LITTLE ROCK
SCHOOL DISTRICT









STUDENT/PARENT HANDBOOK

2025-2026

Your Child's Teacher is Your Best Resource!
If you have questions about your child's learning or classroom activities, their teacher is the best person to contact. You can also find a wealth of up-to-date information in **Schoology** and **Rooms**.

Teachers regularly update these platforms with class-specific details and important announcements. You can easily access them here: https://id.thrillshare.com/

The school principal and administration can answer questions about the overall school program and school activities. A copy of the Board of Education Policy Manual is found on the district website, www.lrsd.org

If a child is required to take medicine at school in order to attend school, the school nurse or the school office staff will provide the forms required before the medicine may be administered by school employees.

Health and Safety Disclaimer

The Little Rock School District (LRSD) may update or make changes to the Parent/Student Handbook at any time, as needed. While we will always do our best to keep families informed, some updates may happen without prior notice.

LRSD will continue to follow all guidelines from the Arkansas Department of Health, the Arkansas Department of Education, and the Centers for Disease Control and Prevention (CDC) to keep our students, staff, and community safe.

Table of Contents

PARENT/STUDENT STATEMENT OF RESPONSIBILITY 4
MESSAGE FROM DR. WRIGHT 5
CORE VALUES, BELIEFS, CONCEPTS 7
FOR PARENTS & CAREGIVERS 11
NON-DISCRIMINATION POLICY /STAFF RIGHTS & RESPONSIBILITIES 12
STATEMENT OF EQUITY 13
STUDENT CODE OF CONDUCT DEFINITIONS 14
DISCIPLINE & SUPPORT 18
DISTRICT-WIDE RULES 18
DISCIPLINARY RESPONSE CYCLE 19
DETERMNATION OF DISCIPLINARY RESPONSES & INTERVENTIONS 21
LEVELS OF CONSEQUENCES 23
DUE PROCESS/WHAT TO EXPECT AT A HEARING 35
FLOWCHARTS
HEARING OFFICE-DISCIPLINARY CHECKLIST 39
OTHER TOPICS OF INTEREST 40
Residency & Entry Requirements 40
Student Assignments 40
Special Ed. and Students with Disabilities 40
General Information 40
Absenteeism 40
Student Media 41
Equal Opportunity and Grievance Procedures 41
Health & Wellness 41
Curriculum 41
Extracurricular Activities 41

DRAFT

LITTLE ROCK SCHOOL DISTRICT
STUDENT/PARENT/GUARDIAN STATEMENT OF RESPONSIBILITY

Student Name _____ **Grade** _____

The Little Rock School District believes that strong partnerships between schools, students, and families are essential to student success. To ensure a safe, respectful, and productive learning environment, it is important that all families and students understand and follow the guidelines outlined in the **LRSD Online Student Handbook**. This year, we have updated the cell phone and personal electronic devices policy under Arkansas state law (SB 142, Bell to Bell No Cell Act). Please take time to read and discuss the information in the Student Handbook with your child. The handbook includes important policies related to behavior, attendance, homework, due process, and student expectations.

Your signatures below confirm that:

- You have read and reviewed the LRSD Online Student Handbook;
- You understand the expectations, policies, and procedures outlined;
- You agree to support the implementation of these guidelines.

Please sign and return this form to your child's school. ☐ I would like to receive a hard copy of the 2025-26 Parent/Student Handbook.

Parent/Guardian Statement
I have read and understand the Little Rock School District Online Student Handbook. I accept responsibility for ensuring that my child follows the rules, procedures, and expectations outlined in the handbook.

Parent/Guardian Signature: _____ Date: _____

Student Statement
As a student in the Little Rock School District, I have read and understand the Student Handbook. I accept responsibility for my behavior and agree to follow all rules and policies at school, on the bus, and during any school-related activities.

Student Signature: _____ Date: _____

Print Student Name: _____
Grade: _____ Student ID#: _____
School: _____

DRAFT



2025-2026 LRSD Student Code of Conduct

LETTER FROM THE SUPERINTENDENT

Dear LRSD School Community,

While our district revises its Student Rights and Responsibilities Handbook annually, we are pleased to announce that this year's handbook includes several changes that we believe better align with our core values and beliefs. It also enhances language to be more inclusive, intentionally focuses on supporting students, and clearly outlines expected norms of behavior that are essential for a thriving school culture.

As we work together to Reimagine LRSD, we are committed to creating and fostering safe, welcoming, and inclusive school environments for all students, faculty, and staff. Therefore, this handbook will serve as a model for how we use discipline as a tool for restoration, accountability, and equity, while also supporting the whole child socially, emotionally, and academically. Our ultimate goal is to reduce instructional time loss, increase restorative responses, and improve academic and behavioral success for each student every day.

