to gifted and talented students.
Attached to the letter is a consent for testing form that parents must sign and return.

After the identification committee has made placement decisions, parents are notified of placement or non-placement through a letter that is mailed to their home. If the committee recommended a student be placed in the program, parents must sign and return a permission for placement form that is attached to the placement letter.

Appeals Procedures

Parents are notified of placement decisions and have the opportunity to appeal a decision with which they disagree. Parents may appeal decisions through the appeals process.

I. Procedures for filing appeals:
Appeals by a parent should be made in writing and submitted to the GT Coordinator. This appeal should be dated and signed.

II. Procedures for handling appeals:
A. The GT Coordinator, upon receipt of appeal, will set an identification committee meeting date within ten days of the appeal.
B. The identification committee will meet on the appointed date. The committee will review new material presented by the parent.
C. The identification committee will recommend a placement decision based on student data and information collected during the identification process and the new material presented by the parent.
D. Parents will be notified in writing of the identification committee's placement recommendation.

Identification as an On-going Process

Identification of gifted and talented students is an on-going process extending through grade 12. Students may be referred for the program at any time.
Students placed in the Gifted and Talented Program will be reviewed annually to determine whether or not they should remain in the program. The review will be conducted by the Identification Committee at the beginning of each school year.

The committee will consider student grades, student progress in the GT program, creativity test scores, intelligence test scores, standardized test scores, parent rating scales, teacher rating scales, and student motivation/task commitment. Based upon these factors, the Identification Committee will make a decision about the student's placement. An exit policy is in place, and the procedures will be followed. The committee's placement decision is communicated to parents through a letter that is mailed to their home.

Exit procedures based on multiple criteria
Placement and continued placement in the GT program is about meeting the needs of individual students, as evidenced by data. Student performance and progress is reviewed and placement status evaluated annually by the identification committee.

The committee will recommend a decision for continued placement in the GT program or for exit from the GT program based on student grades, student progress in the GT program, creativity test scores, intelligence test scores, standardized test scores, parent rating scales, teacher rating scales, and student motivation/task commitment.

All placement decisions will be communicated to parents by sending a letter to their home informing them of the identification committee's decision.

If a parent or guardian should request that a student exit the program, he/she must complete an exit-request form, and a conference with the parent or guardian will be requested before the student exits. Those present at the conference may include the GT teacher and/or the GT coordinator, a classroom teacher, an administrator, a counselor (if available), and the parent or guardian.

If the GT teacher and/or GT coordinator for the gifted program requests that the student exit the program, that individual must fill out an exit form and submit it to the Identification Committee. The Identification Committee will schedule a meeting. At the meeting a placement decision based on multiple data sources, including student grades, student progress in the GT program, creativity test scores, intelligence test scores, standardized test scores, parent rating scales, teacher rating scales, and student motivation/task commitment will be made by the Identification Committee and will include one of the following: (a) the student will remain in the program; (b) the student will exit the program; (c) or the student will remain and receive special provisions such as counseling for a specific length of time, after which a review will be made by the identification committee concerning exiting of the program.
The identification committees review will include student grades, student progress in the GT program, creativity test scores, intelligence test scores, standardized test scores, parent rating scales, teacher rating scales, and student motivation/task commitment
An exit conference form will be completed at the conference.

If a student requests his/her exit from the program, a conference will be held to include the student, parent/guardian, GT teacher and/or coordinator,
administrator and counselor (if available). At this time decisions will be made as to what adjustments or special provisions might be necessary so that the student will want to continue in the program. An exit conference form will be completed.

All files for Gifted and Talented students are kept for a minimum of 5 years and then are confidentially destroyed.

Information for

Elementary School Students

ELEMENTARY SCHOOL GENERAL INFORMATION

School Hours

The Regular Day for Students

The school hours are 7:55-3:10. The school day for children begins at 7:55 a.m. It is important that your child arrives on time and remains at school the entire day. Teachers are not expected to be at school before 7:40 a.m. Students are not permitted to enter the building until 7:20 a.m. unless they participate in the breakfast program.

If you bring your child to school, please have student enter at the Elementary School. For purposes of ensuring that children are supervised, no child is to be at school before 7:20 a.m.

School is dismissed at 3:10 p.m. Changes may be made in an emergency by phoning the school **no later than 2:15 p.m.**

Students riding the bus are placed on their regular bus unless a note indicating change is received. The note should include the driver's name, destination (including address), and the number of days for the change. If the child is to be picked up, the note should indicate who will pick up the child and the number of days to be picked up. When emergencies make it necessary for you to check your child out of school before the dismissal bell at 3:10 p.m., you will need to sign him/her out in the office.

ABSENCES

Students in Kindergarten – 6th grade will also need to bring a note from a parent or guardian explaining the nature of the absence. Notes from doctors, dentists, or other healthcare professionals should also be presented to their homeroom teachers who will send them to the principal's office. The principal will determine whether the absence is to be excused or unexcused. Note that if a note is not presented after an absence, the absence will be counted as unexcused. An absence shall be interpreted as missing instruction whether it is for the entire day or any portion thereof regardless of the reason.

Related Legislation and Judicial Opinion:

The 1989 Regular Special Session of the Arkansas General Assembly dealt with several important educational concerns. Among the legislation enacted to address these concerns were the following:
 Act 70 of the Third Extraordinary Session of 1989 provides for civil penalties against parents with students with excessive school absences and for the suspension of the driver's license or learner's permit of a student no longer in school except in certain situations.
 Act 474 of 1989 provides civil penalties against parents who fail to attend a school conference where a plan to help their child master the basic skills is presented.
 Act 867 of 1989 allows school districts to enter into cooperative agreements with local law enforcement agencies to permit law enforcement officers to detain suspected truants.

