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Rights and Responsibilities

The ***Student Handbook*** is the official policy of Little Rock School District.

The Administration believes that students have the right to know the standards of behavior that are expected of them and the consequences of misconduct. The rights and responsibilities of students, including standards of conduct, will be made available to students and their parents through the ***Student Handbook*** as well as through other documents which may be developed by the local school. It is the responsibility of the student to adhere to the standards of behavior set forth by the Administration through the Student Handbook. Students have the right to a free public education; they are responsible for complying with rules and regulations of the District and the reasonable instructions of district personnel.

Student Behavior in the Little Rock School District

The Little Rock School District Administration, by its authority, establishes the following student behavioral expectations, and they will be taught to students as a necessary part of the learning process. Therefore, all students will:

- Show respect to others and show respect for the rights of others.
- Respect the authority of all school personnel.
- Behave in a courteous manner.
- Bring to school and to individual classes the necessary materials (books, pencils, paper, and assignments) and actively participate in the learning process.
- Use appropriate personal hygiene habits and dress in a manner that is not disruptive to the learning environment.
- Adhere to all school rules and regulations.

STANDARDS OF CONDUCT ARE IMPLEMENTED SUCCESSFULLY WHEN THERE IS A TRUE UNDERSTANDING AND ACCEPTANCE OF HIGH EXPECTATIONS FOR EVERYONE WHO WORKS AND INTERACTS IN THE SCHOOL COMMUNITY.

Parent/Guardian(s) Bill of Rights and Responsibilities

Every parent/guardian(s) has the right to:

- Be treated with courtesy.
- Be respected as an individual regardless of race, creed, national origin, disability, sex or age.
- Participate in meaningful parent/guardian(s)-teacher conferences to discuss his/her child's school progress and welfare when the need arises.
- Be informed of school policies and administrative decisions.
- Be informed of approved procedures for seeking changes in school policies and for appealing administrative decisions.
- Inspect his/her child's cumulative record and remove or correct any false or misleading statements in conformity with current guidelines established by state and federal governments.
- Be informed of all programs in special education and in the schools generally.
- Appeal the placement, in accordance with established guidelines, of his/her child in a special education class.

- Secure as much help as is available from the Little Rock School District to further the progress and development of his/her child.
- Expect to receive important school news and messages.
- Expect reasonable protection for his/her child from physical harm while he/she is under school authority.
- Support and participate in school organizations and activities.
- Be informed and take advantage of educational opportunities and programs available to youth in the Little Rock area.

Every parent/guardian(s) has the responsibility to:

- Provide for the physical needs of the child.
- Prepare the child emotionally and socially to be receptive to learning and discipline.
- Has the child attend school regularly and on time.
- Assist the child in developing proper habits.
- Know school requirements and procedures.
- Discuss problems with the appropriate persons to prevent misunderstandings.
- Work for the success and improvement of public education in the Little Rock School District.
- To conduct themselves respectfully at all times.

Note: Use of obscene language or gestures and/or physical or verbal abuse toward school personnel may result in involvement of a law enforcement agency.

General Information

Enrollment

The Little Rock School District (LRSD) is open and free to any child five through 21 years old who resides within the District and has not graduated from high school. Children who attain the age of five on or before August 1 will be eligible to attend kindergarten during that school year. School attendance is required until a student's 18th birthday. Parent/guardian(s) seeking enrollment of a child in the District will provide the following:

- Certified copy of birth certificate, visa/passport or military I.D. card, *previous school records, registrar statement, an attested baptismal certificate or an affidavit of the date and place of birth by the child's parent or guardian* as provided by law (A.C.A. 6-18-208).
- Proof of address (lease agreement, current utility bill, house contract, mortgage payment) within 30 days.
- Social Security number or requests the District assign an Arkansas Department of Education (ADE) issued nine-digit number.
- Expulsion records, if applicable.
- The child's immunization record.

All students are required to maintain a level of attendance that will enable them to fulfill their responsibility as learners and will enable the school to meet its obligations to the students.

School Assignments

School assignments are determined by the residential address. To determine your zone school, you may contact the Student Registration Office or visit the www.lrsd.org webpage and click on "school locator." You may register your child either at the zone school or the Student Registration Office.

For additional information about the student registration process, visit the LRSD.org website.

To view the full policies listed below, click on the link below:

[Policy 4.5 - School Choice](#)

[Policy 4.6 Foster Children](#)

[Policy 4.40 Home Students](#)

Compensatory Attendance

Arkansas law requires that any child age five (5) through seventeen (17) years on or before August 1st of the current school year, who resides within the LRSD, to enroll and attend school. Click on the link below to view the full policy.

[Policy 4.2- Compulsory Attendance Requirements](#)

Before and Afterschool CARE for Elementary

The before and after school CARE program is a non-profit, self-supported program for the students and parents of the Little Rock School District. CARE students participate in a variety of large group and independent activities. These activities include outdoor recreational activities, arts and crafts, music, games, and supervised homework time.

CARE is available at LRSD elementary schools with a minimum of 15 full time participants at a reasonable cost to parents. Each program operates from 7:00 a.m. until the start of the school day and from dismissal until 5:30 p.m. on regular school days. CARE is open at specified sites for Parent Conference Days, Teacher Workdays and Professional Development Days. Students attend these days by reservation only at an additional cost. When schools are closed or dismissed before the normal dismissal time due to an emergency or inclement weather, CARE is closed.

For more information, call the CARE office at 447-1880.

Child Nutrition

The Child Nutrition Program participates in the National School Lunch and Breakfast Program and After School Snack Program. To complete a school lunch application go to www.lrsd.org and click on department and then Child Nutrition.

On Line Payment: Credit Card or Debit Card Payments Available for Student Meals

In addition to accepting cash and checks for school meals at each site, parents have the option of utilizing the online pre-payment system for payment of meals or extra foods/ala carte sales. Payments received are “real time” and appear on the student’s account within minutes. Access to the pre-payment system is available any time of the day or night, seven days a week. Making online payments is safe, secure, convenient, and easy and may be completed by going to the Little Rock School District website at www.lrsd.org and following the links to Pre-Payment or School Menus.

Reduced Co-Pay Subsidy

Households approved for reduced price meals are eligible to receive the breakfast and lunch meal at no cost. The cost of the reduced price meal is subsidized through the National School Lunch Act Fund of Little Rock School District.

Closed Campus

All schools in the Little Rock School District are closed campuses. Students are required to stay on campus from their arrival until dismissal at the end of a regular school day, unless given permission to leave the campus by a school official.

Visitors at School

The Board of Education encourages visits to school by parents and community members. Visitors are required to register at the school office. Parents or visitors who wish to observe a classroom must arrange the visit in advance with the teacher so that class disruptions may be kept at a minimum.

Principals have the authority to refuse entry onto school grounds or buildings to persons who do not have legitimate business at the school and/or to persons engaging in unacceptable conduct such persons may be asked to leave the premises.

Transportation/Bus

Students who ride the bus are subject to the same rules while on school grounds. Disciplinary action may be taken against students who violate student code of conduct rules.

The bus driver should not operate the bus until all riders are seated. Disciplinary measures for problems related to bus behavior can include suspension or expulsion from school or suspension or termination of bus transportation privileges. If a student loses his\her bus privilege, it becomes the responsibility of the parent to get the student to and from school.

Student Vehicles on Campus Grounds

A student is expected to adhere to all laws and regulations regarding a driver's license and insurance for their vehicles. Vehicles driven to school shall be parked in the area designated for student parking. Parking on school property is a privilege which may be denied to a student for any disciplinary violation, at the discretion of the student's building principal.

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.

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.

Attendance and Truancy

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

- (1) Illness
- (2) Death or serious illness in the immediate family
- (3) Medical Appointment
- (4) Court
- (5) Reasons not covered above must be approved by the Superintendent or his/her designee.

All excused absences require a written note signed by the parent\legal guardian or a doctor's excuse must be provided to the school attendance personnel upon return to school. A written statement presented for an absence having occurred more than five (5) school days prior to its presentation will not be accepted.

Unexcused Absences

Absences without an accompanying note from the parent or legal guardian will be considered as an unexcused absence. Students with 12 unexcused absences in a semester may not receive credit for that course and may be denied promotion or graduation.

After seven (7) unexcused absences, a truancy report will be filed with the Pulaski County Juvenile Courts.

Excessive absences may not be a reason for disciplinary sanctions.

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

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

Reporting procedures for Truancy:

- Within the first **30 minutes** of class the teacher enters and sends attendance to ESchool
- Within **30 minutes** of the teacher's submission of attendance, the attendance secretary retrieves the data. A phone call is generated by Parent Link when the child is absent at 10:00 a.m., 1:00 p.m. and 6:00 p.m.
- After **three (3) unexcused absences**, the Attendance secretary notifies the student's parent\guardian of the number of absences by letter. The building level administrator schedules a conference with the parent\guardian to discuss interventions and possible denial of credit/promotion after 12 accumulated absences.
- After five **(5) unexcused absences** for those on a block schedule, the attendance secretary notifies the student's parent\guardian of the number of absences.
- After six **(6) unexcused absences for those on a regular schedule and elementary students**, the attendance secretary notifies the student's parent\guardian of the number of absences.
- After **seven unexcused absences (7) block schedule**. A referral is made to the Juvenile Court by the Truancy Department, and the parent\guardian is notified of the referral.
- After **nine (9) unexcused absences for those on a regular schedules** and elementary students, a referral is made to the Juvenile Court by the Truancy Department. The parent\guardian is notified of the referral.
- **After twelve (12) unexcused absences**, a conference is conducted with the school administrator, the parent\legal guardian, and student. Documentation of absences will be sent to the address on record. The administrator may deny promotion/course credit after consultation with the parent\guardian.

Tardy Policy

Each school will create their own tardy policy. All tardy policies must be developed by an eight (8) member committee which is comprised of: Administrator, counselor, attendance secretary/secretary, mental health agent, two diverse parents and two teachers from different levels. Final drafts should be signed off on by each committee member and submitted to the respective Associate Superintendent who will approve and submit to the Senior Director of Student

Services. Once approval has been established, each school shall make policies part of their school based handbook for parent awareness.

Make up work

Students who miss school due to an excused absence will be allowed to make up missed work under the following rules:

- Students are responsible for asking the teachers of the classes they missed what assignments they need to make up.
- Students are required to ask for their assignments on their first day back at school or their first class day after their return.
- Make-up tests will be scheduled at the discretion of the teacher.
- Students will have one class day to make up work for each class day they are absent. Make up work not turned in within the makeup schedule for the assignment will receive a zero.
- Students who are absent on the day the makeup work is due must turn in the work on the day they return to school.

Work missed while a student is suspended or expelled from school may not be made up for credit, and the student will receive a zero for missed assignments.

Student Records/Directory Information

All student education records are available for inspection. Copying of any records by the parent of his\her student who is under the age of eighteen (18) is also available.

Policy 4.14—STUDENT PUBLICATIONS AND THE DISTRIBUTION OF LITERATURE

Possession and Use of Cell Phone and Other Electronic Devices

Cell Phone and other electronic devices may serve as an outstanding instructional tool and learning resource, if used appropriately. Staff members and students are encouraged to use electronic devices to supplement instruction and learning. In order to preserve the teaching and learning environment with cell phones and other electronic devices, the following apply:

- Cell phones and other electronic devices may be used for educational purposes in the classroom setting at the discretion of the teacher.
- Cell phones and other electronic devices may be used for non-educational purposes in the morning before the tardy bell and after school.
- Cell phones must be turned off at the sound of the tardy bell.
- Cell Phones and other electronic devices must be stored in a location that is not visible by staff, other students (purse, backpack, and locker).
- If the cell phone or other electronic device rings, vibrates, is visible during instruction time or class changes, or if caught using a cell phone, a staff member has the right to confiscate and turn the device into the main office.

- The use of a cell phone or other electronic device to photograph or video other students or employees is forbidden on campus and could result in a consequence up to and including expulsion.
- If assigned to the In School Suspension Program, the ISSP teacher will hold cell phones and electronic devices during the school day.

Any student in possession of a cell phone or other electronic devices that violates the rules shall immediately surrender the device. If the student refuses to relinquish the cell phone or electronic device or the student exhibits other inappropriate behavior, the student will receive a disciplinary sanction according to the Student Handbook. An adult listed on the Pupil Information Form or designated by the parent, may pick up the cell phone or electronic device by the end of the school day. The adult must present identification, and a copy of the ID will remain on file in the main office

Policy 4.47 -- POSSESSION AND USE OF CELL PHONES AND OTHER ELECTRONIC DEVICES

Dress Code

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

Student dress and grooming is the responsibility of the student and his/her parent/guardian(s). When a student's dress or grooming disrupts the learning process, the principal or his/her designee has the responsibility to take action.

The following guidelines are to be used in determining appropriate dress and grooming in the school environment:

- Dress and grooming is to be in keeping with health, safety, and sanitary practices.
- Students may not wear clothing or hairstyles that can be hazardous in educational activities such as lab, shop, physical education or art classes.
- Shoes must be worn as required by law. Flip-flops (made of rubber or plastic), beach footwear, slippers, heelys (skate shoes) and similar footwear are inappropriate for school and are not to be worn.
- Clothing and accessories are not to substantially disrupt the education process.
- Students are not to wear clothing, buttons, patches, jewelry or any other items with words, phrases, symbols, pictures or signs that are indecent, profane, suggestive, inflammatory or that have negative overtones that appear to be derogatory or discriminatory.
- Students are not to wear suggestive or revealing clothing that diverts attention from the learning process.
- Students are not to wear sunglasses, caps, coats or hats in the building. Coats may be worn in breezeway or open areas of the building during inclement weather. Students are not to wear clothing, outerwear, pins, symbols or insignia of prohibited organizations or street gangs while at school or at any school-related activity.
- Students are prohibited from wearing the following while on the grounds of a public school during the regular school day and at school sponsored activities and events:
 - ***No tank tops or underwear as outer garments;***
 - ***No spandex clothing/leggings worn as outer garments;***
 - ***No shorts or skirts more than four (4) inches above the knee;***
 - ***No pajamas;***

- *No clothing with negative overtones that appear to be derogatory or discriminatory;*
- *No clothing or accessories that are profane, suggestive or inflammatory;*
- *No shirts or blouses tied at the midriff, clothing with bare midriff, or not properly fastened;*
- *No clothing or accessories of prohibited organizations or street gangs ;*
- *No pants that fall/sag below the waistline;*
- *No bandanas;*
- *No head coverings (unless for religious reasons); and*
- *No clothing that exposes underwear, buttocks or the breast of a female or male or clothing worn as under garments .*

It is suggested that students not wear expensive jewelry or other expensive accessories to school. It is difficult to recover such items when they are lost. The local school and/or the Little Rock School District are not responsible for replacing lost or stolen property.