We are clear that we cannot do this alone. We look forward to working closely with you to ensure that our schools are safe and nurturing environments where all students in the Little Rock School District graduate with the academic, interpersonal, and job skills necessary to compete globally and become contributing members of society. Therefore, we request that you and your student review this handbook and, if you have any questions or concerns, please contact your child(ren)'s school.

Again, we look forward to working with you to ensure that our schools actualize the concept of Reimagining LRSD by being the best place to learn and work through collaboration, excellence, and inclusion.

Sincerely,
Jermall Wright, Ed. D

LITTLE ROCK SCHOOL DISTRICT PARENT/STUDENT HANDBOOK

Including Conduct and Discipline

DRAFT

Dr. Jermall Wright

Superintendent

Little Rock School District
810 West Markham
Little Rock, AR 72201
501-447-1100
www.lrsd.org

CORE VALUES

STUDENT CENTERED We focus on the needs of every child.	EQUITY We honor diversity by addressing barriers to success for every student.
ACCOUNTABILITY We take responsibility for and reflect on our impact on student outcomes.	COLLABORATION We work together to meet every student's needs.
INTEGRITY We align our actions, beliefs, and values to support every student.	HIGH EXPECTATIONS We challenge ourselves to inspire every student's pursuit of greatness.

DRAFT

CORE BELIEFS

Adult Behavior Affects Student Outcomes We believe that adults have a responsibility to model professionalism, respect, and care in their interactions with students. When adults model respectful behaviors, it sets the stage for students to communicate respectfully. An adult's response to a situation will shape the student's response. When we respect each person's identity, value, voice, and dignity, we communicate our unwavering respect.
Home, School, and Community Relationships Drive Student Success We believe that relationships between students, staff, parents/caregivers, and community members impact the collective sense of purpose, well-being, and hope in the daily life of the school. Relational trust arises when people's relationships of interdependence become visible, when expectations are clear, understood, and met by all.
Students Remember How We Make Them Feel We believe that school and district staff have a responsibility to make all students feel welcome, included, valued, and respected. This creates a learning community where all students reach their potential and where all stakeholders make good faith attempts to take responsibility for making things right when they have made a mistake. We believe that creating environments free of guilt and shame inspires all members of the community to abide by universally agreed upon rules and expectations and rise to the occasion.
A Growth Mindset Fosters High Expectations for All Students We believe that all students are capable of rigorous and meaningful learning tasks, strive for excellence, and do their best when experiencing engaging instruction. All students have the ability to grow when given the right opportunities, support, guidance, and coaching. We see mistakes, missteps, and setbacks as possibilities for growth. We will support your efforts to learn and grow by offering specific strategies to reach your goals.
Students Are at the Heart of What We Do We believe that every student has the ability to take ownership of their learning and behavior and to take steps to grow socially and emotionally. Keeping students at the center means empowering them to pursue their strengths and interests, take an active and intentional role in decision-making, and shape and manage the course of their education and life. It is the responsibility of all stakeholders to put students at the center of our work.

DRAFT

CORE CONCEPTS

Responsible and Restorative Approach

A responsible and restorative approach is based on the belief that with the understanding and guidance of caring adults, all students are resilient, able to navigate difficult situations, and able to restore relationships. A responsible and restorative approach helps students take responsibility for their words and actions, reflect on the impact of their behavior, and accept consequences and interventions when behavioral norms have not been met.

It is the responsibility of adults to empower students to develop and strengthen their ability to self-correct, problem-solve, exhibit appropriate learning behaviors, restore their relationships, and re-engage in learning activities. Following a responsible and restorative approach requires intentional efforts to build and maintain healthy, positive relationships and a collective sense of responsibility and shared commitment among staff, students, families, and all community members.

Multi-Level Behavior Support Systems

The Multi-Level Support System (MTSS) is a framework of universal expectations, shared language, and common school- and district-wide practices that supports all students to reach their personal best and improve their behavior with the guidance, instruction, support, and coaching of caring adults. According to this framework, supports can be divided into three levels:

Level 1	Core	Promoting a cohesive community and positive behaviors for all students
Level 2	Supplementary	Targeted interventions for students who require additional support to consistently demonstrate positive behaviors
Level 3	Intensive	More intensive, individualized interventions for students with special needs or multiple challenges

Equity and Justice

All students have unique strengths and qualities and need diverse types and amounts of time, attention, instruction, and support to become the best versions of themselves. Being fair is about offering differentiated responses without favoritism or prejudice against any student who makes a mistake and/or engages in unskillful, inappropriate, or unacceptable behavior.