Absent:	**Tardy:**
Arrive after 10:30-1/2 day absent	Arrive after 7:55
Leave before 1:30-1/2 day absent	Leave after 2:00, before dismissal

A child is expected to be in the classroom by 7:50 a.m. After 7:55, parents should sign the student in at the principal's office and the student will be counted as tardy.

(Five days tardy will count as one day absence.)

Excused absences:

Absences will be excused for the following reasons:
 A maximum of three (3) days absence per semester with parent note for personal illness of the student. **Absences for personal illness beyond three (3) days will only be excused with doctor's note;**
 Personal injury, illness, or hospitalization of the student as verified by a professional;
 Hospitalization or death of a member of the immediate family (parent, grandparent, or sibling), notes not required;

 Other professional appointments which must have verification from that professional(examples: doctor, dentist, psychological counselors, National Guard duty, legal appointments, and court appearances **- excused only during scheduled time and travel to and from court building)**;
 Non-school educational activities authorized in advance by the building principal. These activities include but are not limited to student participation in elections as pages, participation in FFA, FCCLA or 4H programs. (Ref. A.C.A. 7-4-116, 6-18-220)

Unexcused absences:

All students are expected to be in class unless they are excused. The principal will determine if the absence is excused or unexcused. Students will not be permitted to make-up work missed because of unexcused absences.

CHRONIC OR EXTENDED ILLNESSES

Students who repeatedly miss school due to a chronic medical condition must provide a signed, dated letter from a physician stating the diagnosis of the condition. The letter must also include a statement from the doctor saying the medical condition may lead to absenteeism. The letter must be dated to cover the absences in the current school year.

School Visits

We always welcome parents! Children of interested parents are a joy to teach! The objective of Melbourne Elementary School is to have children engaged in meaningful learning at all times. BUT – a well-planned lesson can be destroyed for the entire class when a well-meaning parent "just drops by for a visit." PLEASE call ahead and schedule a conference with your child's teacher. This applies to before drop-in conferences as well. Your cooperation in following this procedure to protect class time from interruptions is appreciated. Parents are welcome to come and have lunch with their child. A designated seating area will be provided for you and your child.

Parent Involvement

We encourage parent involvement. If you would like to participate in school activities please contact your child's teacher or the office directly. We have many activities that would not be successful without participation of our parents.

Volunteer Program

Anyone interested in volunteering may come by the Melbourne Elementary office and register to volunteer. You don't have to be a parent to volunteer. All volunteers are needed and welcome. There is something everyone can do to help.

Marking Personal Items

All personal belongings such as; lunch boxes, backpacks, notebooks coats, and hats should be clearly marked with the student's name. School personnel are not responsible for lost items, but will assist in locating lost or misplaced items.

Toys and Other Items

Students are not to bring such things as toys, extra money, magazines, or electronic devices to school. Toy guns and knives are expressively prohibited.

Flowers & Balloon Deliveries

Flowers, balloons or other deliveries to the school for special occasions will be held in the office until the end of the school day in order not to interrupt classroom instruction.

Elementary School Reward Trips

Any student who has received out-of-school suspension, in-school suspension, bus suspension, or three documented office discipline reports will lose end of the year reward trip privilege. (Kindergarten students will be based on a per semester reward trip.)

ELEMENTARY SCHOOL STUDENT DISCIPLINE

Class I Infractions

1. Student Dress and Grooming
    a. Student dress and grooming should be clean and in keeping with health and sanitary practices
    b. Students may not wear clothing or hairstyles that can be hazardous to them in their educational activities.
    c. Dress and grooming should not substantially disrupt the education process. Students are prohibited from wearing, while on school grounds during the school day and at school sponsored events, clothing that exposes underwear, buttocks, or the breast of a female. This prohibition does not apply however to a costume or uniform worn by a student while participating in a school sponsored activity or event.
    d. A student will not wear or use emblems, insignia, badges or other symbols which cause substantial disruption or interference with the operation of the school.
    e. Shoes are required to be worn on campus at all times.
    f. Caps and hats must be removed upon entering a building.
    g. Students are not permitted to wear halters, midriffs, word or symbol pornographic T-shirts, cut-off T-shirts or similar dress. Students are prohibited from wearing clothing promoting tobacco, alcohol, or other drugs. Holiday costumes may be worn when approved by the staff.
    h. Students will be allowed to wear shorts of an appropriate length.
2. Disorderly Conduct
3. Use of Profanity (verbal or obscene gestures)
4. Repeated failure to do homework or class work or return written correspondence
5. Use of cell phones and other electronic devices (cell phones are to remain off and unseen, preferably in a backpack or purse during the school day)
6. Lying

Steps and order of disciplinary action taken will be subject to Administration discretion.

Class II Infractions

1. Lack of Cooperation
2. Truancy (skipping school or class)
3. Fighting
4. Committing an act of defiance, either in language or action, against a teacher or employee of the school district
5. Physical abuse or assault by a student on another student
6. Indecent exposure
7. Vandalism/Theft
8. Tobacco
9. Cheating or academic dishonesty
10. Forgery of notes or signature and/or falsification of general information
11. Immoral or sexual behavior or sexual harassment in any form (administration reserves the right to elevate to a class III infraction depending on the seriousness of the situation)
12. Transmission of any media electronically from school or school related activities without approval of administration

Steps and order of disciplinary action taken will be subject to Administration's discretion.

Class III Infractions

1. Weapons, dangerous instruments
2. Physical abuse or assault by a student on a school employee
3. Drugs/Alcohol (Possession, use, sale, delivery or transmission of a drug or a look-alike and/or alcoholic beverages)

The following consequences will be taken in regard to Class I Infractions.

Steps and order of disciplinary action taken will be subject to Principal's discretion.

K – 6th Grade	
Referral	Disciplinary Action
1	Parent conference and possible recommendation for expulsion

School Bus Transportation

While riding the bus, students are under the supervision of the driver and must obey the driver at all times. Disciplinary action for more serious offenses (cutting seats, insubordination, as well as other offenses) will be at the discretion of the principal.