EQUAL EDUCATIONAL OPPORTUNITY

No student in the Little Rock School District shall, on the grounds of race, color, religion, national origin, sex, sexual orientation, gender identity, age, or disability be excluded from participation in, or denied the benefits of, or subjected to discrimination under any educational program or activity sponsored by the District. The District has a limited open forum granting equal access to the Cub Scouts and other youth groups.

Inquiries on non discrimination may be directed to Human Resources, who may be reached at 810 West Markham St., Little Rock, Arkansas 72201 (501)447-1100.

For further information on notice of non-discrimination or to file a complaint, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm>; for the address and phone number of the office that serves your area, or call 1-800-421-3481.

Non Discrimination Policy/Harassment

This section of the *Student Handbook* is provided so that students and their parent/guardian(s) are knowledgeable of District policies and procedures that govern students during the educational process. Please note this section is not all inclusive and many other policies and procedures are contained in other LRSD publications.

NOTICE OF NON-DISCRIMINATION

The Little Rock School District does not discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, disability, or age in its programs and activities and provides equal access to the Cub Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

**For Title II, Title VII, ADA
Robert Robinson
Coordinator of Recruitment and
Classified Personnel
810 West Markham
Little Rock AR 72201
501-447-1106**

**For Section 504 and Title VI
Cassandra Steele
Director of Special Programs
810 West Markham
Little Rock, Arkansas 72201
501-447-1054**

**For Title IX
Dr. Frederick Fields
Senior Director
Student Services
501 Sherman St
Little Rock, AR 72201
501-447-2950**

Non-Discrimination Policy

The commitment of the Little Rock School District to the most fundamental principles of academic freedom, equality of opportunity and human dignity requires that decisions involving students and employees be based on individual merit and be free from discrimination in all its forms.

It is the policy of the Administration there will be no discrimination because of race, color, religion, sex, age, national origin or handicap/disability in the placement, instruction and guidelines of pupils; the employment, assignment, training or promotion of personnel; the provision and

maintenance of physical supplies and equipment; the development and implementation of the curriculum, including the activities program; and in all matters relating to the instruction, supervision, administration and Board policy development.

Verbal and/or written civil rights questions should be directed to the Superintendent of Schools or his/her designee, 810 West Markham Street, or 447-1000.

It is the policy of the District to maintain a learning environment that is free from harassment. The District prohibits any and all forms of harassment because of race, color, sex, sexual orientation, age, marital status, national origin, religion, disability or protected activity (i.e. opposing unlawful harassment or discrimination or participating in an investigation). Any such conduct will result in disciplinary action and notification of the proper authorities.

It will be a violation of District policy for any student, teacher, administrator or other school personnel of the District to harass a student through conduct of a sexual nature or regarding race, color, sex, sexual orientation, age, marital status, national origin, religion, disability or protected activity as defined by this policy.

It will also be a violation of District policy for any teacher, administrator or other school personnel of the District to tolerate sexual harassment or harassment because of a student's race, color, sex, sexual orientation, age, marital status, national origin, religion, disability or protected activity as defined by this policy, by a student, teacher, administrator, other school personnel or by any third parties who are participating in, observing or otherwise engaged in activities, including sports events and other extracurricular activities, under the auspices of the District. For the purpose of this policy, the "school personnel" includes school Board of Education members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the District.

The District will act to promptly investigate all complaints, either formal or informal, verbal or written, of harassment because of race, color, sex, sexual orientation, age, marital status, national origin, religion, disability or protected activity; to promptly take appropriate action to protect individuals from further harassment; and, if it determines that unlawful harassment occurred, to promptly and appropriately discipline any student, teacher, administrator or other school personnel who is found to have violated this policy and/or to take other appropriate action reasonably calculated to end the harassment.

This policy will be broadly interpreted as evidence of the District's commitment to equality of opportunity, human dignity, diversity and academic freedom. No person will retaliate or threaten retaliation against another person for reporting, testifying or otherwise participating in any investigation or proceeding relating to a complaint of harassment.

Procedure for Complaints of Harassment

These regulations are intended to protect the rights of students, employees, administrators, the Administration and visitors on District property and to outline procedures that will be followed in the event harassment occurs on District property or at an event sponsored by the District.

Definitions

The following definitions will be used for the purpose of enforcing the Anti-Harassment Policy.

Racial or Color Harassment

Racial or color harassment includes unwelcome verbal, written or physical conduct directed at the characteristics of a person's race or color, such as nicknames emphasizing stereotypes, racial slurs, comments on manner of speaking and negative references to racial customs.

Sexual Harassment

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct of a sexual nature. It also includes conduct that is not sexual in nature, but that is engaged in because of the gender of the victim. It includes conduct that is also criminal in nature such as rape, sexual assault, stalking, and similar offenses. Under this policy, sexual harassment is prohibited regardless of the sex of the harasser, i.e., sexual harassment may occur even if the harasser and the person being harassed are the same sex.

Sexual Orientation Harassment

Harassment on the basis of sexual orientation is unwelcome verbal, written, or physical conduct directed at the characteristics of a person's sexual orientation, such as negative name-calling and imitating mannerisms.

Marital Status Harassment

Harassment on the basis of marital status is unwelcome verbal, written or physical conduct directed at the characteristics of a person's marital status, such as comments regarding pregnancy or being an unwed mother or father.

National Origin Harassment

Harassment on the basis of national origin is unwelcome verbal, written or physical conduct directed at the characteristics of a person's national origin, such as negative comments regarding surnames, manner of speaking, customs, language, or ethnic slurs.

Religious Harassment

Harassment on the basis of religion or creed is unwelcome verbal, written, or physical conduct directed at the characteristics of a person's religion or creed, such as derogatory comments regarding surnames, religious tradition, religious clothing, religious slurs or graffiti.

Disability Harassment

Harassment based on a person's disabling mental or physical condition includes any unwelcome verbal, written or physical conduct directed at the characteristics of a person's disabling condition, such as imitating manner of speech or movement, or interference with necessary equipment.

Reporting Procedures

Any person who feels he/she is being harassed may wish to consider informing the offending person the behavior is inappropriate and not appreciated. Often times, this is all that is required to stop the harassing behavior. You are not, however, required to take this step prior to filing a complaint.

Any student, District personnel, or visitor who believes he/she has been the victim of harassment by a student, teacher, administrator, other school personnel of the District or by any other person who is participating in, observing or otherwise engaged in activities, including extracurricular activities under the auspices of the District, is encouraged to immediately report the alleged acts to the building principal. If the principal is the perpetrator of the harassment, the report of the incident will be made to the Associate Superintendent of Elementary or Secondary Education or the Director of Human Resources.

Any teacher, administrator, or other school official, who has knowledge of or receives notice that a student or visitor has or may have been the victim of harassment by a student, teacher, administrator or other school district personnel is required to immediately report the alleged act(s) to the building principal unless the principal is the perpetrator. If the harassment involves the principal, the incident will be reported to the appropriate Associate Superintendent for Elementary or Secondary Education.

Upon receipt of the report, the principal or Associate Superintendent will notify Safety and Security personnel to conduct an investigation of the allegation. A third party may be involved in the investigation.

The parent/guardian(s) of the student (victim) will be notified immediately, unless after consultation with the student, it is determined not to be in the best interest of the student.

If the alleged harassment is committed by a student, the student's parent/guardian(s) will be notified that an investigation is being conducted.

Complaints will be kept confidential to the extent possible. A prompt, thorough and impartial investigation will be conducted of all complaints of violations of this policy.

Upon completion of the investigation, a written report will be submitted to the principal or Associate Superintendent. The report will include a determination as to whether the allegations have been substantiated as factual and whether they appear to have violated District policy and/or law. Notification of the outcome of the investigation will be sent to all parties involved.

If the allegation is substantiated, the District will take immediate and appropriate corrective action including the following:

- A student will receive a disciplinary sanction as outlined in the ***Student Handbook*** and/or notification to the proper authorities.
- A staff member will receive a disciplinary sanction as outlined in the Employee Handbook and/or the proper authorities will be notified.
- A report of the incident regarding a visitor, who committed an act while on District property or at an event sponsored by the District, will be referred to the proper legal authorities.

Notwithstanding this policy, employees may file a charge of discrimination with the U.S. EEOC. Employers who wish to file a charge must do so within 180 days of the last act of alleged harassment.

Anti-Bullying <http://arsba.org/january-23-2015-model-policy-updates/>

Bullying of any type has no place in a school setting. The Little Rock School District will endeavor to maintain a learning and working environment free of bullying.

Definition

A. "Bullying" means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence *on a continuous basis, if an incident is repeated or has the potential to be repeated, over time* by a student against another student or public school employee by a written, verbal, electronic, or physical act that causes or creates a clear and present danger of:

1. Physical harm to a public school employee or student or damage to the public school employee's or student's property;
2. Substantial interference with a student's education or with a public school employee's role in education;
3. 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
4. Substantial disruption of the orderly operation of the school or educational environment.

B. "Electronic act" means without limitation a communication or image transmitted by means of an electronic device, including without limitation a telephone, wireless phone or other wireless communications device, computer, or pager;

C. "Harassment" means a pattern of unwelcome verbal or physical conduct or conduct done through an electronic act that causes, or reasonably should be expected to cause, substantial interference with the other's performance in the school environment; and

D. "Substantial disruption" means without limitation that any one or more of the following are likely to occur as a result of the bullying:

1. Necessary cessation of instruction or educational activities;
2. Inability of students or educational staff to focus on learning or function as an educational unit because of a hostile environment;
3. Severe or repetitive disciplinary measures are needed in the classroom or during educational activities; or

4. Exhibition of other behaviors by students or educational staff that substantially interfere with the learning environment.

Bullying is prohibited:

1. While in school, on school equipment or property, in school vehicles, on school buses, at designated school bus stops, at school-sponsored activities, at school-sanctioned events; or
2. By an electronic act that results in the substantial disruption of the orderly operation of the school or educational environment, whether or not the electronic act originated on school property or with school equipment, if the electronic act 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.

Procedures

Any student, who is a victim of bullying or who witnesses or has reliable information that a student has been a victim of bullying, should report the incident to the building administrator. The student's identity will be kept anonymous if he/she feels in danger of retaliation.

Any school employee, who witnesses or has reliable information that a student has been a victim of bullying, shall report the incident to any administrator.

The building administrator will act promptly to investigate all complaints of bullying. If it is determined that bullying has occurred, the administrator will discipline any student or group of students according to the consequences listed below.

Consequences for Violation of This Policy By Students in Grades K-2

First Offense: The student or students, who are the perpetrators of bullying, will receive a *2 day suspension and/or* must participate in counseling such as Behavior Modification, Conflict Resolution Program or other programs as determined by District personnel. At least one parent or guardian will be required to attend a conference with the principal or his/her designee concerning the student's bullying offense. The school will provide information on bullying to the parent or guardian.

Second Offense: *Second offense will result in a 3 – 4 day suspension* and the perpetrators of bullying will be required to again participate in a counseling program such as Behavior Modification, Conflict Resolution Program or other programs as determined by District personnel. The parents/guardians will be required to attend a conference with the principal or his/her designee concerning the student's bullying offense.

Third Offense: *If the third offense occurs within one school year, the student will receive a 5 – 10 day suspension.* Additional behavior interventions will be required.

Fourth Offense: *The fourth offense will result in long term suspension and/or the School Based Intervention Team recommendation(s).*

Consequences for Violation of This Policy By Students in Grades 3-5

First Offense: The student or students, who are the perpetrators of bullying, will receive a 3 – 4 day suspension and/or must participate in counseling such as Behavior Modification, Conflict Resolution Program or other programs as determined by District personnel. At least one parent or guardian will be required to attend a conference with the principal or his/her designee concerning the student's bullying offense. The school will provide information on bullying to the parent or guardian.

Second Offense: *Second offense will result in a 5 – 10 day suspension*, and the perpetrators of bullying will be required to again participate in a counseling program such as Behavior Modification, Conflict Resolution Program or other programs as determined by District personnel. The parents/guardians will be required to attend a conference with the principal or his/her designee concerning the student's bullying offense.

Third Offense: *If the third offense occurs, the student will receive a long term suspension and/or the School Based Intervention Team recommendation(s).*

Consequences for Violation of This Policy By Students in Grades 6-12

First Offense: The student or students, who are the perpetrators of bullying will receive a 3 – 4 day suspension and must participate in Behavior Modification, Conflict Resolution Program or other programs, as determined by District personnel. At least one parent or guardian will be required to attend a conference with the principal or his/her designee concerning the student's bullying offense.

Second Offense: The second offense will result in a 5 – 10 suspension , and the student must complete a unit of study on bullying, empathy and anger management. The parents/guardians will be required to attend a conference with the principal or his/her designee concerning the student's bullying offense.