An equitable approach removes barriers to full participation, distributes resources and opportunities in ways that reduce disparities, and supports all groups of learners in

pursuing excellence and achieving comparable outcomes. This approach requires constant and regular calibration among stakeholder groups and a collective commitment to take responsibility, check progress, and make corrections. Efforts to achieve equity address systems, structures, policies, and practices that lead to disproportionate outcomes.

SEL
Social and Emotional Learning (SEL) refers to strengthening the capacities of students and adults to regulate emotions, set and achieve goals, empathize with others, develop healthy relationships, and make responsible and caring decisions. It is a collective responsibility of all school staff to support the social and emotional learning of everyone in schools.

Character and Conduct
Character reflects the attitudes, attributes, and moral convictions that shape behavior—how members of a community interact in different settings and situations. Qualities such as respect, integrity, justice, and compassion empower stakeholders to live within a cohesive community of shared rules, rights, and responsibilities. Character and behavior development are essential to academic success in school and future success in college, career, and life. It is the responsibility of staff and parents/caregivers to model character and behavior and support their development in each and every student.

Culturally Responsive Practices
To meet the needs of all student and adult communities, schools implement policies and practices that engage all students from a variety of cultural backgrounds. These practices may include strengthening our cultural competency, engaging in systemic changes in curriculum, hiring and disciplinary approaches, and continuing professional learning and support staff in developing culturally sensitive teaching practices.

Trauma-Sensitive Practices
To be trauma-sensitive is to understand the impact of trauma on feeling safe, making connections, and creating trusting relationships with others. Creating trauma-sensitive schools requires adapting policies, procedures, and practices so that schools can become safe and supportive environments where students make positive connections with adults and peers, learn to self-regulate, and develop self-confidence.

FOR PARENTS & CAREGIVERS

RIGHTS AND RESPONSIBILITIES

The administration believes that students have the right to know the standards of behavior that are expected of them and the consequences of misbehavior. The rights and responsibilities of students, including standards of conduct, will be made available to students and their parents through the Parent/Student Handbook as well as other documents that may be developed by LRSD and approved by the Board of Education. The Little Rock School District shall adhere to the policies outlined in the Parent/Student Handbook for student conduct and discipline, as revised after consultation with appropriate standing committees, including school administrations, student voice, and key stakeholders, to ensure that students are disciplined fairly and equitably.

Students have the right to a free, public education; they are responsible for complying with rules and regulations that provide healthy boundaries. The district administration, by its authority, establishes the following behavioral expectations, and they will be taught to students as a part of the learning process. Therefore, individual schools will view discipline as a teachable moment. Schools will communicate schoolwide rules through their behavior management matrix.

Discipline Management Plan Statement

The discipline management plan is a specific initiative to address the elimination of disparities in school discipline for level one infractions, providing discipline management options that do not involve a disruption of education services.

Discipline of Students Under IDEA and Section 504

A student with a disability a under IDEA or Section 504 of the Rehabilitation Act, as defined by federal and state standards, who engages in inappropriate behavior is subject to normal school disciplinary procedures, provided the student's right to a free and appropriate public education is not violated.

The IEP team for an IDEA student with a disability or a Section 504 accommodation team for a 504 student should consider whether particular disciplinary procedures should be adopted for that student and included in the student's IEP or 504 Plan, if a disabled student's placement is to be changed for a period of time exceeding 10 school days. District special education or Section 504 personnel, whichever is applicable, will be consulted to ensure that proper due process procedures are followed.

Non-Discrimination Policy

It is the policy and goal of the LRSD to provide equal opportunities without regard to age, race, creed, color, sex, religion, national origin, disability, or veterans in its educational programs and activities, educational services, financial aid, and employment.

At Little Rock School District, we are fully committed to providing a learning and working environment where **all students and staff are treated with fairness, dignity, and respect.** We believe in academic freedom, equal opportunity, and creating a school community where everyone has the chance to succeed. **There will be no discrimination of any kind**—including based on disability or handicap—when it comes to student placement, employment, training, promotions, classroom activities, curriculum, school supplies, or participation in programs.

This commitment applies to everything we do, from daily teaching and learning to how our schools are supervised, managed, and improved.

EMPLOYEE RIGHTS AND RESPONSIBILITIES

I have the right to: receive timely support and follow through from a school or district-based staff member when students are engaged in an accountable consequence and restorative intervention. I have the responsibility to: communicate regularly in meaningful ways (via email, phone call, Thrillshare/Rooms, & in-person conferences as appropriate to family and linguistic needs) with students, parents/caregivers. We will also create a space for parents/caregivers to be involved in decision-making for their children. This includes support to all students' needs ranging from social emotional academic development through supportive relationships in class.