K – 12th Grade	
Referral	Disciplinary Action
1	Warning and parent notification
2	Corporal punishment (refusal to take corporal punishment will result in 1- day suspension from riding the bus)
3	2 days suspension from riding the bus
Each additional offense will result in suspension from riding the bus, adding a day each time. The administration reserves the right add additional days to the suspension in cases of extreme misconduct.	

Anti-Bullying Policy

Pursuant to Act 681 of 2003, it is the policy of the Melbourne School District to maintain an environment that is free from "bullying". Bullying shall be defined as any willful action that is intended to harm, intimidate, create fear, or humiliate any other person; it may be physical, mental, or emotional; or any electronic act, regardless of whether the electronic act originated on school property or using school equipment, that results in the substantial disruption of the orderly operation of the school or educational environment. School employees who witness or have reliable information that bullying of a student occurred shall report the incident to the principal.

As defined in this policy, bullying will not be allowed on school property, at school sponsored events, or on school buses. As required by state law, any school employee who has witnessed, or who has reliable information that someone has been bullied shall report that incident to the school principal. Any person who files a complaint will not be subjected to retaliation or reprisal in any form. To better inform students of what bullying is, and what its consequences will be to the person who commits the act of bullying, and the consequences of being the victim of bullying, anti-bullying reminders will be posted prominently throughout the school. Complete policies will be provided to all students, employees, and parents.

Consequences:

When the principal receives notice that a student has been bullied, he/she will investigate the allegation fully. All parties having knowledge of the incident will be interviewed and will be asked to sign a written statement attesting as to what they had witnessed. If facts indicate that bullying has occurred, the person who committed the act will be disciplined according to the school's discipline policies—that discipline may include, writing assignments about the harm that bullying causes, in-school suspension, or corporal punishment. Repeated acts of bullying will require consultation with the student's parents, and will result in further disciplinary procedures such as out-of-school suspension or expulsion.

Elementary Playground and Building Rules

- Students are not to misuse any playground equipment. They are not to stand up in swings or on slides, and they should not push other students in swings from behind them. Only one person may sit in a swing at a time. Continued misuse of playground equipment will result in not being allowed to play on it.

- No rocks, gravels, sticks, etc. are to be thrown on the playground.

- No water guns, knives or other electric or battery gadgets (radios) are to be brought to school.
- Students are not to bring food or drinks to school unless it is part of their lunches.
- Students are not to leave the playground without the permission of the teacher on duty.
- When the weather is too bad for students to go outside for recess, they will remain in the classrooms, and they should be seated in their desks or on the floor playing quiet games, reading, coloring, etc.
- If a student needs to stay inside during recess, he/she should bring a note from his/her parents. If the student forgets to bring a note, the teacher should use his/her own judgment as to whether or not to allow the student to stay inside.
- Students must get permission from their teacher before using the telephone or copiers.
- Students are to walk and not run to and from the cafeteria, the buses and other buildings where they are going for classes or activities.
- Students are not to run in buildings and they are to walk around buildings rather than going through the halls unless it is raining.
- Students are not to climb or swing on rails for the steps. They are to stay off the gas tanks, air conditioners, and fences. Under no circumstance shall a student crawl under or go over the fence surrounding the playground.
- Students are not to push, shove, hit, or kick each other. No fighting or roughhousing will be allowed.
- Students are not to play tackle football.
- Students are to stay away from areas where they cannot be seen by the duty teachers.
- Hats and caps are not to be worn. Exception- During cold weather, hats that provide warmth for the ears may be worn outside. Toboggan style hats are not to be worn in the lunchroom or classrooms.

Teachers on duty may handle problems in the following ways:

- They may have students sit on the bench for a specified amount of time while the others play;
- Depending on the severity of the offense, teachers may spank students , or ask the principal to spank the students for the misbehavior on the playground;
- Students who do not behave or listen to the duty teacher will also be sent to the principal's office.

Note: Elementary playground rules are designed for the expressed purpose of keeping children safe and free from accidental or intentional harm, and for maintaining good order in the elementary school.

MELBOURNE ELEMENTARY SCHOOL STAFF
2025-2026

PRINCIPAL	ASSISTANT PRINCIPAL
Steven Chaney	Sadie Jenkins

ADMINISTRATIVE ASSISTANT
Megan Rush

KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE
	Erin Wortham	Kimberly Hoskinds	Carrie Baker	Tamra Brightwell
	Jessica Friend	Jessica Williams	Melissa Wyatt	Kayla Smith
Charlee Burns	Rachel Edwards			

FIFTH GRADE	SIXTH GRADE	SPECIAL EDUCATION	PHYSICAL EDUCATION
Misti Rush	Sharon Blevins	Autumn Wagoner	Whitney Hoskinds
Tracy Cone	John Gardner	Gwen Dodson	
	Lisa Pitts	Misty Brown	

DYSLEXIA COORDINATIOR/ INTERVENTIONIST	GIFTED/TALENTED	LIBRARY	COUNSELOR	ART
Whitney Morehead	Karen McDonald		Hannah Lamb	Amanda Miller

MUSIC	COMPUTER LAB	NURSE	INSTRUCTIONAL AIDES	
Candi Cooper			Janett Miller	Gloria Cordis
			Cindy Gillihan	Nadine Blevins