Third Offense: *If the third offense occurs, the student will receive a long term suspension and/or the School Based Intervention Team recommendation(s).*

STUDENT/PARENT/GUARDIAN(S) COMPLAINT PROCEDURE

The following procedure will be used to address a complaint from a student, parent, or guardian. Complaints can include, but are not limited to, discrimination based on race, color, national origin, religion, handicap, age or gender, sexual harassment, sexual orientation, the handicap/disability in the placement, instruction and guidance of pupils; employment, assignment, training, or promotion of personnel; provision and maintenance of physical supplies and equipment, the development and implementation of the curriculum, including the activities program; and in all matters relating to the instruction, supervision, administration, and Board policy development:

1. Report the alleged incident to the principal as soon as possible after the event(s) has occurred. If the complaint involves the principal, the report of the alleged incident should be made to the appropriate Associate Superintendent as soon as possible after the event(s) occurred.

2. The complaint will be investigated, and the individual bringing the complaint will be advised of the outcome of the investigation within ten (10) days.
3. If the individual bringing the complaint is not satisfied with the principal's resolution, he/she may appeal to the appropriate Associate Superintendent. The appeal must be made in writing within ten (10) days from receipt of the principal's decision.
4. If the individual is not satisfied with the Associate Superintendent's resolution of the complaint, he/she may appeal to the Superintendent of Schools or his/her designee. The Superintendent of Schools, following a documented investigation, may direct the notification of law enforcement authorities, where appropriate.

Complaint Procedure:

- First Contact: Appropriate building principal
- Follow-Up Contact: Appropriate Associate Superintendent, 810 West Markham, Little Rock, Arkansas 72201;
 - Associate Superintendent High Schools 501-447-1137
 - Associate Superintendent Middle Schools 501-447-1136
 - Associate Superintendent Elementary Schools 501-447-1133
- Appeal: Superintendent of Schools, 810 West Markham, Little Rock, AR; 501-447-1000

COMPLAINT RESOLUTION FOR TITLE II, TITLE VI, TITLE VII, TITLE IX, ADA, SECTION 504, OR OTHER SIMILAR REQUIREMENTS

The specific purposes to be served by these procedures are:

- To ensure that a complaint is considered fairly, with all due speed, and without prejudice or reprisal to the aggrieved person;
- To encourage student expression regarding conditions that affect him/her;
- To provide a specific procedure that will facilitate the understanding of district policies affecting students;
- To build confidence in the sincerity and integrity of the complaint resolution procedure as a means to establish the facts upon which a complaint is based, a problem is stated, and a fair conclusion or solution is reached.

Definitions

- A "complaint" is an allegation of action or inaction by the District or its representatives in violation of Title II, Title VI, Title IX, ADA or Section 504, or the implementing regulations, or other similar requirements.
- The "complainant" is the student, patron, or employee bringing the complaint.
- "Employee" means a person who is a full or part-time employee who is on the payroll of the District.
- "Patron" means any student's parent or other resident in the LRSD.
- The "responsible official" means the employee designated by the District to coordinate its efforts to comply with and carry out its responsibilities under the above mentioned requirements.
- "Student" means a person enrolled in one of the schools operated by the corporation.
- "Superintendent" means the Superintendent of Schools or his/her designee.

Process

The following process will be used in the review and resolution of complaints regarding compliance with Title II, Title VI, Title IX, ADA, Section 504, or other similar requirements of the Civil Rights Act of 1964 as amended:

Step 1 (Informal Resolution)

The complainant is encouraged to try to resolve any issues relating to implementation and compliance with any of the aforementioned legal requirements at the lowest administrative level possible. The complaint should be brought to the administrator/supervisor at the point where the possible violation exists. Within ten days after receipt of the complaint, the administrator will attempt resolution with the complainant in an informal manner. If a satisfactory informal resolution cannot be reached, the complainant and/or the administrator may seek the assistance of the District's responsible official

Step 2 (Formal Complaint)

If the complainant is unable to secure a satisfactory resolution through informal means at step 1, the complainant may file a formal complaint. The complaint should be filed with the LRSD official, who has district level responsibility for that area. The complaint must be filed within ten days of the response of the administration at step 1. The complaint should be in writing and give a concise but thorough overview of the alleged problem or violation and indicate the specific relief requested. All relevant documents should also be included. The responsible official will investigate the complaint and collect whatever information is needed to make an informed decision. The responsible official will issue a written finding within fifteen days of the receipt of the complaint or inform the complainant of the reasons that it is not possible to issue a finding in that time frame. If a finding cannot be issued within fifteen days, it will be issued as soon as practicable.

Step 3 (Appeal to the Board of Education)

If the complainant is not satisfied with the finding at step 2, he/she may request a hearing with the Board of Education. The request for the hearing must be made within ten days of the written finding issued at step 2. The request for the hearing must include a statement of the complaint, the finding of the responsible official from step 2, and any response to the finding that the complainant wishes to present. It should include the reasons that the complainant believes the finding is in error.

The individual members of the Board will review the information presented with the written request for the hearing prior to the following month's Board agenda meeting. The Board will decide at the agenda meeting whether or not to place the appeal on the agenda for a hearing. If the Administration decides not to hear the complaint, the written finding of the District's responsible official will be the position of the LRSD.

Timelines

The failure of the complainant to comply with the identified timelines will be considered to be an abandonment of the complaint.

Effect of Settlement

Any settlement of a complaint will be applicable to that complaint only and will not be binding authority for the disposition of any other complaint.

Anonymous Complaints

The LRSD is committed to compliance with its legal obligations. As a result anonymous complaints will be thoroughly investigated and handled in a serious manner. However, anonymous complaints are more difficult to substantiate and investigate. Therefore, complainants are encouraged to be open, forthcoming, and identify themselves to assist in a satisfactory resolution to the complaint.

The LRSD recognizes that some students, patrons, and employees will not come forward with legitimate complaints because of a fear of retribution. The LRSD will not condone or tolerate reprisals against complainants by any of its employees. Employees who exercise retaliatory behavior against any complainant will be appropriately disciplined.

Reporting Outside the Process

In instances where there is a genuine sense of potential reprisal and it is not realistic to report the complaint at the lowest administrative level, the complaint may be made with the District's responsible official. The responsible official may refer the complaint to another administrator in the department's organizational structure to attempt a resolution.

To review the complete Bullying Policy, click on the link below:

[Policy 4.43—BULLYING](#)

Use of the Internet and Electronic Devices

To view the District's full Internet Safety and Electronic Device Policy, click on the link below

[Policy 4.29—INTERNET SAFETY and ELECTRONIC DEVICE USE POLICY](#)

Search and Seizure

Students and their property are subject to reasonable searches by school district administrators and teachers. A student may be requested to empty his/her pockets, to raise his/her pant leg, to remove his/her coat or jacket and to turn over his/her belt buckle. Students' book bags and purses are also subject to being searched. A search is reasonable when:

- The school official has reasonable grounds or belief that the search will reveal evidence the student has violated or is violating the law or school rule.
- The scope of the search is reasonably related to the purpose of the search.
- It is not excessively intrusive in light of the age and sex of the student and the nature of the suspected violation.

To review the District's policy, click below.

[Policy 4.32—SEARCH, SEIZURE, AND INTERROGATIONS](#)

[Policy 4.48—VIDEO SURVEILLANCE AND OTHER STUDENT MONITORING](#)

Physical Restraint

There are times when it becomes necessary for staff to use reasonable restraint to protect others from harm. Reasonable restraint is defined as immobilization of the individual's opportunity for movement by a staff member(s) through direct contact. Any person employed by the District may, within the scope of their employment, including involvement in extracurricular activities, use and apply such amount of force as is reasonable and necessary to accomplish the following purposes:

- To quell a disturbance threatening physical injury to self or others.
- To obtain possession of weapons or other dangerous objects which are within the control of a student.
- For the protection of self, others, or property.

An act of a teacher or other employee will not be considered child abuse if the act was performed in good faith and in compliance with Board and/or school policies and procedures. Such acts will not be construed to constitute corporal punishment.

In the case of a student with a disability, any restraint used beyond the specific situations listed above should be identified on the Individual Education Plan (IEP) as a form of intervention.

The school employee using physical restraint will:

- Immediately, or as soon thereafter as possible, notify the principal of the incident;
- Provide a written report of the situation indicating why such action was deemed necessary; and
- The principal or his/her designee will inform the parent/guardian(s) of the incident using the appropriate disciplinary reporting form.

Health and Wellness

The Little Rock School district Health Services is available to support health care in the educational setting as necessary. The school nurse and health services coordinator are responsible for the following:

- Hearing and Vision Screenings for all Kindergartner-4th grade students
- Height and Weight for all Kindergarten, 2nd and 4th grades
- Scoliosis
- Dental and Blood Pressure
- Enforcing the Arkansas Department of Health Policies and Procedures
- Training staff in first aid, ADE and CPR
- Maintaining a confidential school health record on each student

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 will maintain a list of all students who are not fully age appropriately immunized or who have an exemption provided by ADH to the immunization requirements based on medical, religious, or philosophical grounds. Students who are not fully age appropriately immunized when seeking admittance shall be referred to a medical authority for consultation.

The only types of proof of immunization the District will accept are immunization records provided by a:

- A. Licensed physician;
- B. Health department;
- C. Military service; or
- D. Official record from another educational institution in Arkansas.

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. Valid proof of immunization and of immunity based on serological testing shall be entered into the student’s record.

In order to continue attending classes in the District, the student must have submitted:

- 1) Proof of immunization showing the student to be fully age appropriately vaccinated;
- 2) Written documentation by a public health nurse or private physician of proof the student is in process of being age appropriately immunized, which includes a schedule of the student’s next immunization;
- 3) A copy of a letter from ADH indicating immunity based on serologic testing; and/or

- 4) A copy of the letter from ADH exempting the student from the immunization requirements for the current school year, or a copy of the application for an exemption for the current school year if the exemption letter has not yet arrived.

Students whose immunization records or serology results are lost or unavailable are required to receive all age appropriate vaccinations or submit number 4 above.

Temporary Admittance

While students, who are not fully age appropriately immunized or have not yet submitted an immunization waiver may be enrolled to attend school, such students shall be allowed to attend school on a temporary basis only. Students admitted on a temporary basis may be admitted for a maximum of thirty (30) days (or until October 1st of the current school year for the tetanus, diphtheria, pertussis, and meningococcal vaccinations required at ages eleven (11) and sixteen (16) respectively if October 1st is later in the current school year than the thirty (30) days following the student's admittance). No student shall be withdrawn and readmitted in order to extend the thirty (30) day period. Students may be allowed to continue attending beyond the thirty (30) day period if the student submits a copy of either number 2 or number 4 above.

Students who are in process, shall be required to adhere to the submitted schedule. Failure of the student to submit written documentation from a public health nurse or private physician demonstrating the student received the vaccinations set forth in the schedule may lead to the revocation of the student's temporary admittance; such students shall be excluded from school until the documentation is provided.

The District will not accept copies of applications requesting an exemption for the current school year that is 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. The Arkansas Department of Health will determine if it is necessary for students to be excluded in the event of an outbreak. Students may be excluded for twenty-one (21) days or 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.

Infectious and Communicable Diseases

The Little Rock School District will adhere to the Arkansas Department of Health Policies and Procedures relating to the prevention of and response to infectious and communicable diseases. The student's return to school is determined by the Health Department guidelines or a written statement from the physician. To view the complete policy, click on the link below:

[Policy 4.34—COMMUNICABLE DISEASES AND PARASITES](#)

Each school will determine no more than nine (9) celebrations/events per school year where food and beverage is provided. During these events, exceptions are permitted to the food and beverage limitations defined by the Arkansas Department of Education and the LRSD Wellness Policy. A birthday party in a single classroom is considered a school event and counts toward the nine (9) events per school. **Parents are not to send food to school to celebrate holidays or birthdays without the approval of the building principal. Home-made food items are not to be shared with students.**

Rewards

Food and beverages are not to be used as rewards for academic, classroom or sports performance. [A list of non-food rewards is posted on the LRSD website in the Wellness Policy.](#)

Fundraising

Schools are encouraged to host non-food related fundraisers. All fundraising activities are to have a 50/50 balance of healthy and less healthy offerings for sale on or off campus. Fundraisers that promote physical activity are preferred.

Physical Activity

- Students in grades K-5 receive a minimum of 150 minutes per week of physical activity including 60 minutes of scheduled physical education.

- Students in grades 6-8 receive 60 minutes of physical education weekly.
- Students in grades 9-12 are required to take one semester of physical education.

Physical Education

The district follows the Arkansas Department of Education Physical Education and Health Curriculum Frameworks in grades K-8 and Health and Safety Curriculum Frameworks in grades 9-12. Grades K-8 implements the SPARK curriculum.

Individual Health Care Plan or Emergency Health Plan

Students who require health care procedures at school or who has a chronic health condition that requires monitoring must have an Individual Health Care Plan (IHIP) or Emergency Action Plan signed by the parent and doctor on file with Health Services Office. The plan must be on file before the student can start school. To review the full policy click on the link below:

[POLICY - 4.35—STUDENT MEDICATIONS](#)

Mental Health Services

Little Rock School District recognizes the need for education, early intervention, and prevention services in regards to student mental, emotional, and behavioral health. To meet these needs, LRSD partners with community School-Based Mental Health (SBMH) agency providers. The providers are contracted with the District, rather than employed by the District. SBMH services are available to all schools and students in the District. Services provided by these agencies include but are not limited to:

- Individual Therapy
- Family Therapy
- Group Therapy
- Interventions
- Medication Management
- Educational meeting attendance
- Home visits
- Other services necessary for the support and success of LRSD students and families

Referrals for SBMH services generally come from the school guidance counselor. However parents, teachers, and other school staff, can refer students based on observation or knowledge of potential issues. Student confidentiality is maintained unless a student has threatened to harm themselves or others.