I have the right to: participate in engaging, timely, and supportive professional learning opportunities that increase our skills and knowledge in strategies that increase student achievement. I have to the right to work in a welcoming, safe, respectful environment. This may include communicating concerns and suggestions to school teams. I have the responsibility to proactively manage conflict and communicate concerns in a respectful manner. In addition, we are to actively participate in professional learning opportunities.

These rights hinge on improved student and family engagement, personal growth, and culture and climate.

DRAFT

Statement of Equity

LRSD is a diverse community of students committed to equity to provide EVERY child with a fair, equitable, high-quality education that will close opportunity gaps and increase achievement for all. Because each student comes with a unique identity and diverse needs, district, school, and classroom decisions affect everyone differently.

Therefore, educational equity goes beyond the basic principles of equality. A commitment to educational equity involves removing institutional barriers so that all students, regardless of race, ethnicity, socioeconomic status, language, gender, gender identity and expression, sexual orientation, religion or religious practices, or disability, can benefit from all aspects of the learning environment.
In addressing practices and policies, the district aims to eliminate predictability of achievement, affirming our belief that equity is critical to creating safe, nonjudgmental, and inclusive environments that give ALL students what they need to thrive in school and in life.

The intentional focus on equity requires all staff and the community to live up to the ideals of the district's core values and beliefs. In alignment with these values and beliefs, it means that we are all committed to identifying and understanding the root causes of barriers and disrupting factors that perpetuate the inequities that prevent ALL students from reaching their full potential.
Therefore, countering practices that lead to negative outcomes for our underserved students, reimagining and reallocating resources when equitable distribution leads to inequitable outcomes that do not meet the needs and interests of all students and staff, and incorporating supportive practices geared toward a child's age and development. level will bring LRSD even closer to its goals.
The district and community, together through our actions, affirm to uphold our mission that ALL children will graduate with the interpersonal, academic, and job skills to compete globally and contribute to society.

DRAFT

Student Code of Conduct

Definitions

Academic Dishonesty/Cheating/Plagiarism: Academic dishonesty occurs when a student acts in a dishonest or unethical manner regarding their schoolwork or assessments. *Cheating* means using or attempting to use unauthorized materials, resources, or assistance on assignments, tests, or projects. Examples include copying from another student, using notes without permission, or giving answers to others. *Plagiarism* means presenting someone else's words, ideas, or work as your own without properly crediting the original source. This includes copying from books, articles, websites, or other students' work without proper citation.

ADA-Americans with Disabilities Acts of 1990

ADH-Arkansas Department of Health

ALC-Alternative Learning Classroom

ALE-Alternative Learning Environment

Assault: A student commits assault in the second degree if he or she recklessly engages in conduct that creates a substantial risk of physical injury.

Bullying. The intentional, repetitive harassment, intimidation, humiliation, ridicule, malicious teasing, defamation, threat, or incitement of violence by a student against another student or a school employee. Bullying may occur through written, verbal, electronic, or physical act that causes or creates a clear present danger of physical or perceived emotional harm, or damage.

Contraband: Any articles which are illegal or items which a student possess illegally.

Consequences and Infractions: In a school setting, **consequences** are actions or responses that follow a student's behavior to either reinforce positive behavior or correct negative behavior. The purpose of consequences is to guide students toward responsible decision-making and support their personal growth.

Cyberbullying: The use of electronic communication to bully a person.

DESE: Arkansas Department of Education Division of Elementary and Secondary Education

Detention Hall: Students who violate school rules may be assigned to supervised periods before school or during school hours. Often times, D-Hall is scheduled during the lunch hour.

DMP: Discipline Management Plan is a specific framework to address keeping scholars in class for level one #1 Rule specific to the schoolwide behavior matrix. The behavior matrix will be taught to students by the staff. The DMP is in place to assist with minor classroom rules and discipline options that do not involve a disruption of educational services.

Due Process: Is the protocol to guarantee that students will not have their rights taken away unfairly in a disciplinary process. Students have the right to know what rule violations they are accused of. The LRSD staff will follow board approved procedures that ensure that staff will be consistent in decision making by eliminating bias.

Excessive Absences: Students shall not be absent more than 10 days in a semester. Whenever students exceed 10 absences, the district designee will file truancy to the with the prosecuting attorney. The parents/guardians or person in loco parentis will be notified and subject to a civil penalty as prescribed by law.

Expulsion: Principals may recommend to the superintendent or designee that a student be prohibited from entering the school grounds until the end of a semester, the end of a current school year, including summer school, or permanently depending on the severity of the offense. Even though principals may make a recommendation, the student will have a due process hearing with a hearing officer.