CUSTODIANS	CAFETERIA
Lynn Farris	

MELBOURNE ELEMENTARY SCHOOL TEACHER CONTACT INFORMATION

Teachers can be contacted at 870-368-4365 or by the following email addresses

Name:	Email Address:
Carrie Baker	Carrie.Baker@melbourneschools.org
Sharon Blevins	Sharon.Blevins@melbourneschools.org
Tamra Brightwell	Tamra.Brightwell@melbourneschools.org
Charlee Burns	Charlee.Burns@melbourneschools.org
Tracy Cone	Tracy.Cone@melbourneschools.org
Becca Duckett	Becca.Duckett@melbourneschools.org
John Gardner	John.Gardner@melbourneschools.org
Jessica Williams	Jessica.williams@melbourneschools.org
Kimberly Hoskinds	Kimberly.Hoskinds@melbourneschools.org
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Karen McDonald	Karen.McDonald@melbourneschools.org
Amanda Miller	Amanda.Miller@melbourneschools.org
Whitney Morehead	Whitney.Morehead@melbourneschools.org
Lisa Pitts	Lisa.Pitts@melbourneschools.org
Autumn Wagoner	Autumn.Wagoner@melbournschools.org
Erin Wortham	Erin.Wortham@melbourneschools.org
Jessica Wortham Friend	Jessica.Wortham@melbourneschools.org
Misti Rush	Misti.Rush@melbourneschools.org
Melissa Wyatt	Melissa.Wyatt@melbourneschools.org
Misty Brown	misty.brown@melbourneschools.org
Rachel Edwards	Rachel.Edwards@melbourneschools.org

Information for

High School Students

Class Attendance

A student shall not miss a class to attend another without permission from the principal. Students will not be permitted to leave a class early to attend another. Students are not to be counted absent when attending approved school activities.

High School

For students in grades 7th – 12th, it is required that the student present to the principal or designee a note written and signed by the parent or guardian explaining the nature of his/her absence prior to the student's attendance in class. The student will then be given an admission slip which must be presented to each teacher in class on the first day of the student's return. Students MUST obtain their admission slips from the office before 1st period class. Failure to secure an admission slip prior to the start of the day will be considered a tardy. Students should secure the admit slip from the office immediately upon their arrival at school. Admission slips are to be turned in to the last period teacher.
Absences are kept for each period. If a student is absent from class period 10 minutes or less, he/she will be counted tardy and must obtain a tardy slip from the office. If the student misses more than 10 minutes he/she will be counted absent for that period. The principal will determine if an absence will be excused or unexcused.

Related Legislation and Judicial Opinion:

The 1989 Regular Special Session of the Arkansas General Assembly dealt with several important educational concerns. Among the legislation enacted to address these concerns were the following:

- Act 70 of the Third Extraordinary Session of 1989 provides for civil penalties against parents with students with excessive school absences and for the suspension of the driver's license or learner's permit of a student no longer in school except in certain situations.

- Act 474 of 1989 provides civil penalties against parents who fail to attend a school conference where a plan to help their child master the basic skills is presented.

- Act 867 of 1989 allows school districts to enter into cooperative agreements with local law enforcement agencies to permit law enforcement officers to detain suspected truants.

Tardies

A student shall be prompt in arriving at school and to class. Any student who is tardy to school or to class must go by the principal's office to explain the reason why he/she was tardy and to pick up an admit slip to class.

7th – 12th Grade Consequences:

1st tardy – No disciplinary action

2nd tardy – Verbal warning

3rd tardy – Principal option and/or corporal punishment

4th and consecutive tardies – Referral to the principal for options and/or corporal punishment

5th tardy – Every 5th tardy in any one class will be counted as 1 unexcused absence for that class.

Excessive tardies after the 4th may result in the filing of a FINS petition or other disciplinary action.

Checkout Procedures

No student will be allowed to check out at lunch unless a parent/guardian physically signs the student out and back in. All students must report to the high school office to check in if arriving at school late. Students must also check out in the high school office if leaving the school campus before his/her school day is complete. Parents may call to check out students if the student is leaving campus for the rest of the school day. However, a note must be sent within five (5) days to excuse the absence.

Procedures for checking out:

1. Parent note
2. Parent phone call
3. Nurse's note
4. Administrator's consent
    - Students will not be allowed to call parents to check out of school without administrative approval.

Checkout for Work

Act 675 of 2003 mandates that all students in grades 9-12 shall be required to schedule and attend a full school day. A full day is defined as 360 minutes of planned instruction time. This law allows the local school board to grant waivers to students who would experience financial hardships if required to attend a full school day. According to the law, a financial hardship would be "harm or suffering caused by a student's inability to obtain or provide basic life necessities of food, clothing and shelter for the student or the student's family."

Students who wish to apply for a waiver must do so on an individual basis. Waivers will be considered for students in 12th grade.

Fund Raising

1. No soliciting of funds or drives may be conducted without the approval of the principal. (This includes visits of salesmen and non-profit organizations.)

2. Materials submitted by outside agencies are not to be distributed to the pupils or sent to the home unless authorization for such distribution has come from the principal.

3. Clubs shall be restricted to two fundraising activities per year with a maximum duration of 3 to 5 weeks.

4. Any club or class planning to have an activity must get approval from the principal.

5. No fundraising activities shall be scheduled during test week or the last two weeks of a semester.

6. Grades K-10 will not be directly involved in fundraising projects such as the selling of products or the direct solicitation (by students) of funds for school projects or charities.

7. Grades 11-12 shall be restricted to two selling projects and two activity projects (dance, sporting events, etc) per year; however, items may be sold (refreshments, etc.) during the activity projects.

All selling and activity projects must be placed on the principal's calendar. These projects and activities should be spaced out during the course of the school year. The duration of all projects and activities will be discussed with and determined by the principal.

Exceptions may be made if approved by the principal.

Books and Other Instructional Equipment

Students are issued books, instructional materials, and other related equipment throughout the school year. All books and equipment are to be returned at the end of the appropriate semester before grades can be issued. If the books or equipment are lost or damaged, the parents and students are financially responsible regardless of the circumstances of how they were lost or damaged.

Library Information

The library shall be organized as a resource center of instructional materials for the entire educational program. The number of library and reference books, periodicals, newspapers, pamphlets, information files, audio-visual materials, and other teaching and learning aids shall be adequate for the number of students and the needs of instruction in all courses.