The Mental Health Services Department is committed to serving the needs of the whole child and inspiring them to be healthy in all aspects of life.

CURRICULUM AND INSTRUCTION

Award of Credit

The Little Rock School District Board of Education adheres to standards set by the Arkansas Department of Education and the North Central Association of Schools and Colleges in establishing units of credit for grade-level classification and for meeting the graduation requirements of the Little Rock School District.

Award of High School Credit

The Little Rock School District will award one-half credit on a semester basis to a student who completes one semester of a course with a passing grade.

The Superintendent is authorized by the Board of Education to award high school credit for the following:

1. Algebra I taken in grade 8.
2. Foreign Language I or II taken in grade 7 or 8.
3. Integrated Physical Science taken in grade 8.
4. A maximum of one unit of credit per year for courses taken in summer school.
5. Units earned in the LRSD Evening High School Program.
6. Units earned in an approved dual-credit or summer enrichment program in cooperation with an institution of higher education.
7. Units of credit earned through pre-approved correspondence, distance-learning, or Internet courses.

Nine-Week/Semester/Yearly Grading Procedures

Interim Progress Reports

Interim reports are one of the instruments used to report possible or pending failure to students and parents or guardians. Unsatisfactory work must be reported to the student and parent or guardian at the earliest possible time or a failing grade cannot be given at the end of a nine-week grading period. Teachers are encouraged to report the progress of all students during the fifth week of the grading period; however, interim reports are required for all students whose grades would be a "D" or "F" during the fifth week of the grading period. Interim reports may be distributed on District printed forms or on computer generated forms using the District template for interim reports.

If a student's grade drops after the fifth week of the nine-week grading period so that the student is at risk of failure, an Interim Report must be sent to the parents. A failing grade cannot be given at the end of a nine-week grading period unless an Interim Report has been sent to the parents or guardians and filed with the guidance office.

Individuals With Disabilities Education Act (IDEA) Failing Grades

In accordance to State and Federal Regulation 17.06.3.3, should progress under review at any grading period indicate that a child under IDEA is in danger of failing a content areas course(s), a formal conference must be scheduled immediately with team members." This conference may be held prior to, during, or after interim reporting. Such time must allow for missed assignments

make-up and/or review and revision of modifications. Strategies for student's success and failing grades must be well documented and parents informed. Students who do not meet the agreed upon revised timelines and make-up strategies may receive a failing grade. Students under IDEA should not receive a failing grade if a conference is not held according to this regulation.

Grading

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 (9) week grading period to keep parents/guardians informed of their student's progress.

The evaluation of each student's performance on a regular basis serves to give the parents/guardians, students, and the school necessary information to help effect academic improvement. Students' grades shall reflect only the extent to which a student has achieved the expressed educational objectives of the course.

The grades of a child in foster care shall not be lowered due to an absence from school due to:

1. A change in the child's school enrollment;
2. The child's attendance at a dependency-neglect court proceeding; or
3. The child's attendance at court-ordered counseling or treatment.

The grading scale for all schools in the district shall be as follows:

A = 100 – 90
B = 89 – 80
C = 79 – 70
D = 69-60
F = 59 and below

For the purpose of determining grade point averages, the numeric value of each letter grade shall be:

A = 4 points
B = 3 points
C = 2 points
D = 1 point
F = 0 points

The grade point values for Advanced Placement (AP), International Baccalaureate (IB), and approved honor courses shall be one (1) point greater than for regular courses with the exception that an F shall still be worth zero (0) points.

The final grades of students who transfer in for part of a semester will be determined by blending the grades earned in the district with those earned outside the district. Each final grade will be the sum of the percentage of days in the grading period transferred from outside the district times the transferred grade from outside the district plus the percentage of days in the grading period while in the district times the grade earned in the district.

For example: The grading period had forty (40) days. A student transferred in with a grade of eighty-three percent (83%) earned in ten (10) days at the previous school. The student had a grade of seventy-five percent (75%) in our district's school earned in the remaining thirty (30) days of the

grading period. Ten (10) days is twenty-five percent (25%) of forty (40) days while thirty (30) days is seventy-five percent (75%) of forty (40) days. Thus, the final grade would be $(0.25 \times 83) + (0.75 \times 75) = 77\%$.

Grading Procedures and Guidelines for Secondary Music Courses

The Little Rock School District will organize and maintain the highest caliber of music experience that any district can provide for its students. Music performances at the middle school level and high school level are extensions of classroom instruction. Because of this instructional extension, the music course requirements are regulated as follows:

1. All known dates of music performances will be sent home and signed by students and parent(s) or guardian in September. All unknown dates of music performances will be communicated to students and parents at least 25 days in advance. This notice must be documented in order to lower a student's grade because of lack of participation.
2. Required performances are representative of the quality of the music program in a school district. Therefore, the nine-week grade will be lowered two (2) letters for all 6th through 12th grade students who miss a performance because of an unexcused absence.

Concurrent Courses

A ninth (9th) through twelfth (12th) grade student who successfully completes a college course(s) from an institution approved by the Arkansas Department of Education (ADE) shall be given credit toward high school grades and graduation at the rate of one (1) high school credit for each three (3) semester hours of college credit. Unless approved by the school's principal **prior to enrolling for the course**, the concurrent credit shall be applied toward the student's graduation requirements as an elective.

As permitted by the ADE Rules Governing Concurrent College and High School Credit, a student who takes a three (3) -semester hour remedial/developmental education course receives a half (1/2) credit for a high school career focus elective. The remedial/developmental education course cannot be used to meet the core subject area/unit requirements English and Mathematics.

Participation in the concurrent high school and college credit program must be documented by a written agreement between:

- The student;
- The student's parent(s) or legal guardian(s), if the student is under the age of eighteen (18);
- The District; and
- The publicly supported community college, technical college, four-year college or university, or private institution the student attends to take the concurrent credit course.

Students are responsible for having the transcript for the concurrent credit course(s) they've taken sent to their school in order to receive credit for the course(s). Credit for concurrent credit courses will not be given until a transcript is received. Students may not receive credit for the course(s) they took or the credit may be delayed if the transcripts are not received at all or in a timely manner-- this may jeopardize students' eligibility for extracurricular activities, graduation.

Students will retain credit earned through the concurrent credit program that was applied toward a course required for high school graduation from a previously attended accredited, public school.

A 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.

Promotion, Acceleration, Retention, And Administrative Placement Of Students, Pre K-12

Purpose

The purpose of the following regulations is to provide guidelines for teachers and campus-level administrators to use in making decisions relating to promotion, acceleration, retention, and administrative placement of students from one grade to the next. Failure of students to take part in their Remediation Plan will result in retention in grades K-8 and loss of credit for high school courses.

Elementary School, Pre K-1

Students in grades Pre K-1 are not to be retained except under extenuating circumstances where the best interest of the child would clearly be served, according to multiple criteria and in consultation with the parent/guardian(s). Extenuating circumstances include, but are not limited to, excessive absences, lack of participation in pre-kindergarten, fetal alcohol syndrome, fetal drug addiction, and developmental delays.

Elementary School, Grades 2-5

A student who is not proficient on the Summative Assessments in math, literacy, or science must participate in his/her Remediation Plan for that subject in order to be promoted from one grade to the next. Students take Summative Assessments in both math and literacy in grades 3-8 and in science in grades 5 and 7.

If a student is proficient on the Summative Assessments for math, literacy, and science or if a student is not proficient but participates in an Remediation Plan, promotion of the student from one elementary grade to the next will be determined by the degree to which the student has achieved the District's curriculum standards identified in the curriculum at each grade level as evidenced by multiple criteria (e.g., criterion-referenced tests, state examinations in literacy and mathematics, norm-referenced tests, grades, teacher/counselor predictions of success at the next level, extenuating circumstances, etc.). Achievement in reading/language arts and mathematics are of primary importance.

The decision to accelerate (double-promote) a student will be made based on multiple criteria and in consultation with the parent/guardian(s), classroom teacher(s), principal, counselor, staff from the gifted/talented office, and other appropriate curriculum and assessment staff. Students not performing at or above the proficient level on the most recent standards-based assessments in both literacy and mathematics are not generally candidates for acceleration. A four-year-old is not permitted to skip pre-kindergarten and be "double-promoted" to kindergarten since he/she would not be old enough to enter kindergarten under state law.

The decision to retain a student in a grade will be made based on multiple criteria and in consultation with the parent/guardian(s), classroom teacher(s), and principal. Achievement in English language arts and mathematics are of primary importance, and for that reason, students performing at the Below Basic level on state assessments, if substantiated by other criteria, may be

considered for retention, even though scores may be reported during the summer after the end of the school year.

Prior to a decision to retain, the student's remediation plan must be implemented fully by the teacher, and Progress Reports must be sent home each quarter of failing work so that parents are alerted. In addition, contact with parents must be documented (such as the Parent- Teacher Conference Form and/or the parent-teacher conference) to show efforts made to prevent student failure or retention through intervention and remediation.

Parent/guardian(s) must be notified by the end of the third nine week grading period and given reasons for the probable retention of the student. This notification (or attempts to encourage the parent's participation) must include a good-faith effort to include the parent/guardian(s) in a parent-teacher conference and must be documented in writing. Parent/guardian(s) must be advised of all available programs and services provided by the District to support the child's remediation. The documentation must include the date, persons involved, and results of the conference, and it must be placed on file.

If a student will reach age eleven (11) before June 1 of his/her third grade year, he/she may be administratively assigned from grade 2 to grade 4. If a student will reach age thirteen (13) by June 1 of his/her fifth grade year, he/she may be administratively assigned from grade 4 to grade 6.

Middle School, Grades 6-8

The following regulations are established to guide decision-making at grades 6-8. Any exceptions to these regulations will be the result of a collaborative decision involving the classroom teacher(s), the counselor, the principal, parent/guardian(s), and other appropriate staff. Such an exception must be based on multiple criteria, including criterion-referenced tests, grades, teacher/counselor predictions of success at the next level, extenuating circumstances, etc. An exception can be made for those students who can successfully earn credit for a failed course through a District-approved correspondence or distance-learning program or through summer school.

A student who is not proficient on the Summative Assessments in math, literacy or science must participate in his/her Remediation Plan for that subject in order to be promoted from one grade to the next. Students take Summative Assessments in both math and literacy in grades 3-8 and in science in grades 5 and 7. If a student is proficient on the Summative Assessments for math, literacy, and science or if a student is not proficient but participates in an Remediation Plan promotion of the student from the sixth grade to the seventh grade, from the seventh grade to the eighth grade, or from the eighth grade to the ninth grade, requires that a student must earn a passing grade (D) or above in both English and mathematics and in either science or social studies. Grades will reflect the degree to which the student has achieved the core curriculum standards appropriate for the grade level.

Although a student may be accelerated (double-promoted) from grade 4 to grade 6, acceleration is rarely an option in middle school and should only be considered under extenuating circumstances. Any decision to accelerate will be based on multiple criteria (e.g., criterion-referenced tests, examinations in literacy and mathematics, norm-referenced tests, grades, teacher/counselor predictions of success at the next level, extenuating circumstances, etc.) Students not performing at or above the proficient level on the most recent standards-based assessments or the state

Benchmarks in both English language arts and mathematics are not generally candidates for acceleration.

The parent/guardian(s) of any student likely to be retained must be notified through teacher-parent conferences relating to the Remediation Plan and quarterly Progress Reports of the student's low performance. In addition, parent/guardian(s) must be notified, in writing, by the end of the third nine-weeks grading period of the likelihood of retention and the need to attend summer school to make up failing grades.

A student who fails either English or mathematics and one other core curriculum course may be promoted to the next grade level if he/she earns a passing grade or above in summer school in either the English or mathematics course that was failed.

At the discretion of school officials, the student may be required to retake the other failed course or enroll in an extra remedial course during the next school year instead of allowing an elective course.

A student who fails both English and mathematics must attend the full-day summer school program and earn passing grades in both subjects in order to be promoted.

A student who fails both English and mathematics and either science or social studies must attend the full-day summer school program and earn passing grades in both English and mathematics in order to be promoted.

A student who fails either English or mathematics and both science and social studies must attend the full-day summer school program and earn passing grades in English/mathematics and in science/social studies – two of the three failed course.

A student who fails all four core curriculum areas is not eligible for promotion and must be retained.

A student who performs at the Below Basic level on the most recent criterion-referenced assessments or state Benchmarks in both literacy and mathematics may be retained if other student performance data verify the low performance and if scores are received by the school before the beginning of the next school year.

A student who does not earn promotion the second year at a grade level in grades 6 or 7 may be administratively assigned to the next grade level. A student who will be age sixteen (16) before June 1 of his/her eight-grade year and who has not successfully completed the requirements for grade 8 may be administratively assigned to an alternative education program if program eligibility and placement criteria are met.

High School, 9-12

A high school student must earn a minimum of 5.5 units of credit each year in order to be promoted to the next grade level, as follows:

Sophomore (grade 10)	5.5 units
Junior (grade 11)	11 units
Senior (grade 12)	16 units

Over-age and credit-deficient students may be administratively assigned to an alternative education program if program eligibility and placement criteria are met.

Accelerated Learning Center (ACC) – The Accelerated Learning Center provides effective education to students identified as needing a flexible, nontraditional learning environment with alternative ways to acquire either a high school diploma or a general education diploma. Students must apply to become a student at the ACC through their high school counselor, must be 18 years of age or older, and must have failed one or more courses.