FAPE-Free and Appropriate Public Education

FERPA-Family Educational Rights and Privacy Act of 1984

GED-General Education Development

IDEA-Individuals with Disabilities Education Act

IEP-Individualized Educational Plan

In-School Intervention: In-school interventions are designed to help students learn positive behaviors that lead to academic success and responsible citizenship in the school community. These interventions are used as teachable moments to guide students in making better choices while remaining in school. The goal is to create a supportive school environment where all students and staff practice responsibility and respect. Each school campus will use its established behavior matrix to guide in-school interventions. These interventions may include, but are not limited to: Restorative conferences and Mediation conferences, work detail, detention, etc.

In School Suspension (ISS): Center for the assignment of secondary students in lieu of out-of-school suspensions.

Loco Parentis: A person standing in the place of a parent.

Parent: The term parent will include every parent, guardian or person in parental relation having control or charge of any student in attendance in the schools of this district.

Positive Behavioral Intervention and Supports (PBIS): is a proactive, school-wide approach to improving student behavior and creating a positive school climate. Teaching and reinforcing positive behavior in the MTSS framework. The goal of PBIS is to help all students succeed by promoting respect, responsibility, and safety. It helps reduce disruptions, build relationships, and improve academic and social outcomes for every student.

Probable Cause: Reasonable suspicion or reasonable grounds for suspecting that a search will turn up evidence that the student has violated or is violating either the law or school rules.

Probation: The principal, or school administration, ALE hearing officers may suspend punishment for a rule violation and notify the parents and students in writing at the parent conferences that the student must obey the rules for the remainder of the school year. During this time, students should refrain from actions that would lead to a suspension. The probation my result in further disciplinary action such as suspension up to a recommendation for expulsion. Both the parent and student will sign the letter. (Administration and a designee will document if they refuse to sign)

Response to Intervention: Response to Intervention (RTI) in schools is a multi-tiered approach to providing early, systematic support to students who are struggling academically or behaviorally. The purpose of RTI is to identify students' needs early and provide targeted interventions before they fall significantly behind. RTI involves:

- **Tier 1:** High-quality, research-based instruction for all students in the general education classroom.
- **Tier 2:** Small group interventions for students who need additional support beyond the core curriculum.
- **Tier 3:** Intensive, individualized interventions for students with ongoing difficulties after Tier 1 and Tier 2 supports. Throughout the process, teachers regularly monitor student progress using data and adjust interventions based on how students respond. RTI is designed to prevent learning gaps, provide immediate help, and reduce the need for more intensive services like special education by intervening early and effectively.

Restorative Practices: In schools are approaches designed to build positive relationships, strengthen community, and repair harm when behavior issues arise. The goal is to help students develop self-awareness, accountability, and empathy, while promoting a safe and respectful school environment. The purpose of restorative practices is not only to address behavior but to build a stronger, healthier

school culture where everyone feels respected, valued, and connected by focusing on repairing harm, student voice, inclusive conversations, prevention and skill-building.

Suspension: A student is not allowed to come to school or be on school grounds (except for a meeting with the principal) for a set number of days. Most suspensions last no more than 10 school days, including the day it starts.

Teen Court/Juvenile Justice: **Teen Court** is a restorative justice program where young people who have committed certain offenses have their cases heard by their peers instead of going through the traditional court system. In Teen Court, trained student volunteers serve as jurors, attorneys, bailiffs, and sometimes even judges. The goal is to hold students accountable in a supportive way that focuses on learning from mistakes, repairing harm, and preventing future issues.

- **How it works**: Students admit to their behavior and then participate in a court-like setting where peers decide appropriate, constructive consequences like community service, apology letters, educational workshops, or counseling sessions.
- **Why it's helpful**: Teen Court allows students to take responsibility, learn from their actions, and avoid formal court records. It also teaches leadership and decision-making to student volunteers.

Rubric: A guide listing specific criteria for grading or scoring academic papers, projects, or exams.

School Board: LRSD elected school board.

School Identification Badge: All secondary students are required to wear a district issued ID badge that are visible during school hours.

Tardy: A tardy is any time a student arrives to class after school begins or departs before the end of the school day. It is a tardy after the tardy finishes ringing. Not at the start of the bell.

Work detail: An alternative disciplinary sanction for minor offenses in lieu of detention hall (D-hall) or in-school suspension with approval from the parent.

DRAFT

DISCIPLINE & STUDENT SUPPORT

INTRODUCTION

In the Little Rock School District, we believe that *discipline is about learning*. The word "discipline" comes from Latin roots—*discipulus*, meaning "student," and *disciplina*, meaning "teaching" or "training." Discipline is not about punishment; it is about helping students grow, reflect, and succeed.