School library rules are:

1. Books may be checked out of the library for two weeks and rechecked for an additional two weeks.
2. Each student may have three books (one to two book limit for grades K-2) out at one time, unless he/she is working on a report. Check with the librarian about checking out more than three books.
3. Each student may have two magazines (one magazine limit for grades 3-6) out at one time.
4. If a book is lost or damaged, it must be paid for by the person to whom it is checked out.
5. Students who repeatedly lose books or other materials will be subject to restriction or loss of library privileges.

Responsibility for the Selection of Materials

The Board of Education of the Melbourne School District is legally responsible for all matters relating to the operation of the Melbourne School System.

The responsibility for the selection of library instructional materials is delegated to the professionally trained personnel employed by the school system. The selection of instructional materials involves many people within the school system: principals, teachers, media specialists, students and parents (where applicable.) The criteria and guidelines used in the selection of these materials are available from the principal's office or the media specialist. Procedures concerning the challenging of materials are also available from the principals.

Driving Privileges To School
(See "students' vehicles" section on page 35 for further information)

General Driving Rules:

1. Students must possess a valid driver's license.
2. Students are required to carry liability and property damage insurance.
3. All students must have a parking permit.
4. The parking permit is to hang from the rear view mirror. Permit number must be visible from outside.
5. Students are permitted to hang permit from temporary car if driven to school.
6. Students will be issued a replacement permit if lost at a cost of $3.00 to the student.
7. No reckless driving (spinning tires, driving fast, etc.). A reasonable speed (5 to 10 mph) is to be maintained.
8. Must park in designated student parking area and leave vehicle parked until leaving campus.
9. Students must exit car and parking lot immediately after arriving to school.
10. Parking lot is off limits at all times, except for arriving at and leaving school.
11. No loud music on school property.
12. Students driving to and from school are subject to school drug testing policy.
13. Administration reserves the right to modify rules to handle specific problems if the need should arise.

14. If driving privileges are revoked, the student must ride the bus or the parent arrange other means of transportation.
15. Students who are excessively late to school (five tardies or more per nine weeks) may have driving privileges revoked.

Schedule Changes

Students will not be allowed to change class schedules after class has met five (5) times the first semester and five (5) times the second semester. If this occurs, the result will be an "F" on the transcript. Before any student will be allowed to change class during the first five sessions, he/she will have to meet with the teacher for the class he/she wishes to leave and with the teacher of the class he/she wishes to enter. The student must have the recommendation of the teacher and counselor or principal. Students enrolled in AP will be allowed to drop from an accelerated class until the class has met ten (10) times in a semester. The principal may change a student's schedule for emergency situations after the five day period.

High School Curriculum

Melbourne High School offers a variety of course work to prepare students for life beyond high school. This preparation includes providing course options through Virtual Arkansas in ways that help provide students with the ability to better equip themselves for the technological age in which we live. In addition to on-campus classes, students have the opportunity to attend concurrent credit classes, during the school day, at Ozarka College. Students must follow the guidelines found in the concurrent credit section of this handbook. Students also have the opportunity to earn credits toward graduation through correspondence courses administered through accredited institutions.

Arkansas Code Annotated (A.C.A.) §6-15-2012 requires that before a student's graduation from high school, a high school shall assess the student's college and career readiness and shall provide a transitional course designed to help the student reach college and career readiness standards. The transitional courses to be offered at Melbourne High School are Algebra III for math and Transitional Literacy for English. Both are offered as credit for meeting graduation requirements.

Arkansas schools may fulfill the requirement to determine the **college and career readiness (CCR)** of a student by offering any of the following assessments. Students scoring below the following benchmarks have not met the CCR determination:

- 19 on the mathematics section of the ACT/19 on the English
- 19 on the mathematics section of the PLAN/15 on the English
- 42 on the mathematics Grade 10 PSAT/44 on the 10th grade writing
- 46 on the mathematics Grade 11 PSAT/47 on the 11th grade writing
- 41 on the COMPASS Algebra test/80 on the writing skills test
- 39 on the ASSET Intermediate Algebra test/45 on the writing skills test
- 460 on the math portion of SAT/450 on the writing

Courses offered at Melbourne High School are listed below.

Grades 7-8:

Mathematics – Math 7, Algebra I, Pre-Algebra 8

English – English 7, English 8

Social Studies – Arkansas History, Social Studies 7, Social Studies 8

Science – Science 7, Science 8

Music – Beginning Band, Music 7, Music 8, Intermediate Band, and Junior Choir

Physical Education/Health – P.E. 7, P.E. 8, Athletics, Health 7, Health 8

Art – Art 7, Art 8

Vocational – Career Orientation 8, Intro to World Agri Science, Family and Consumer Sciences Investigation, Keyboarding, and Intro to Computer Technology. The state required coding block will be embedded in the 8th grade career development class.

Honors Program
(ref ASBA 5.17)

Honor Graduates and Graduates of Distinction

To be considered as an honor graduate at Melbourne High School a student must complete all requirements for graduation and the Smart Core Curriculum. In addition, the student must complete 2 years of foreign language, OR 1 year of foreign language and a choice of the following: Accounting, Physics or Chemistry as a 4th science, AP Calculus, AP PHYSICS, AP BIOLOGY, AP US HISTORY, COMP 1/2 or AP Language and Composition. A student must also maintain a 3.50 or above overall grade point average (GPA).

To qualify as a Graduate of Distinction, a student must meet the same requirements as an Honor Graduate, except maintain a 3.25-3.49 cumulative GPA.

GPA for graduation honors will be figured on grades earned through the end of the last marking period of the senior year. Students who have taken weighted courses will have their GPA's equalized so that the total number of courses taken will not adversely affect their GPA.

Students whose overall GPAs (including equalized GPAs) are the same will share the same academic honors and others will be ranked accordingly.