English: 4 units - English 1, English 2, English 3, English 4

Oral Communication: ½ unit: Oral Communication 1A

Mathematics: 4 units - Algebra I, Geometry, Algebra II, one or more additional units of advanced mathematics

Science: 3 units - Physical Science, Biology, Chemistry I or Physics I

Social Studies: 3 units - Civics/Economics, World History, US History

Physical Education: – ½ unit - Physical Education

Health and Safety: ½ unit - Health and Safety

Fine Arts: ½ unit - One unit from art, dance, drama, or music

Career Focus: 6 units: - Six units from any of the approved Career Focus programs

Total – 22 units

GENERAL EDUCATION GRADUATION REQUIREMENTS

Smart Core Curriculum And Graduation Requirements For The Classes Of 2018, 2019, And 2020

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are eighteen (18) years of age or older, sign a *Smart Core Waiver Form* to not participate. While Smart Core is the default option, both a *Smart Core Informed Consent Form* and a *Smart Core Waiver Form* will be sent home with students prior to their enrolling in seventh (7th) grade, or when a seventh (7th) through twelfth (12th) grade student enrolls in the district for the first time and there is not a signed form in the student's permanent record. Parents must sign one of the forms and return it to the school so it can be placed in the students' permanent record. This policy is to be included in student handbooks for grades six (6) through – (12) and both students and parents must sign an acknowledgement they have received the policy. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the

requirements of their IEP (when applicable) to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the time they are required to sign the consent forms.

While there are similarities between the two curriculums, following the Core curriculum may not qualify students for some scholarships and admission to certain colleges could be jeopardized. Students initially choosing the Core curriculum may subsequently change to the Smart Core curriculum **providing** they would be able to complete the required course of study by the end of their senior year. Students wishing to change their choice of curriculums must consult with their counselor to determine the feasibility of changing paths.

This policy, the Smart Core Curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents at least every other year to determine if changes need to be made to better serve the needs of the district's students. The Superintendent, or his/her designee, shall select the composition of the review panel.

Sufficient information relating to Smart Core and the district's graduation requirements shall be communicated to parents and students to ensure their informed understanding of each. This may be accomplished through any or all of the following means:

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

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

To the best of its ability, the District shall follow the requirements covering the transfer of course credit and graduation set forth in the Interstate Compact on Educational Opportunity for Military Children for all students who meet the definition of "eligible child".

Student Success Plan (SSP)

Institutions seek ways to help their students meet their goals and graduate on time. Students may face obstacles in their academic and personal lives which prevent them from meeting their goals. The Student Success Plan (SSP) helps students remove these obstacles and create a clear academic pathway, positively impacting student success. Through SSP, counseling services, student services, and student support can determine student challenges and match students with the resources and courses they need to excel.

SSP is designed to improve retention, academic performance, persistence, graduation rates, and time to degree. The open source SSP case management software supports a holistic coaching and counseling model which expedites proactive interventions for students in need. Through counseling, web-based support systems, and proactive intervention techniques, targeted students

are catalogued, supported, and monitored. SSP can be used with any targeted population of students, such as at-risk students or athletes.

General Graduation Requirements

The Little Rock School District Board of Education believes that students should graduate from high school possessing the skills, knowledge, and attitudes needed for responsible citizenship, life-long learning, and productive employment in our modern economy. Programs for post-secondary preparation will be available to equip students for the advanced training that will be needed for the work of the 21st century. The Little Rock School District will be responsible for providing the educational opportunities and experiences that will enable our students to take full advantage of post-secondary education and employment opportunities available to them after graduation. The District shares with the state of Arkansas the commitment to ensure all students have access to a rigorous curriculum. The District's general graduation requirements meet the State's adopted **Smart Core or Core Curriculum**.

Courses To Fulfill Graduation Requirements For the Classes of 2018, 2019 and 2020

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 for a student participating in either the Smart Core or Core curriculum. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements.

REQUIRED COURSES & UNITS	SMART CORE 22 Units	CORE 22 Units	LITTLE ROCK SCHOLARS 26 Units	ACC 22Units
English - 4 units	English I (9 th grade) English II (10 th grade) English III (11 th grade) English IV (12 th grade)	English I (9 th grade) English II (10 th grade) English III (11 th grade) English IV (12 th grade)	English I (9 th grade) English II (10 th grade) English III (11 th grade) English IV (12 th grade)	English I (9 th grade) English II (10 th grade) English III (11 th grade) English IV (12 th grade)
Mathematics 4 units	Algebra I or equivalent Geometry or equivalent Algebra II 4 th unit may be either: • a math unit beyond Algebra II or • a computer science flex credit	Algebra I or equivalent Geometry or equivalent Algebra II •All math units must build on the base of algebra and geometry knowledge and skills. •A computer science flex credit may be taken in the place of a math credit beyond Algebra I and Geometry.	Algebra I or equivalent Geometry or equivalent Algebra II 4 th unit may be either: • a math unit beyond Algebra II or • a computer science flex credit	Algebra I or equivalent Geometry or equivalent Algebra II 4 th unit may be either: • a math unit beyond Algebra II or
Science - 3 units (with lab experience)	Biology-Integrated 1 Two of the following units: *Physical Science-Integrated Chemistry-Integrated 1 Physics (One unit of the two can be a computer science flex credit.)	Biology-Integrated 1 Two of the following units: *Physical Science-Integrated Chemistry-Integrated 1 Physics (One unit of the two can be a computer science flex credit.)	Biology-Integrated 1 Two of the following units: *Physical Science-Integrated Chemistry-Integrated 1 Physics (One unit of the two can be a computer science flex credit.)	Biology-Integrated 1 Two of the following units: *Physical Science-Integrated Chemistry-Integrated 1 Physics
Social Studies 3 units	Civics (1/2 unit) World History American/U.S. History	Civics (1/2 unit) World History American/U.S. History	Civics (1/2 unit) World History American/U.S. History	Civics (1/2 unit) World History American/U.S. History
Economics one-half (.5) unit	Economics (1/2 unit) – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits	Economics (1/2 unit) – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits	Economics (1/2 unit) – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits	Economics (1/2 unit) – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits
Communication one-half (.5) unit	Communication (1/2 unit)	Communication (1/2 unit)	Communication (1/2 unit)	Communication (1/2 unit)
Physical Education one-half (.5) unit	Physical Education (1/2 unit) (While one-half unit is required for graduation,	Physical Education (1/2 unit) (While one-half unit is required for	Physical Education (1/2 unit) (While one-half unit is required for	Physical Education (1/2 unit) (While one-half unit is required for

	no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.)	graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.)	graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.)	graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.)
Health & Safety one-half (.5) unit	Health & Safety (1/2 unit)	Health & Safety (1/2 unit)	Health & Safety (1/2 unit)	Health & Safety (1/2 unit)
Fine Arts One-half (.5) unit	Fine Arts (1/2 unit)	Fine Arts (1/2 unit)	Fine Arts (1/2 unit)	Fine Arts (1/2 unit)
Career Focus 6 units	Career Focus All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations.	Career Focus All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations.	Career Focus All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations.	
Additional Units	N/A	N/A	Four (4) additional units to make a total of 26 which must include four (4) units of both science and social studies and two (2) units of any one foreign language.	
Total	22 Units	22 Units	26 Units	22 Units

*Physical Science-Integrated must be taken in either grade 9-12 if not taken in grade 8 for high school credit.

ADE Civics Exam

Beginning in the 2018-2019 school year, all students must pass the test approved by ADE that is similar to the civics portion of the naturalization test used by the United States Citizenship and Immigration Services in order to graduate.

Cardiopulmonary Resuscitation Instruction (CPR)

Beginning with the 2014-2015 school year, a public school student in grades nine through twelve (9-12) shall be trained in quality psychomotor skill bases in cardiopulmonary resuscitation before the student graduates from high school.

Computer Science

A flex unit of any of the computer science courses approved by the Arkansas Department of Education may replace the 4th math requirement or the 3rd science requirement. Two distinct units of the computer science courses may replace the 4th math requirement and the 3rd science

requirement. If the 4th math requirement and the 3rd science requirement have been met through other coursework, any of the approved computer science courses may be used for career focus credit.

Digital Learning Courses

Students are required to take at least one (1) digital learning course for credit (one-half or one unit) while in high school.

Diploma-Earning Options

A student may earn a diploma from a Little Rock School District high school in one of three ways. Each has different requirements and different numbers of required units of credit.

1. Diploma from any of the five high schools or the Accelerated Learning Center for completion of the required 22 units.
2. Diploma from any of the five high schools for completion of the Little Rock Scholars curriculum of 26 units, including at least six Pre-Advanced Placement, Advanced Placement, and/or International Baccalaureate courses.
3. Diploma with waived or altered requirements established by an Individual Education Program (IEP) team for a student identified with disabilities.

Even though the graduation requirements may be changed by the Board of Education during the time a student is enrolled in high school, the requirements established for a student's graduation class (assuming graduation in four years of high school) are those he/she must meet, even though he/she may require more than four years to earn the necessary number of units.

Transfer Students

All transfer students must meet the graduation requirements of the Little Rock School District in order to receive a diploma. The LRSD high schools will accept transfer credits, grades and grade placement for students who previously attended Arkansas high schools that are accredited by the Arkansas Department of Education.

Students who transfer into a Little Rock School District high school from a home school must attend school in the LRSD at least Nine(9) months immediately before graduation before they become eligible to graduate. Students will be evaluated by the staff at the receiving school to determine proper grade level and credits. (Act 863 of 2017)

Foreign Exchange students who complete the senior year in good standing may, at the discretion of the principal, participate in the graduation ceremony.

GRADUATION REQUIREMENTS FOR SPECIAL NEEDS STUDENTS

The Board of Education believes in and is committed to the provision of educational programs through individualized instruction and related services for students who have special needs.

Essential to providing appropriate programs for students with handicapping conditions is acceptance of the premise that the instruction and training provided will culminate in graduation.

All students are required to complete the course of study as prescribed by the Arkansas Board of Education and the Little Rock School District. Students placed in special education will complete this course of study as prescribed in their Individual Education Plan. Coursework will be presented at a level commensurate with the student's ability. The student's transcript shall identify which courses were completed through special education.

SEALS

ADE Seal

In order to receive the ADE Seal, students must complete the state's recommended core curriculum with a minimum grade point average of 2.75.

Magnet Program Seal

Students who participate in the District's high school magnet programs may meet the magnet curriculum requirements through completion of the designated Career Focus courses established for each magnet. In order to receive a Magnet Seal, magnet students must complete all the requirements of the magnet program. Students transferring into a magnet program after the freshman year may earn a diploma from that high school, but they will not earn the Magnet Seal.

Arkansas Scholars Seal (privately sponsored)

Arkansas Scholars, a program of the Arkansas Business & Education Alliance, is a partnership between the District and the Little Rock Chamber of Commerce's Education Committee. Many local businesses have agreed to recognize the achievement of Arkansas Scholars status as a symbol of high quality education. A special Arkansas Scholars seal will be affixed to the diploma and transcript of a student who meets the following standards established by the Arkansas Scholars program:

1. Earn semester grades of "C" or above in all courses.
2. Achieve a 95% or better attendance record (average over four years).
3. Complete the recommended courses to graduate from high school and to prepare for post-secondary education, including:
 - English. 4 units (I, II, III, & IV)
 - Science. 3 units (from biology, chemistry, physics, and physical science, lab based).
 - Mathematics. 4 units (algebra I, geometry, algebra II and an advanced math course)
 - Social studies. 3 units (to include world history, U.S. history, civics/government)
 - Complete the balance of state mandated high school graduation requirements.
4. Finish high school in 8 consecutive semesters.

Honors Diploma Seal

1. A special Honors Seal will be affixed to the diploma and transcript of a student who meets the following standards: Completes the units required for the Little Rock Scholars curriculum, which includes and goes beyond the requirements of the Arkansas Higher Education Coordinating Board for unconditional admission to any

public two-year or four-year institution of higher education in Arkansas and which includes, but goes beyond, the requirements for eligibility for the Arkansas Challenge Scholarship. The Little Rock Scholars curriculum also reflects the admission requirements of the most competitive universities in the United States of America.

2. The Little Rock Scholars curriculum requires the successful completion of any combination of at least six Pre-Advanced Placement, Advanced Placement, and/or International Baccalaureate courses over a four-year period. Other approved dual-credit courses offered to LRSD students in collaboration with area colleges/universities may also be substituted for the Pre-AP, AP, or IB requirements.
3. Earns a grade-point-average of at least 3.5. Students designated for valedictory or salutatory recognition must have completed the Little Rock Scholars curriculum.

Recognition of Graduates

Each high school may design its own traditions to commend and celebrate the achievements of the following sets of graduates:

1. The valedictorian and salutatorian;
2. Students earning an overall average of 3.5 or above;
3. Students earning Magnet Program, Arkansas Scholars, Little Rock Scholars, and/or Honors Diploma Seals;
4. Members of the National Honor Society or similar honors organization;
5. Scholarship recipients;
6. Students with perfect attendance throughout high school; and
7. Students whose other achievements are worthy of special recognition.

Participation in Graduation Ceremony

In order to be a participant in the graduation ceremony, the student must be within one unit of completing the graduation requirements and must have enrolled in and paid the tuition, if applicable, for the one-half or one unit to be taken in summer school (or, alternately, in another approved credit-earning program). All high school students and their parents will be informed in writing of this expectation when course lists and graduation requirements are published for the spring registration process.

Principals will make a determination of potential graduates at the end of the junior year and each quarter of the students' senior year and inform students and their parents immediately if it is determined that the student is in danger of not graduating. Such students will be advised of all the appropriate credit-earning options, including, but not limited to, evening high school, summer programs, credit recovery, correspondence courses, online courses, and placement at the Accelerated Learning Center.

Award of Diploma

The award of the high school diploma will not be made until all graduation requirements are met.