Our goal is to use discipline as a tool to help students develop important life skills, including self-awareness, self-control, responsibility, and respect for others. These skills are essential for success both in and out of the classroom.

We also recognize that every student is unique. Effective discipline requires understanding each student's background, experiences, language, and stage of development. Sometimes students make choices that are not appropriate, and it is our shared responsibility—teachers, staff, and families—to guide them in learning from those moments.

We believe in a supportive approach. With the right help, every student can make positive changes. Through consistent guidance, clear expectations, and caring support, we can help students learn from their mistakes and grow into respectful, responsible citizens.

DISTRICT-WIDE RULES

Rules are a set of explicit and enforceable rules governing conduct, which refers to the way a person behaves on a particular occasion or in a particular context. Rules create a sense of order, calm, and determination, and promote a safe and positive learning environment.

A rule can be broken. Naming something as a rule comes with an obligation to enforce it consistently. Schools are public places. When we meet in schools, we come to an agreement on the rules that help us navigate shared spaces. Supporting students to follow district rules requires the effort of each and every adult to promote, support, and enforce equitably.

Sharing an understanding of the rules and the interests behind them creates structure and clarity for all members of the school community. Rules that are applied fairly and consistently, and that students, staff, and parents/caregivers clearly understand, allow students to take responsibility for their choices and strengthen essential life skills such as self-management and social success. Rules foster a sense of community, create safety for all students, and promote a positive school climate.

The district's rules promote consistent standards of behavior across all schools.

Disciplinary Response Cycle (DRC)





Adapted from: Ablon, J.S., & Pollastri, A.R, *The School Discipline Fix.* (2018). Norton: New York, NY.

DRAFT

A Student and Family Guide

At our school, we believe that every student deserves to learn in a safe, respectful, and supportive environment. When a student makes a choice that goes against school expectations and the behavior cannot be fully addressed in the classroom, the **Disciplinary Response Cycle (DRC)** is used.

The **DRC** is a schoolwide process made up of **four clear and fair phases**. It is designed to provide consistent and respectful responses to behavior concerns, while also supporting the student's growth and well-being.

This process is based on the belief that: Every student can learn from mistakes. Discipline should be fair, not harsh. Restoring relationships and learning from behavior is more important than punishment. A student's background, language, and individual needs should always be considered.
The goal of the DRC is not just to correct behavior, but to **support students in making better choices**, maintaining dignity, and staying connected to learning.

We encourage students and families to work with us as partners to build a positive and respectful school community for all.

The following disciplinary responses are designed to address student behavior in a way that is fair, developmentally appropriate, and focused on restoration, accountability, and personal growth. These responses aim to preserve the learning environment while helping students reflect on their actions, repair harm, and make positive behavior choices moving forward.

Restorative Options May Include (but are not limited to):

Reflective conferencing (with a teacher, counselor, or administrator), written or verbal apology, student-led restitution (repairing or correcting the harm done), mediation between involved parties, community service within the school, Behavior contract or support plan, restorative circle or facilitated conversation, re-entry meeting after suspension with a restorative component

> **Note:** The consequences listed in the LRSD Disciplinary Response Cycle are intended as a *range* and *guide*. School administrators and School-Based Intervention Teams (SBIT) have the discretion to consider mitigating factors and apply less restrictive or alternative interventions depending on the unique circumstances of the behavior and the needs of the student(s) involved. The SBIT teams may review and establish MTSS protocols.

1. The cycle begins with a referral submitted by a staff member in the form of a disciplinary referral to the office or harassment/intimidation/bullying (HIB) form
2. Responsible consequences are the direct result of a student's inappropriate or unacceptable behavior. They are assigned by a school administrator or dean. Consequences indicate that adults are concerned about the student's behavior and alert the student that they are responsible for their actions.
3. Restorative interventions are accessible to all students and involve the student in some action or learning process that empowers them and allows them to: • Repair relationships and the damage they've done to others. • Restore your good reputation in the community. • Learn target skills and behaviors to improve their self-awareness, self-management, and social and academic effectiveness.
4. Closing the loop involves reaching out to parents/caregivers and teachers to review actions taken, facilitating a re-entry conference for suspended students, monitoring student progress, and engaging in follow-up support and interventions when appropriate

DETERMINATION OF DISCIPLINARY RESPONSES

Understanding Disciplinary Decisions at School

For Students and Families

To help every student succeed, our school must provide a safe, orderly, and respectful learning environment. When a student's behavior goes against school rules, school administrators refer to a structured guide to determine the fairest and appropriate response. This guide, based on our school's **Code of Conduct**, outlines expectations for behavior and the potential consequences when those expectations are not met.