Valedictorian and Salutatorian

In order to be Valedictorian or Salutatorian, a student must meet the requirements for Honor Graduate. Valedictorian and Salutatorian will be the students with the highest GPAs based on the last eight semesters grades. The student or students with the highest GPA's will be Valedictorian and the student or students with the next highest GPA will be Salutatorian. All Valedictorians will be ranked 1 and all Salutatorians will be ranked 2. All other students will be ranked based on the number of Valedictorians and Salutatorians. To be eligible for Valedictorian or Salutatorian, a student must attend Melbourne High School for the entirety of their Junior and Senior years.

To be Valedictorian or Salutatorian, a student must attend Melbourne High School for the entirety of their Junior and Senior years. Students who desire to be Valedictorian or Salutatorian must take at least 3 of the 5 AP courses offered (AP English Language, AP English Literature, AP US History, AP Biology or AP Physics, or AP Calculus) and 7 of the 11 ADVANCED courses (ADVANCED English 9, ADVANCED English 10, ADVANCED Physical Science, ADVANCED Biology, ADVANCED Chemistry, ADVANCED World History, ADVANCED Civics/Economics, ADVANCED Algebra I, ADVANCED Algebra II, ADVANCED Geometry, ADVANCED PRE-CAL, COMP 1/2). Transfer students who have taken AP classes that are not offered at Melbourne High School will also be eligible for honors provided they meet all other criteria. No student will be permitted to enroll in more than 2 AP classes per academic year.

Honor Graduate Policy for Transfer Students

In order to be considered an honor graduate or graduate of distinction, transfer students must meet the minimum state requirements and maintain the required GPA of 3.50 for honor graduate.

Retaking a Class for Credit

If a student chooses to retake a class for credit that he or she has already taken and failed or is re-taking to earn a higher grade, then the grade for the first class will still be included when calculating the student's GPA.

Awarding Credit Toward Graduation Earned in Eighth Grade

Students who complete high school courses as eighth graders will receive credit toward graduation for those courses. Credit will be awarded for these courses for transfer students if the previous school awarded credit.

Progress Reports/Report Cards

At each four and one-half week period, a progress report will be sent home, mailed, or given at Parent/Teacher conferences.

Report cards are given out during the week following the end of each quarter or at a Parent/Teacher Conference after the first and third quarters.

Honor Roll

To be included on the honor roll, students must have either all A's or A's and B's.

Semester Tests and Exemptions

If a student takes a semester test, it will be worth no more than 20% of the total grade. The semester grade for the students who choose not to take the semester test will be determined by combining the two 9 week grades and dividing by two. A student can qualify for an exemption from a semester test providing the following conditions are met:

3 absences or less and maintain an average of 90% or above.

2 absences or less and maintain an average of 80% or above.

0 absences and maintain an average of 70% or above.

Exemptions are considered on a class by class basis.

This incentive is offered to students to encourage attendance and individual effort. Any student with more than one unexcused absence in any class will take the semester test in that class. Students must take tests during that assigned period testing time. Students are not permitted to take "personal" days. Students are not allowed to leave a testing period early. Students who are finished testing on a semester testing day may check out at the end of a testing period provided they have written permission from their parent or guardian.

Parent/Teacher Conferences

Parent/teacher conferences are an important opportunity for the discussion of student learning and behavior. Parent/Teacher conferences are scheduled during the first and third nine weeks of school. Parents are asked to meet with the teachers of each of their children, regardless of the progress of the child. These conference times are valuable to the overall educational program.

It is not necessary to wait for the regular conference time if a parent has a concern. Parent conferences are encouraged and can be arranged at any time during the school year.

College/Career Visitations

Students shall receive one career day to visit a college, university or other post-secondary institution. (Students will be allowed two class periods only to visit Ozarka College because of the close proximity to Melbourne High School.) Visitation days must be scheduled in advanced with both the high school counselor and a representative from the college being visited. Students must present a confirmation form from the college upon returning to school to avoid being counted absent. This form must be signed by a college official. Students requiring more than one day will need prior approval from the principal and present appropriate documentation upon returning to school.

Required Attendance for a Diploma

Grades 9-12

To receive a diploma from Melbourne Schools, students must meet all graduation requirements and attend a minimum of 8 semesters in grades 9-12, from an accredited educational institution.

Activity Funds

All activity funds shall be received and disbursed through a central agent. All expenditures from the activity fund shall be by check. An accounting system shall be set up and audited annually. A financial statement shall be furnished for any activity upon request of its treasurer and sponsor. All clubs and organizations are responsible for their own operational expenses.

All proceeds from concessions (at athletic events) will go to the athletic department.

Class and Club Sponsors

Class sponsors are appointed for the seventh grade by the administration each year. The sponsors will stay with this class until it graduates. If a teacher-sponsor leaves, his/her replacement will assume the sponsorship of the club or class. No class or club will meet without the sponsor attending. All meetings will be held before school or at lunch.

School Organizations

- Art Club
- Beta Club
- B.A.D. (Bearkatz Against Drugs)
- Cub Staff
- Future Business Leaders of America (FBLA)
- Fellowship of Christian Athletes
- Family, Career and Community Leaders of America (FCCLA)
- Future Farmers of America (FFA)
- History Club
- Library Club
- Student Council

- Yearbook Staff

Conduct and Discipline

Disciplinary Guidelines

It is the policy of the Melbourne School District to encourage communication between students, parents, faculty and the administration. Through the use of effective school disciplin we can create an orderly environment that is preventative in nature and conducive to learning.

Purpose

The purposes of the Melbourne School District Disciplinary Guidelines are:

1. To achieve remediation and to correct any unacceptable student behavior;

2. To develop the student's character and power of self-control; and

3. To interact with the student in ways so that the disciplinary action results in a positive and acceptable behavior change.