Academic Course Attendance for Private and home School Students

Click on the link below to view the District's Home School Course Attendance Policy:

[Policy 4.59—ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME SCHOOL STUDENTS](#)

Text Books

Students and their parents are responsible for payment of lost\damaged textbooks. If the book is lost or damaged beyond use, the student will be charged for the entire cost of the book. Books returned damaged beyond an acceptable condition may be assessed a damage fine at the schools discretion, Guidelines are as follow:

- Minor damage will be assessed at 25% of cost (removal of bar code)
- Major damage will be assessed at 50%
- Lost books will be assessed at up to 100%

It is the student and parents responsibility to clear all fines.

Students with Disabilities

The Individuals with Disabilities Education Act (IDEA) and Arkansas Act 102 of 1973 ensures that all children with disabilities in the Little Rock School District have available to them a free and appropriate public education that emphasizes special education and related services designed to meet their unique need, and prepare them for further education, employment and independent living. The Little Rock School District makes every effort to locate and identify all students who may be disabled through Child Find Activities. Procedures consistent with state and federal regulations are utilized in referring, evaluating, and delivering specialized instruction and related services to students with disabilities.

To be eligible for special education, a student must have an identifiable disability which results in an adverse effect on educational performance and the corresponding need for special education services. Appropriate services are provided for students with the following disabilities under IDEA:

- Autism
- Deaf-Blindness
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech Language Impairment
- Traumatic Brain Injury
- Visual Impairment

Once eligibility has been established, a program is designed which meets the individual needs of the student. Eligibility for special education services means that a child is determined eligible upon completion of the administration of assessments and other evaluation measures by a group of qualified professionals.

Programming

Programming consists of the development and review of an Individualized Education Plan (IEP) for each student receiving special education and related services. It is the responsibility of the Educational Management Team to review all data compiled during the referral and evaluation process. The IEP must be completed prior to placement of students in special education and related services. During the process of programming the team must:

- Provide Special Education and Related Services based on the student's IEP.
- Determine, at least annually, the need for continued placement in Special Education.

Curriculum for students with disabilities must be designed to meet individual needs and to include appropriate sections of the general curriculum. Modifications of materials, methods of instruction, and/or curriculum must be made to assist the student with a disability.

Procedural Safeguards

There are a number of specific procedures written into the law and expanded in the regulations to protect the rights of students and their parent/guardian(s). These safeguards include the following: due process, nondiscriminatory testing, least restrictive environment, native language, confidentiality, and the right to representation. For further information, refer to the District's Procedural Manual for Special Education and Your Rights as the Parents under IDEA.

Federal law and school district policies provide safeguards to ensure that students who receive special education services are appropriately placed. Parents are involved in all phases of the process. The District encourages full participation at all conferences in which the educational needs of the students are being considered. For further information, contact the Division of Special Programs at 447-1033.

Least Restrictive Environment

LRSD policy ensures that, to the maximum extent appropriate, students with disabilities are educated with their non-disabled peers. A full continuum of services is available in the District. Determination of the least restrictive environment will be made on an individual basis, taking into account services needed and the program placement which would be most conducive to learning. Based on the programming team's recommendations of needed special education and related services, it will be the responsibility of the special education administrator(s) to locate and place a student in the most appropriate school/site.

Disciplining students with disabilities within the Individuals with Disabilities Education Act (IDEA) Guidelines

The District recognizes that there are times that students with disabilities will need to be disciplined as a result of inappropriate and/or unpredictable behavior, which interferes with his/her personal or educational welfare or the welfare of others. Specific procedures have been developed and must be used when determining the type of disciplinary action(s) for these students and for students suspected of having a handicapping condition. Procedures are identified in the District's Procedural Manual for Special Education.

A student with disabilities, who engages in misbehavior and disciplinary infractions, is subject to normal school disciplinary rules and procedures so long as such treatment does not abridge the right to a free and appropriate public education. Care should be taken that any disciplinary action does not constitute a unilateral change in a student's receipt of special education and related services. **For a student with disabilities, an exclusion from school for more than a total of ten (10) school days (within a school year) constitutes a change in placement and is subject to procedural safeguards.**

The Individualized Education Plan (IEP) team, for a student with a disability, will convene to consider whether a functional behavioral assessment and particular discipline procedures should be adapted for that individual student and included in his/her IEP.

If a long-term suspension or expulsion recommendation is recommended, the team must complete a functional behavioral analysis and a manifestation determination review before any disciplinary action can be completed. At this point, a special education supervisor must be involved in the process. Contact the Division of Special Programs at 447-1033, if assistance is needed.

Disciplining Students With Disabilities Within The Section 504 Guidelines

The District recognizes that there are times that students with disabilities will need to be disciplined as a result of inappropriate and/or unpredictable behavior, which interferes with his/her personal or educational welfare or the welfare of others. Specific procedures have been developed and must be used when determining the type of disciplinary action(s) for these students and for students suspected of having a physical or mental impairment that substantially limits a major life activity under Section 504.

For a student under Section 504, an exclusion from school for more than ten (10) schools days (long-term exclusion) constitutes a change in placement and is subject to procedural safeguards. If a long-term suspension or expulsion recommendation is made, the student's 504 team must complete a manifestation determination review conference before any disciplinary action can be completed. The purpose of this conference is to determine if the student's behavior has a direct relationship to their physical or mental impairment identified under Section 504.

At this point, The District Section 504 Coordinator must be involved in the process. When appropriate, a student under Section 504 should have as a part of his/her accommodation plan a

component that addresses a pattern of behavior. Contact the District Section 504 Coordinator in the Division of Special Programs at 447-1033, if assistance is needed.

Students with Special Health Care Needs

Parent/guardian(s) of students with special health care needs, which necessitate consideration such as transportation, classroom placement/adjustment or special procedures during the routine school schedule, should contact the building administrator, school nurse, and or the Division of Special Programs for assistance.

Arkansas law requires that all students with special health care needs, including chronically ill, medically fragile and technology dependent students, must have an "Individual Health Care Plan (IHP)," which includes input from the parent/guardian(s) and the physicians. Forms are available from the school nurse or registrar. Students that have a chronic condition such as asthma, diabetes, or seizures must have an emergency "Action Plan" written by the student's physician or nurse practitioner. Individual Health Care Plans (IHPs) and Action Plans are to be updated annually.

Parent/guardian(s) of students with medical conditions that may require specific dietary restrictions must have a physician complete the "Certification of Disability for Special Dietary Needs" annually. This form may be obtained from the school nurse or the Child Nutrition Department.

Specialized Transportation

Most special needs students require adult supervision at home. The parent/guardian(s) is responsible to inform the school system whether or not his/her child can be left without supervision. Forms are available at the Transportation Office to indicate a child may be left without supervision at the request of the parent/guardian(s) (Parent Consent Form).

- School buses will no longer sound any horn or signal device to alert parents and students that the school bus has arrived to pick up or drop off students. School buses run on a timed schedule and should arrive within a ten-minute time-span of the scheduled arrival time in the A.M. Please allow at least thirty minutes after schools dismissal in the P.M. for a student to be delivered home.
- Remember, please have your child/children dressed and ready to go ten (10 minutes prior to the scheduled pick-up time.
- Someone must receive your child/children in the p.m. If there is no one there to receive the child/children, they will be taken Forest Heights Stem Academy (5901 Evergreen St.). If any student that has been transported to Forest Heights Stem Academy is not picked up by 5:00 p.m., the Little Rock Police Department will be notified, along with the Department of Human Services, and the student or students will be declared as abandoned and turned over to either of these entities.
- Please make address changes well in advance as it takes approximately three to five days for route changes to occur.
- No address changes can be made by telephone to the Transportation Department. You must call the Department of Special Programs to make address changes, 447-1033, or 447-1035. Additionally, you must report these changes to Student Registration Office.
- In the event that your child/children will not be riding the bus for the A. M. or the P.M. route or for extended periods, please notify the dispatcher at 447-7550. Telephones will be answered 5:30 a.m. until 6:30 p.m. After any extended absence, the parent/guardian(s)

must notify the Transportation Department 24 hours in advance to assure next day transportation from the same address. If address has changed, please notify the Special Needs Department and Student Registration at least five days in advance with date transportation is to be reinstated.

- Students, who have specialized transportation may be picked up or dropped off at locations other than the home bus stop upon written approval from the Division of Special Programs.
- Students requiring constant care and supervision will not be left unattended when delivered to their homes in the afternoon. Parent/guardian(s) will be responsible for providing the necessary supervision.

Students under IDEA and Section 504 with Excessive Absences

Students under IDEA and Section 504 may miss school due to medical reasons or other reasons approved by the building level administrator. Policies under IDEA take precedence over school district policies. If a student misses an excessive amount of school, the student's IEP and or Section 504 team must conduct a conference to document the absences and determine how the student will make up any missed assignments. If the student's team meets and it is determined there is no approved reason for the excessive absences, the student will have those missed days documented as unresolved, and district policy on unresolved absences will be upheld.

Extracurricular Activities

Extracurricular student activities are district-sponsored and directed activities designed to provide opportunities for students to explore areas of interest that complement and enrich the curriculum.

Student Organizations

- Students are encouraged to participate in recognized and approved student organizations within the school which are formed for the purpose of sharing common interests, performing service, have a honorary or interest orientation or are an integral part of the educational program of the Little Rock School District.
- All student organizations will operate according to established and approved guidelines and procedures and will not discriminate on the basis of race, sex, religion, disability or national origin.
- Honorary clubs are those which grant membership to students on the basis of special achievement in attaining openly published standards in defined areas of school life.
- Interest clubs may be organized in any areas of the curriculum of the school or in any other areas which are regarded by the school as providing valuable experiences which supplement the educational program.
- Clubs will not promote any political party or political cause.

Athletics

Admission

Participants who are scheduled to perform will be admitted without admission charge to LRSD athletic events.

Discipline

Coaches/sponsors are responsible for maintaining discipline among student participants in activities they coach/sponsor. In addition, the coach/sponsor may have rules and impose discipline not included in this Handbook, but approved by the school administration and Athletic Director.

- Coach/sponsors must provide student participants with a written code of conduct. The student's parent/guardian(s) will be given a copy of the code of conduct, and a signed parent/guardian(s) form will be maintained by the sponsor.
- When a coach/sponsor is considering excluding a student from participation, **all previously established due process procedures must be followed.**

NOTE: Any person(s) attending a Little Rock School District-sponsored event removed or arrested at the request of District staff for disruptive activities, will not be allowed to attend a District-sponsored event(s) for a period of one (1) year.

Interscholastic Athletics/Cheerleading/Drill Team/Pep Club

- The principal is responsible for designating the coaches/sponsors of athletic teams and spirit groups.
- An 8th grade student cannot participate on a 9th grade team except when they are ineligible for middle school participation either by their age or semester rule.

- Interscholastic athletic/spirit group activities will be scheduled so that they do not conflict with semester and final exam schedules.
- Schools will follow rules and regulations of the Arkansas Activities Association, State Department of Education and North Central Association.
- When racial disparities are identified in interscholastic athletic or spirit groups, the principal will work with the school to develop a plan for improvement where appropriate.

Physical Examinations

The student must have a consent form signed by the parent/guardian(s), along with the physical form signed by a physician, on file at the Athletic Director's office and at the school site with the coach.

It is mandatory that all students trying out or participating in Athletics (interscholastic sports) have a physical exam before any activity occurs. It is the parent/guardian(s) responsibility to see this is provided.

Selection of Cheerleader/Drill Team Officers

- After being selected, each squad will nominate its candidates for office.
- Nominees must meet requirements set forth in the group's constitution.
- Only squad members will be allowed to vote by secret ballot.

Transportation

Interscholastic athletes and all spirit groups will be provided transportation to attend regularly scheduled conference games and post season competitions.

Note: If you are not eligible for transportation due to staff preference, Transfer-No-Transportation (TNT), or students who were granted school choice by the Student Registration Appeals Committee, then you are only eligible for transportation to extra-curricular events, and not eligible for transportation home from extra-curricular events.

To view the complete Extracurricular Activities Policy Click on the link below:

[Policy 4.56.1—EXTRACURRICULAR ACTIVITIES](#)

[Policy - 4.56.2—EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS](#)

ALTERNATIVE LEARNING ENVIRONMENTS

The District shall provide an eligible alternative learning environment (ALE) for each eligible ALE student enrolled in a District school. The ALE shall be part of an intervention program designed to provide guidance, counseling, and academic support to students who are experiencing emotional, social, or academic problems. Placement of a student in an ALE shall not be punitive in nature.

The superintendent or designee shall appoint an Alternative Education Placement Team, which shall have the responsibility of determining student placement in the ALE. A student may be enrolled in an ALE only on the referral of the Alternative Education Placement Team. The team's placement decision is final and may not be appealed.

The team is to be comprised of the following:

- a school counselor from the referring school;
- the ALE administrator and/or ALE teacher;
- the building principal or assistant principal from the referring school;
- a parent or legal guardian (if they choose to participate);
 - The District shall document its efforts to contact the student's parent or guardian to schedule a meeting or a phone call for a placement meeting at the parent or guardian's convenience, and maintain such documentation in the student's Student Action Plan (SAP).
- Local Education Agency (LEA) special education/504 representative (if applicable);
- at least one (1) of the student's regular classroom teacher(s); and
- if the District so chooses, the student.

Students who are placed in the ALE shall exhibit at least two of the following characteristics:

- a) Disruptive behavior;
- b) Dropping out from school;
- c) Personal or family problems or situations;
- d) Recurring absenteeism;

For the purposes of the ALE, personal or family problems or situations are conditions that negatively affect the student's academic and social progress. These may include, but are not limited to:

- e) Ongoing, persistent lack of attaining proficiency levels in literacy and mathematics;
- f) Abuse: physical, mental, or sexual;
- g) Frequent relocation of residency;
- h) Homelessness;
- i) Inadequate emotional support;
- j) Mental/physical health problems;
- k) Pregnancy; or
- l) Single parenting.