How Decisions Are Made

When behavior incidents occur, school leaders **do not make decisions based on a single detail**. Instead, they look at the full situation, including:

- What happened before and after the behavior
- The student's age and needs
- Any past behavior patterns
- Circumstances that may have influenced the behavior (mitigating or aggravating factors)

DRAFT

In more complex situations, especially those involving students with additional support needs, administrators may consult with teachers, counselors, and other school staff who

know the student best. This helps ensure decisions are thoughtful, informed, and supportive.

Progressive Discipline for Level I Infractions
Minor rule violations—called **Level I infractions**—are generally handled by teachers and school staff. If a student continues to break these rules, the consequences may become more serious over time. This is known as **progressive discipline**.

Possible responses to continued Level I infractions include:

Detention (D-Hall) (where available)

Work detail with parent/guardian permission.

A conference with the student, parent/guardian, and administrator

Please note:

- Not every Level I infraction leads to an office referral.
- Teachers may respond to minor behaviors using their classroom strategies or the school's **Behavior Matrix**.
- All reports of Level I behavior are shared with administrators and addressed within the school setting.

By working together—students, families, teachers, and administrators—we aim to address behavior in a way that is firm, fair, consistent, and focused on growth.

LEVELS OF INTERVENTIONS

The following table describes the range of responsible consequences and restorative interventions for each level of conduct violations described in the Conduct Violations Matrix.

Documentation must be provided for the implementation of TIP (Targeted Intervention Plans) for students. BIPs (Behavior Intervention Plans) will be implemented for students with disabilities. IEP reviews and revisions will be conducted to ensure that responsible consequences and restorative interventions can occur at any level.

DRAFT

LEVEL I-Tier I

LEVEL I CONSISTS OF MINOR INFRACTIONS THAT OCCUR AND CAN BE CORRECTED BY ANY SCHOOL PERSONNEL. Level One infractions shall not impose exclusionary consequences at the onset

For example, Level I infractions are minor infractions that can be handled with the local behavior matrix and Tier I redirections and supports. The goal of the behavior matrix is to reduce the minor incidents, such as failure to follow reasonable directives in the classroom.

1. Refusal to Follow School and/or Classroom Rules
2. Insubordination
3. Academic Dishonesty
4. Profanity and Obscene Gestures
5. Sexually Explicit Materials
6. Public Display of Affection
7. Leaving the Designated Area Without Permission
8. Harassment
9. Horseplay
10. Tardiness/Truancy

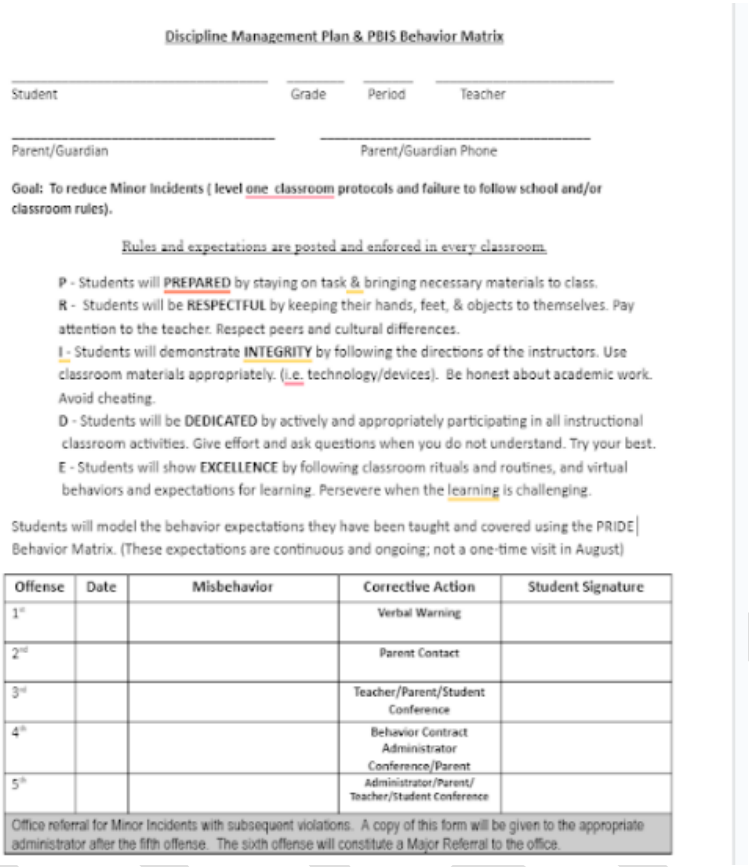
Level 1 (#1) -Class Rules only follow- Consequences beyond DMP/School-wide Behavior Matrix Consequences