Each student has the right to:

- Have the opportunity for a free education in the most appropriate learning environment,
- Have the opportunity for freedom of speech and of the press (so long as the exercise of these rights is not disruptive),
- Be secure in his/her person, papers, effects against unreasonable searches and seizures; and reasonable privacy in regard to his/her possessions,
- Expect that the school will be a safe place with no fear of bodily harm,
- Expect an appropriate environment conducive to learning, not be discriminated against on the basis of sex, race, color, religion, age, national origin, or handicapping conditions, and
- Expect to be fully informed of school rules and regulations.

Each student has the responsibility to:

- Know and adhere to reasonable rules and regulations established by the local board of education and implemented by school administrators and teachers,
- Respect the human dignity and worth of every other individual,
- Refrain from libel, slanderous remarks, and obscenity in verbal and written expression,
- Study diligently and maintain the best possible level of academic achievement,
- Be punctual and present in the regular school program,
- Dress and groom in a manner that meets reasonable standards of health, cleanliness, modesty, safety and is not disruptive to the educational process,
- Help maintain and improve the school environment, preserve school property, and exercise great care while using school facilities,
- Refrain from gross disobedience, misconduct, or other behavior which would lead to any physical harm or to the disruption of the educational process,
- Respect the reasonable exercise of authority by school administers and teachers in maintaining discipline in the school and at school sponsored activities,
- Obey the law and rules so as not to be subject to ill effects or endanger others by the possessions of or the use of alcohol, illegal drugs, and other unauthorized substances, and

- Carry only those materials which are acceptable under the law and accept the consequences for unacceptable articles stored in one's locker, stored in or on one's desk, or carried on one's person.

Supervision of Students

It should be noted that all district personnel are responsible for the care and supervision of students and are authorized to hold every student strictly accountable for any disorderly conduct in school or on any property of the school, on any school bus going to or returning from school, during school sponsored activities or between class periods.

Punishment Options

Teacher Options:

- A conference is held with the student to obtain a commitment, oral or written, for correcting the behavior.
- Recess time is withheld for elementary students.
- The student is moved within the classroom.
- The student is placed in detention at noon.
- Parents of the student are contacted or a conference with the parents is held to inform them of the situation and obtain their assistance.
- The student is referred to the counselor and/or principal.
- In emergency situations, reasonable force may be used by school personnel to restrain a student or protect the student, other students, staff and citizens.

Other Teacher Options:

- Corporal punishment (administered by administrator or designee)
- Special writing assignment (minimal use)
- Verbal reprimand (warning)
- Saturday school
- Charges for illegal behavior may be filed against the student with appropriate authorities having jurisdiction.

Principal or Designee Options:

- The principal contacts or holds a conference with the student and/or his/her parents for the purpose of accomplishing acceptable student behavior.
- The student is referred by the principal or his/her designee to the counselor or other educational, medical, social, or governmental agencies for assistance.
- The student is not permitted to attend any school related activities (day or night) for a defined period of time.
- The student's daily class schedule is changed by the principal.
- The student is assigned detention at noon, before, or after school.
- The student is assigned in-school suspension.
- The student's driving privileges may be suspended.
- The student is placed on probation by the principal.
- In emergency situations reasonable force may be used by school personnel to restrain a student to protect the students, staff and citizens.

Other Principal Options:

- Corporal punishment
- Verbal reprimand (warning)
- Special assignments
- Saturday school

- The student is charged for damages for destruction of school property.
- Charges for illegal behavior may be filed against the student with appropriate authorities having jurisdiction.
- Dress code violations will involve changing into attire that meets dress code policies. Students who miss class for dress code violations will be counted unexcused for time out of class.

When other remedial and corrective options have not been successful, or when suspension is specified, the student is suspended from school by the principal for a period of time not to exceed ten (10) days, or by the superintendent in cases exceeding ten (10) school days to a maximum of ninety (90) days. It should be stressed that suspension or expulsion from school will be considered as unexcused by the attendance committee. (Every effort will be made to notify the parents in cases involving out-of-school suspension.)

Student expulsion is recommended when all other actions have not been successful or the nature of the behavior violation requires this action.

Important: Punishment for each offense mentioned may vary according to the severity of the offense.

The principal has the authority to add to or modify any punishment option to maintain an atmosphere conducive to an appropriate education.

SATURDAY SCHOOL:

Saturday School (SS) is an opportunity for Melbourne High School (MHS) students to reclaim lost class time due to behavioral issues or excessive absences. Saturday School will be held twice a month on the high school campus and will be proctored by MHS faculty.

Saturday School can be assigned for the following reasons:

****Truancy or Excessive Absences***

Saturday School may be assigned to students that skip class or school. Students with excessive absences that are in danger of losing credit or having court action taken may be assigned Saturday School in order to recoup seat time as well. One session of Saturday School recoups one absence.

Discipline or Behavior Issues

Not following school-wide expectations and/or the rules as outlined in the student handbook.

If assigned, Saturday School attendance is MANDATORY. If the student has a compelling need to reschedule, he/she must speak with Administration, prior to the scheduled date, to arrange an alternate date. **Failure to attend an assigned SS may affect the student's ability to participate in sports, activities, or other school events.**

Students assigned to SS will be issued a contract (signed by students and parent/guardian and turned in at Saturday School) and must plan and bring 3 ½ hours worth of school work to be completed. The signed contract must be presented in order to attend the session.

Saturday School meets in the library from 8:00 am to 11:30 am, unless otherwise stated. In order to be admitted into SS, students must report on time with study materials and assignments. Any student arriving tardy will not be allowed admittance. If a student leaves before the SS session is concluded, he/she may not return during that same session. Transportation to and from Saturday School is the responsibility of the student.
While in attendance, all students are expected to sit quietly and complete their respective assignments or engage in independent reading and/or writing. Generally, talking is not allowed except during specified times as permitted by the SS Monitor. Any student who does not follow SS rules while in attendance will be asked to leave and, consequently, will not receive credit for that session.