No later than five (5) school days after a student begins alternative education interventions, the Alternative Education Placement Team shall develop a signed agreement between the ALE, the parent or legal guardian (if they choose to participate), and the student, outlining the responsibility of the ALE, parent or legal guardian, and the student providing assurance that the plan for each student is successful.

No later than one (1) week after a student begins alternative education interventions, the Alternative Education Placement Team shall assess the student's current functioning abilities and all relevant social, emotional, academic, career, and behavioral information and develop an Student Action Plan (SAP) outlining the intervention services to be provided to the student that is in compliance with the Arkansas Department of Education (ADE) Rules. The SAP may be revised from time to time by the ALE placement team and a positive behavior or transitional plan shall be developed and added to the SAP prior to a student's return to the regular educational environment.

The district's ALE program shall follow class size, staffing, curriculum, and expenditure requirements identified in the ADE Rules.

Accelerated Learning Center (ACC)

The Accelerated Learning Center is designed to address learning needs of students who are potential high school dropouts through a combination of LRSD curriculum and computer-assisted instruction. Student's instruction is individualized, with limited class size, allowing for progress at an accelerated pace. Teachers act as facilitators by assisting students in completion of graduation requirements. A flexible schedule allows students the maximum opportunity for attending classes. Students in the ACC may participate in Metropolitan Career - Technical Center's programs of study. The District does not provide transportation for students enrolled in the ACC Program at Metropolitan Career- Technical Center.

Admission

Students seeking enrollment in ACC must:

- Be classified as a high school sophomore, junior or senior;
- Not be age appropriate for his/her current grade level;
- Have not earned sufficient credits to graduate on time with his/her class;
- Have not acquired a discipline history of any Category 3 or 4 Offenses within one year of application for entry into the program;
- Completion of an application for program entrance;
- Completion of a signed ACC Participatory Contract upon acceptance into the program; and
- Have demonstrated one or more of the following characteristics:
 - poor school attendance;
 - economically disadvantaged;
 - eligibility for services under IDEA or 504;
 - failure of two or more academic core courses;
 - currently pregnant or a teen parent/guardian(s); or
 - failed to have advanced from one grade level to the next in one or more school years; or

- acquisition of a minimum of 10 course credits.

Students can apply for admission throughout the year but must complete the ACC Enrollment Application and submit all school-related academic records (transcripts, modifications, etc.) prior to being granted an interview. The interview process includes questions to assist in individualizing his or her learning plan and a review of academic records to determine their individualized program of study. ACC has open enrollment and exit so when students meet state graduation requirements, they may exit the program at the time of completion. The high school diploma is issued by the students' home school and they may attend graduation ceremonies at their home school. All ACC students, classified as seniors, are able to participate in senior activities with their home school but cannot participate in athletic programs or other student organizations. ACC does provide all of its graduates with the opportunity to participate in the ACC Baccalaureate and Graduation Ceremonies.

Students enrolled jointly in the ACC and the Metropolitan Career- Technical Center programs who complete graduation requirements are eligible to participate in the graduation ceremonies of their home school (i.e., Central, Fair, Hall, McClellan, and Parkview).

Students may earn a diploma based on completion of their individualized core curriculum and demonstration of competency.

Student Conduct

Prohibited Behavior

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 of any paging device, beeper, or similar electronic communication devices on the school campus during normal school hours unless specifically exempted by the administration for health or other compelling reasons;
8. Possession, selling, distributing, or being under the influence of an alcoholic beverage, any illegal drug, unauthorized inhalants, or the inappropriate use or sharing of prescription or over the counter drugs, or other intoxicants, or anything represented to be a drug;
9. Sharing, diverting, transferring, applying to others (such as needles or lancets), or in any way misusing medication or any medical supplies in their possession;
10. Inappropriate public displays of affection;
11. Cheating, copying, or claiming another person's work to be his/her own;
12. Gambling;
13. Inappropriate student dress;
14. Use of vulgar, profane, or obscene language or gestures;
15. Truancy;
16. Excessive tardiness;
17. Engaging in behavior designed to taunt, degrade, or ridicule another person on the basis of race, ethnicity, national origin, sex, 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; and
23. Operating a vehicle on school grounds while using a wireless communication device.

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.

Citizenship Grading

Citizenship grades are used to determine participation in incentive programs. The criteria for these programs will be published and/or given to students in advance of starting the incentive program.

Citizenship Grade of 0

A student is eligible to receive an outstanding (0) citizenship grade if he/she has not received more than two behavior documents during a grading period; however, the documents may not result in a sanction for a 1 in citizenship.

Citizenship Grade of 1

A student becomes ineligible for an outstanding (0) citizenship grade upon the receipt of any Category 1 sanction resulting in a disciplinary sanction, except an in-school suspension.

Citizenship Grade of 2

A student becomes ineligible for a citizenship grade of 1 upon receipt of any Category 1 sanction resulting in an in-school suspension.

Citizenship Grade 3

A student becomes ineligible for a citizenship grade of 2 upon:

- Being referred for disciplinary action from the classroom to a building administrator when he/she evidences an emerging pattern of inappropriate behavior. Once the student is referred from the classroom or other assigned area to an administrator for disciplinary action, a citizenship grade of 3 will be assigned provided the allegation is substantiated by the administrator, due process is accorded, and the disciplinary action results in an out-of-school suspension.
- Receiving an out-of-school suspension for violations of an offense in Category 2 of the student conduct code.

Citizenship Grade 4

If a student receives a long-term suspension or expulsion recommendation, a citizenship grade of 4 will be automatically assigned provided the allegation is substantiated, the procedure has been followed, and due process has been accorded. A student has the right to appeal a citizenship grade using the procedures outlined in the *Student Handbook*. In the event that a student violates school rules or regulations while he/she is not under direct supervision of a classroom teacher (who would normally document the infraction and record the appropriate grade on the report card), the

responsibility for handling the manner rests with the administration. The assignment of the appropriate citizenship grade for the report card will be recorded by the registrar at the direction of the administrator. Similarly, citizenship grades of 3 and 4 are to be recorded on the report card by the registrar at the direction of the administrator. The administrator will be responsible for identifying the classroom teacher who will record the citizenship grade that is as signed during the grading period.

Restorative Justice

Restorative Justice is a practice of utilizing non punitive approaches to disciplinary referrals, suspensions, and expulsions. It can improve the school climate, foster more positive relationships with students and school staff, and decrease disciplinary disparity. LRSD is working towards a more restorative environment that empowers and encourages students to resolve conflict on their own and in small groups.

See the links below to review Restorative Justice models:

<http://restorativejustice.org/#sthash.1TbyakUe.dpbs.org>

<https://www.rpiassn.org/practice-areas/what-is-restorative-justice/>

<http://restorativejustice.org/restorative-justice/about-restorative-justice/tutorial-intro-to-restorative-justice/#sthash.LYfbSrSe.dpbs>

<https://www.edutopia.org/blog/restorative-justice-resources-matt-davis>

<https://www.tolerance.org/magazine/summer-2014/toolkit-for-restoring-justice>

https://www.unicef.org/tdad/index_56513.html

<http://schottfoundation.org/restorative-practices>

The Role of the School Based Intervention Team (SBIT)

Each school must have a school-based intervention team (SBIT) in order to complete the referral process and compliance steps outlined in the LRSD Student Handbook regarding discipline in accordance with approved alternative learning environment (ALE) regulations. The purpose of SBIT is to collaboratively address minor, inappropriate behaviors in the school setting prior to recommending a student for an ALE setting. The SBIT members can include, but not limited to:

- building principal, assistant principal, and/or designee,
- school guidance counselor,
- parent/guardian of the student,
- one or more of the student's general education classroom teachers,
- special education and/or building level 504 representative, if applicable,
- school based mental health provider representative, and
- Advocate for student.

Once school administration determines the discipline violation in accordance with the LRSD Student Handbook, the school administration and SBIT must conduct a mandatory review for **ALL Category 1, 2 and 3A and 3B** offenses resulting in a long term/expulsion recommendation. The SBIT referral conference for discipline should include the parent/guardian in order to (1) review the discipline violation allegation, and (2) review the Positive Behavior Intervention Services (PBIS) compliance packet and (3) document supports and or services as needed.

After the SBIT has determined and implemented appropriate interventions and supports to address the discipline violation(s), the team can make the following:

1. Recommend a modified discipline sanction in accordance with the LRSD Student Handbook.
2. Recommend alternative PBIS sanction in lieu of out of school suspension.
3. Recommend student to ALE program.

School administration will be responsible for submission of all Category 2 and 3 long term recommendations to the Student Hearing Office (SHO) and/or LRSD Due Process Review Committee (SHO and/or Student Services designees). If necessary, the school and parent will contact the SHO in order to schedule an appeals and/or due process review hearing.

Student Discipline Definitions

Emergency Removal- A building administrator may remove a student without an informal hearing, if it is determined that the student's continued presence poses an immediate danger to persons or property, or may substantially disrupt the school's orderly operation. A written notice will be provided to the parent/guardian(s) explaining the reason for the student's emergency removal from school. Whenever a student is removed under these conditions, a parent/guardian(s) will be notified when the informal suspension hearing will be held. This hearing will normally be provided within three school days. The student will not be allowed to participate in any school-related activity while on emergency removal. The student is also prohibited from entering any Little Rock School District school or other District property without prior authorization of the principal or designee.

Sent Home- A sent home is used to establish contact with a parent/guardian(s) to resolve problems that do not require suspension. It is not to exceed 24 hours, and its purpose is to have the parent/guardian(s) come to the school for a conference with an administrator within 24 hours. Telephone conferences are acceptable at the discretion of the principal; however, formal paperwork must be generated in Eschool and give to the parent. (Emergency Removal Notification Letter)

In-School Suspension- An in-school suspension is issued to the student for minor misbehaviors based upon the building principal's recommendation. Formal paperwork must be generated in Eschool and given to the parent.

- Each in-school assignment may be up to five (5) days for elementary and secondary students.
- In-school suspensions should not exceed 15 days per semester.

- Students may not receive in-school suspension more than twice for the same offense.
- The building principal's decision is final in the appeal process governing in-school suspensions.
- Students are not allowed to participate in school-sponsored extracurricular activities while serving an in-school suspension.

Detention

The principal or designee has the authority to assign students, with notification to the parent/guardian(s), to before or after school detention. Detention should not extend beyond two hours before or after school. Transportation for students to serve detention is the responsibility of the parent/guardian(s).

Saturday School

The principal or designee has the authority to assign students to Saturday School, with notification to the parent/guardian(s), for misbehavior. Transportation for students to serve Saturday School is the responsibility of the parent/guardian(s).

Tardies/Early Check Outs

School/class tardiness or early check-outs can negatively impact student's academic success. Parents and students should make every effort to ensure that students are **always** punctual to school and class. Good communication between the home and school can improve the chance that students do not accumulate excessive tardies or lose learning opportunities because of early checkouts.

Reinstatement Conference

When a student returns from a short term suspension, a parent conference is required. Parents must take the student to school at the end of the suspension and meet with the school administrator to seek resolution of the misconduct and the reinstatement requirements.

Students, who have been in a detention facility, alternative learning environment, truant or have not been enrolled in a traditional educational setting, must be reinstated by the student hearing office before returning to school. Students may be assigned to an alternative learning environment in lieu of a traditional school site.

Reduction of Sanction

The Superintendent, Associate Superintendents, Senior Director of Student Services, the Student Hearing Officer, or the Principal may at any time reduce the sanction imposed against a student. Reduction of the sanction does not affect the student's right to appeal the lesser sanction.

Out of School Suspension

When a student is suspended out of school, the parent should receive a copy of the suspension recommendation stating the offense, and explanation of the appeal process will be delivered or sent by certified mail to the parent/guardian at the address of record within 36 hours. Click on the link below for the complete District policy:

[Policy 4.30 -Suspension from School](#)

Short Term Suspension

A short term suspension is used to remove students from school for a period of 2 to 10 days for violations of LRSD rules. Days designed by the District as non-student attendance days are not included in the length of the suspension (staff development, teacher record days, student holiday, etc.).

Short Term Suspension Appeals Procedure

To appeal a short term suspension, the parent/guardian must request an appeal with the principal within 24 hours after notification of the suspension. If after the appeal hearing with the principal the parent still wants to continue the appeal, they should contact the Student Hearing Office to schedule an appeal hearing. The student shall remain at school pending the outcome of the appeal hearing.

The decision of the Hearing Officer is final.

The appeal hearing must be scheduled within 10 school days.

Long Term Suspension

A long term suspension is the exclusion of a student from his\her assigned school for serious violations of disciplinary policies for a period in excess of ten school days. The student may be referred to an alternative learning environment by the Student Hearing Office or the Superintendent's designee.

Expulsion

An expulsion is the exclusion of a student from school for very serious violations of district policy. Expulsions are issued by the Board of Education for the duration of the current school year and until the student is reinstated by the Board of Education. In lieu of an expulsion, students may be referred to an alternative learning environment. ***While suspended, students may not take part in or attend any school function until reinstated by the Board of Education. Expulsions for handguns and weapons violations will be for one calendar year.***

Long Term/Expulsion Appeals Procedures

The first level of appeal for a long term/expulsion is with the Student Hearing Office. A hearing will be scheduled within 10 days of the date of the suspension.

The student is entitled to representation by an attorney or lay counsel. Written notice of representation must be provided to the Hearing Office at least 48 hours before the disciplinary hearing. If the student's guardian fails to provide notice, the administration will be entitled to have the hearing rescheduled.

If the parent does not agree with the decision of the hearing office, the final level of appeal is to the Board of Education. In lieu of a long term/expulsion, the Board of Education may assign the student to an alternative learning environment up to a calendar year.

Make Up Work While on Suspension:

Students who are on an out of school suspension **may not** make up assignments missed while on suspension.