Standards of Conduct

Compliance with the Melbourne Schools' standards of conduct that are listed on page 26 under "Prohibited Conduct" are mandatory. The following rules and regulations were designed in order for the schools to operate in a safe atmosphere that is conducive to educational productivity. Many of the standards are not only school standards, but they are also state

and federal standards. As such, violations of those standards are subject to the offender being reported to legal authorities for prosecution and/or punishment, as well as school disciplinary actions.

The standards of conduct and behaviors are listed on page 26 under prohibited conduct.

Consequences for non-compliance of the Melbourne Schools' standard of conduct can range from a minimum consequence of a verbal warning by faculty and staff, to a maximum of expulsion.

A student may face disciplinary action up to and including expulsion for immorality, refractory conduct, insubordination, infectious diseases, habitual uncleanliness, or other conduct that would tend to impair the discipline of the school or harm the other pupils, regardless of whether between school terms, regardless of the action occurring on school property, and regardless of whether a specific prohibition of the conduct is contained in this student handbook.

Dress Code

Melbourne School administrators recognize that among those rights retained by the people under our constitutional form of government is the freedom to govern one's personal appearance. When, however, dress and grooming substantially disrupts the learning process for the individual student, other students, or the learning climate of the school, it becomes a matter subject to corrective action. Student dress, grooming and appearance should be the responsibility of the individual and his/her parents under the following guidelines:

1. Dress and grooming should be clean and in keeping with health and sanitary practices.
2. Students may not wear clothing or accessories that can be hazardous to them in their educational activities.
3. Dress and grooming should not substantially disrupt the educational process. Any attire which causes undue attention will result in the student being punished. Examples of such attire that is unacceptable include, but are not limited to, unbuttoned shirts and blouses, strapless or sleeveless blouses, transparent or see-through apparel, pants with holes more than 6 inches above the middle of the knee, skirts and shorts that are more than 6 inches above the middle of the knee, or clothing that is oversized to the point that it causes undue attention to the wearer. Shorts must be hemmed.
4. Per Act 835 of 2011, students are prohibited from wearing clothing that exposes the midriff, underwear, or buttocks of any student, or the breast of a female both at school during the school day and at school sponsored activities.
5. Leggings may be worn as long as covered by legal shorts, skirts, or tunic top/dress.
6. A student shall not wear or use emblems, insignias, badges, or other symbols which cause substantial disruption or the interference with the operation of the school.
7. A student shall not wear clothing with vulgar language, suggestive captions, and alcoholic or tobacco advertisement.
8. Sunglasses, caps or hats are not to be worn in any building of the Melbourne School District or during school related activities.
9. Dress codes apply to all school related activities.
10. A student shall not be allowed to wear T-shirts or other apparel, items, or accessories, or visible tattoos which promote violence, aggression, or hate toward any particular group or people. For example, any logo, picture, or slogan which promotes or is identified with professional wrestling, hate groups, or music groups which promote violence, drugs, and sex, or which portray lewdness or vulgarity.
11. Students will not be allowed to wear heavy chains such as those which are attached to wallets or billfolds.
12. Club sponsors, coaches and teachers may apply specific dress and appearance requirements for activities and events when, in their professional judgment, such requirements are necessary.

Detention/In-School Suspension Rules

1. The student will report to the principal immediately upon arrival at school.

2. The student will bring all books and study materials to the detention room.

3. No locker visits will be permitted.

4. The teachers will provide homework assignments for the following day.

5. The student will be seated and studying at all times.

6. The student will not be permitted to talk socially with other students.

7. The principal may assign written work for the student.

8. The student will be permitted two restroom breaks as needed.

9. Additional time may be added by the principal or designee for violations of the above detention rules and/or any other rules contained within this policy.

Corporal Punishment

Reasonable discipline may include the administration of corporal punishment to a student in the exercise of sound discretion by a certified employee, provided that corporal punishment shall not be excessive or unduly severe.

A. Corporal punishment can be administered according to the following procedures:

- It will be administered by or in the presence of at least one school administrator with at least one certified witness present.

- It will not be administered in the presence of other students, with malice, anger or in excess.

- Before corporal punishment is administered, the student shall be advised of the rule and infraction for which he/she is being punished in the presence of the witness. If the student claims innocence, the certified employee will permit the student to state his/her position. School officials are not required to conduct hearings with parent(s) or guardians or to obtain their permission prior to corporal punishment.

- Refusal to take corporal punishment will result in suspension, expulsion or other disciplinary measures.

- The principal will be notified when corporal punishment is administered and a written report shall be filed in the principal's office.

Act 904 of 1977 authorized any teacher or principal to use corporal punishment in a reasonable manner for good cause in order to maintain discipline and order within the public school.

In 1977, the U.S. Supreme Court held that spanking children as a means of maintaining school discipline did not constitute cruel and unusual punishment in violation of the Eighth Amendment of the United States Constitution.

Confiscated Property

From time to time, teachers, principals, and other school employees will find it necessary to take objects away from students – particularly objects which may present a danger to that student or other students. When such objects are confiscated they should be taken to the principal's office where a decision will be made as to the circumstances with which the objects may be returned or turned over to parents or legal authorities. If at the end of the school year, those objects have not been claimed and returned to their rightful owners, they will become the property of the school district and will be disposed of at the principal's discretion.

Lost and Found

Articles found should be brought to the principal's office. Inquiries about lost articles should be made to the principal's secretary. Valuables should be kept in the student's possession while at school. Only enough money to cover costs for the day should be brought to school. At no time should excess cash be carried. At the end of the school year, all articles and objects that have been found on the campus or school buildings, and brought to the office, and which have not been claimed by their rightful owners, will become the property of the school district and will be disposed of in an appropriate manner.

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