Category One Offenses – Elementary, Middle and High School

Possible disciplinary sanctions for Category 1 Offenses listed below:

- Warning
- Parent contact
- Parent conference/teacher/administrator conferences
- In school time out- elementary
- Before school/after school/lunch detention
- Saturday detention
- Sent home
- In School timeout (elementary)
- Conflict mediation
- School site probation contract
- SBIT Conference/Referral – Counseling, Behavior Support/Modification Plan, etc.

Rule 1: Dishonesty – cheating on tests, copying or allowing the copying of the work of another student. Possession or use of unauthorized exam materials for all offenses including academic assessments. The student will receive a grade of zero on the assessment or test. Forgery

Rule 2: Insubordination-Failure or Refusal to Follow Reasonable Directives of school staff and school rules and Regulations.

Rule 3: Horseplay/Minor Altercations- The act of pushing, grabbing, patting, etc another child playfully with no intent to harm them and no injury occurs.

Rule 4: Teasing- Behavior or actions that violate a person's right to privacy. Peer Mediation\Conflict Resolution is required.

Rule 5:Skipping\Cutting Class\Leaving School Grounds or Class without Permission

Rule 6: Failure to Serve Detention- A student who fails or refuses to serve detention when directed to do so by a school administrator or other authorized school personnel will be subject to progressive discipline.

Rule 7: The Use of verbally Abusive Language - Obscene Gestures or fighting words. Use of profanity, inflammatory or verbally abusive language, obscene gestures, intimidation and or the instigation of a fight among peers is prohibited. Mediation\Conflict Resolution is required

Rule 8: Failure to Follow Bus Rules and Regulations-All school rules and regulations governing student behavior apply to conduct on the bus and at the bus stops.

Category 2 Offenses – Middle and High School

Category 2 Offenses are more serious offenses, and the student may receive a more severe consequence, ranging from a sent home up to a long term out of school suspension. The school must conduct a School Based Intervention Team meeting after the second offenses..

First Offense: 0-5 days

Second Offense: 0-10 days (Mandatory SBIT meeting and Behavior Plan)

Third Offense: Long-Term/Expulsion (Mandatory SBIT or MDR for IDEA/504 students)

Rule 9: Smoking or Use of Tobacco Products/Possession of Matches, Lighters, Lighter Fluid or Tobacco Product/E-cigarettes or any other alternative nicotine products on school grounds, at a school related function or on the school bus is prohibited

Rule 10: Possession of Mace, Chemical Agents, and Multi Fingered Rings, Fireworks or Gaming Material Device -The possession of mace, pepper spray or other chemical agents that may cause irritation, physical discomfort or bodily harm on school district property is prohibited. These items will be confiscated by school district personnel

Rule 11: Gambling- the unauthorized possession or use of any gambling paraphernalia will not be tolerated. Confiscated funds will not be returned and will be deposited into the school's Activity Fund.

Rule 12: Bullying\Cyber Bullying- the intentional harassment, intimidation, ridicule, defamation or threat to incitement of violence on a continual basis by a student against another student or public school employee through written, verbal, electronic devices, to include the use of Social Media, (Face book, Instagram, or other electronic communication) and physical acts is prohibited.

Rule 13: Fighting- mutual combat, in which participants intently inflict bodily harm to another person is prohibited. All participants involved will be disciplined according to the degree of their involvement. Conflict Resolution or Mediation is mandatory.

Rule 14: The Use of Profanity/Slander Directed to or About Staff Person in a Non-Threatening Manner- The use of profanity or slander directed to or about a school staff member in a non-threatening manner will not be tolerated.

Rule 15: Loitering – Lingering on the school grounds or within 100 feet of the school without permission of a school administrator. Students, who are on a suspension or expulsion are not allowed on District property for any purpose while serving the suspension/expulsion. Students from other school campuses or non students are not allowed on school property during school hours without permission from the school administrator.

Rule 16: Repeated Violations of Category One Offenses- Repeated violation of school rules will not be tolerated. The school administrator must have exhausted and documented all steps in the school discipline plan before issuing a sanction.

Rule 17: Forgery/Falsification of Information/Misrepresentation-Falsifying teacher/administrator signatures or information on official school records, hall passes or documents and any item requiring a staff signature or giving a false name or information or refusal to give a name to a principal, teacher, security or school officials will not be tolerated.

Rule 18: Participation in Prohibited Clubs, Street Gangs, Fraternities, Sororities or Similar Organizations- are prohibited while on school property, at school related functions, while on the way to and from school. The use of gang signs, signals, visible body markings/adornments or verbal or written language that connotes street gang affiliations or membership in other prohibited groups or organizations at school or school related activities will be considered in violation of this rule.

Rule 19: Inappropriate Use of Technology/Computers- the use of computers to access. Store or distribute obscene, pornographic or inappropriately suggestive material is prohibited. Users, who violate this policy and regulations are subject to loss of network privileges as well as other disciplinary actions. Any student, who finds inappropriate material on a computer or internet site is to immediately inform the teacher.

Rule 20: Spitting – the act of forcibly ejecting saliva or other substances from the mouth onto another person is prohibited.

Rule 21: Possession\Use of Paging Device, Cell Phone and other Electronic Communication Devices-

Rule 22: Public Display of Affection – physical intimacy or affection in the view of others, e.g. kissing holding hands, sexual acts not conducive to concentration or learning.

Category 3A Offenses- Middle and High School

After the first offense, a mandatory SBIT meeting is required to put in place restorative interventions. Parents are not required to attend, but must be invited.

First Offense: 2-10 days (Mandatory SBIT and Behavior Plan)

Second Offense: Long term/Expulsion Recommendation

Rule 23: Student Assault or Battery - A student shall not threaten, physically abuse, or attempt to physically abuse, or behave in such a way as to be perceived to threaten bodily harm to any other person (student, school employee, or school visitor). Any gestures, vulgar, abusive or insulting language, taunting, threatening, harassing, or intimidating remarks by a student toward another person that threatens their well-being is strictly forbidden. This includes, but is not limited to, fighting, racial, ethnic, religious, or sexual slurs

Rule 24: Theft/Theft by Receiving - to steal school property or property belonging to others or to knowingly receive stolen property. Items stolen that are valued in excess of \$500.00 will require police notification.

Rule 25: Indecent Exposure: deliberately showing body parts/organs or touching yourself or others in a sexually suggested manner. Students violating this rule will be required to participate in counseling sessions with a school counselor or administrator.

Rule 26: Sexual Misconduct- to engage in or attempt to engage in a sexual act with another person, to touch in a sexually offensive manner or send sexually explicit pictures/sexting on District property or a school related activity is prohibited.

Rule 27: Sexual Harassment – unwelcome sexual advances, request for sexual favors, sexually motivated physical conduct or the verbal/physical conduct of a sexual nature. See link below for the complete policy:

[Policy 4.27—STUDENT SEXUAL HARASSMENT](#)

Rule 28: Harassment – Unwelcome verbal or physical conduct or conduct done through an electronic act that causes substantial interference with others performance in school environment.

Rule 29: Breaking and Entering/Vandalism less than \$500.00 – Breaking into property belonging to another person or belonging to the school district; intentionally destroying property, cutting, defacing or damaging property belong to another person or LRSD. Parent/guardian will ne be responsible for all damages to property caused by his/her child.

Rule 30: Breaking and Entering/Vandalism over \$500.00- Breaking into property belonging to another person or belonging to LRSD that is valued in excess of 500.00. Police notification is required.

Rule 31: Vandalism to Computer Hardware/Software – Distributing viruses or seriously tampering with computers that result in the loss of school record and or programs or disrupts the normal learning/classroom environment.

Rule 32: Repeated Violation of Category 2 Offenses – A student who repeatedly violates Category 2 offenses or rule two (2) or more times.

Rule 33: Disorderly Conduct- Inappropriate behavior that substantially disrupts or interferes with or is likely to disrupt or interfere with the classroom setting, a portion of the school day, school function, bus or bus stop, activity or program.

Rule 34: Harassing Communications- Use of voice, telephone, the mail, Email, Social Media or any other form of written, verbal or cyber bullying which constitutes election communication that intimidates, annoys bullies, causes alarm or threatens harm, to another person.

Note: Inappropriate participation in Social Media posting and distribution could result in prosecution by law and LRSD disciplinary sanction

Rule 35: Use of Fireworks – Fireworks on a school campus pr a school related activity is prohibited

Rule 36: Use of Multi-fingered Rings, Chemical Agents or Laser Pen Lights - The use of pepper spray, mace or similar chemical agents, laser penlights or multi-fingered rings on school district property or at a school related activity is prohibited.

Rule 37: Arson-The willful and deliberate burning of or attempting to burn school property is prohibited.

Rule 38: Extortion/Robbery - Obtaining or attempting to obtain money or property from an individual by force or threat of force is prohibited. The violent taking of any goods, money or other valuable items from another person by force, threats with a weapon will not be tolerated. (Arkansas Codes 6-17-113 and 6-18-502)

Rule 39: Unlawful Assembly-Two or more students assembling with the intent to commit an unlawful act will not be tolerated

Rule 40: Inciting to Riot -An act or conduct that results in a riot or that urges others to commit acts of force and violence or participation in a gang fight or similar disturbance at school or at school-related activities is prohibited

Rule 41: Crime of Video Voyeurism-The unlawful use of a camera, video tape, photo-optical, photoelectric or any image recording device used for the purpose of secretly observing, viewing, photographing, filming, or videotaping on any LRSD property or school function without the consent of any person(s) who has reasonable expectations of privacy is prohibited. A person shall be guilty of this offense if they voluntarily participate in placing the photographic image(s) obtained in any public viewing area, i.e. internet, cell phone, camera, etc. Police notification required

Category 3B Offenses

Students found guilty of Category 3B Offenses will receive an expulsion recommendation. The Little Rock Police Department will be immediately notified and violators will be prosecuted to the fullest extent of the law.

- **A SBIT meeting is mandatory for all Category 3B offenses.**
- **Mandatory MDR for 504/IDEA students**

Rule 42: Drug/Alcohol Sale or Distribution-The sale and/or distribution of alcohol, marijuana, non-prescribed/prescribed drugs, hallucinogens or similar substances is prohibited. Students expelled for this violation will be required to submit proof of successful completion of alcohol counseling and/or treatment program prior to petitioning the Board for Reinstatement.

Rule 43: Physical Assault on Staff-The act of striking or attempting to strike a teacher or other school personnel will not be tolerated.

Rule 44: Verbal Abuse of Staff -The use of violent, abusive or obscene language or gestures addressed to a teacher or staff person in a threatening manner will not be tolerated.

Rule 45: Possession of Firearm -The act of possessing a firearm, whether loaded or unloaded, on school district property or at a school-related event is prohibited. Expulsion for a full calendar year is required by law. (Arkansas Codes 5-27-206, 5-73-119, 6-17-113, 6-18-502, and 6-18-507) A firearm as defined in the Arkansas Code means:

- any device designed, made, or adapted to expel a projectile by the action of an explosive;
- any device readily convertible to that use, including such a device that is not loaded or lacks a clip or other component to render it immediately operable; or
- Components that can readily be assembled into such a device.

Rule 46: Use of Weapon -The act of using a weapon or firearm to cause injury or to threaten injury to another person is prohibited. Expulsion for a full calendar year is required by law.

Rule 47: Possession or Use of Explosives - Possession, use or threat to use any explosives or other such devices capable of inflicting bodily harm is prohibited. Expulsion for a full calendar year is required by law.

Rule 48: Possession of Weapon or Facsimile Weapon -The possession of a knife, box cutter, dirk, brass knuckle, martial arts implement, razor, ice pick, BB gun, pellet gun, pump gun, stun gun, blackjack, unauthorized tools, sword, spear in a cane, Billy-club, sap, facsimile weapon or any other instrument that is specifically designed, made or adapted, or is capable of inflicting physical injury to another person, is prohibited at school or at any school-related activity. Expulsion for a full calendar year is required by law

Rule 49: Terroristic Threatening -The act of threatening to cause death or serious physical injury to another person or substantial damage to school property with the purpose of terrorizing another person will not be tolerated.

Rule 50: Felony Violations -The act of committing a felony not already referenced in this handbook on a school campus, a school bus or bus stop or at a school-sponsored or related activity or an act committed in the community that substantially disrupts or has the potential to disrupt the school's environment will not be tolerated.

Out of School Suspensions for Elementary Students

Schools may not use out of school suspensions or expulsion for a student in kindergarten through grade five except in cases when a student's behavior:

1. Poses a physical risk to himself or to others, or
2. Cause a serious disruption that cannot be addressed through other means.

(Arkansas Code 6-18-507(b))

Category Two Offenses:

First Offense: 0-4 day suspension
Second Offense: 0-7 day suspension (Mandatory SBIT and Behavior Plan)
Third Offense: 0-10 day suspension (Mandatory SBIT and Behavior Plan Review)
Fourth Offense: Long term suspension/SBIT recommendation

Category Three -A

First Offense: 0-4 day suspension
Second Offense: 0-7 day suspension (Mandatory SBIT and Behavior Plan)
Third Offense: 0-10 day suspension (Mandatory SBIT and Behavior Plan Review)
Fourth Offense: Long term Suspension/SBIT recommendation

Category Three-B

First Offense: Expulsion Recommendation

Before suspending an elementary student, a SBIT meeting must be conducted and behavior modifications and interventions put in place. If the student receives services under IDEA or has a 504 Plan, a manifestation meeting must be conducted.



Knives and other Weapons are not PERMITTED on school Property

VIOLATORS WILL BE DISCIPLINED AND PROSECUTED

If you should mistakenly bring a weapon to school, you must IMMEDIATELY turn it over to a school administrator or staff person without fear of disciplinary action.

Failure to do so will result in severe disciplinary action.