- Minimum: Parent/Administrator Conference
- In-School Intervention- (example: AM/PM detention/Lunch Detention)
- In-School Intervention
- In-School Suspension-1 day (develop a behavior contract/plan)
- Suspension 1 day
- Suspension 2 days (schedule an SBIT)
- Suspension 4 days and probation
- Maximum: Recommendation for expulsion

1. Refusal to Follow School and/or Classroom Rules

Students shall comply with the reasonable instructions from administrators, teachers, and support staff, including bus drivers, custodians, instructional support staff, or any other authorized school district employee. After the teacher follows the DMP/Behavior Matrix, and the student still does not comply with any personnel, then Level I consequences will be followed. An example Matrix:

DRAFT



Discipline Management Plan & PBIS Behavior Matrix

Student Grade Period Teacher

Parent/Guardian Parent/Guardian Phone

Goal: To reduce Minor Incidents (level one classroom protocols and failure to follow school and/or classroom rules).

Rules and expectations are posted and enforced in every classroom

P - Students will **PREPARED** by staying on task & bringing necessary materials to class.
R - Students will be **RESPECTFUL** by keeping their hands, feet, & objects to themselves. Pay attention to the teacher. Respect peers and cultural differences.
I - Students will demonstrate **INTEGRITY** by following the directions of the instructors. Use classroom materials appropriately. (i.e. technology/devices). Be honest about academic work. Avoid cheating.
D - Students will be **DEDICATED** by actively and appropriately participating in all instructional classroom activities. Give effort and ask questions when you do not understand. Try your best.
E - Students will show **EXCELLENCE** by following classroom rituals and routines, and virtual behaviors and expectations for learning. Persevere when the learning is challenging.

Students will model the behavior expectations they have been taught and covered using the PRIDE Behavior Matrix. (These expectations are continuous and ongoing; not a one-time visit in August)

Offense	Date	Misbehavior	Corrective Action	Student Signature
1st			Verbal Warning	
2nd			Parent Contact	
3rd			Teacher/Parent/Student Conference	
4th			Behavior Contract Administrator Conference/Parent	
5th			Administrator/Parent/ Teacher/Student Conference	

Office referral for Minor Incidents with subsequent violations. A copy of this form will be given to the appropriate administrator after the fifth offense. The sixth offense will constitute a Major Referral to the office.

2. Insubordination
Persistent disregard to follow the reasonable directives of any authorized school district employee. This will include disruption or interference with the proper conduct of instruction, classroom, or school activities. Examples: Parking violations, Dress Code/Grooming/School Uniforms

3. Academic Dishonesty
A student will not cheat on assignments or exams. Students will not assist others in cheating. Students caught cheating on exams will receive a zero. Plagiarism is considered academic dishonesty. Any student committing plagiarism will receive a zero. The school administration and teacher may make arrangements to have a student retake an exam to attempt to demonstrate competency.

4. Profanity & Obscene Gestures
A student will not use in verbal or written form profane, violent, vulgar, abusive, insulting, sexual, or disruptive language at any time. A student will not use physical gestures that convey a connotation of obscene, harassing acts, that infringe on the rights of others or cause or begin an overt and immediate disruption of the educational process.

When a student directs this language toward any public-school employee, it becomes a Level III Infraction A.C.A. 6-17-106 Insult/Abuse of teachers)

5. Sexually Explicit Materials
A student may not have in their possession or control any sexually explicit materials, including but not limited to magazines, books, photos, tapes, CDs, drawings, and computer software on school property, including school buses.

6. **Public Display of Affection**
A public display of affection is inappropriate school behavior. Refusal to comply with reasonable expectations of school staff will lead to disciplinary. Example: Students kissing. Students may not touch each other in a sexual manner.

7. Leaving Designated Area Without Permission
After arrival on the school campus, a student will not leave the designated area without permission from the school authorities. Students found in violation of this rule the 2nd time will not be allowed to make up major classroom assessments. This may lead to probable cause for the search of the person.

8. Harassment
An incident or series of actions, statements, or behaviors directed at a specific individual or group with the intent of annoying, ridiculing, demeaning, tormenting, intimidating, or otherwise causing fear in another person. (Arkansas Law 5-71-208) Continued Harassment will be considered bullying.

9. Horseplay
Students will not engage in rowdy or rough play that could result in physical harm.

10. Tardiness
A student is tardy when he/she fails to be in the classroom or assigned area by the time the tardy bell stops ringing. Tardies will accumulate on a semester basis rather than on a nine-week basis. Teachers will record all tardiness for students in their classes. The tardy policy is set by the local school.

Reminder!
Rule 1. Students shall comply with reasonable instructions from all staff, including support staff, teachers, administrators, bus drivers, or any other authorized school district employee. After the teacher has followed the DMP, and the student still does not comply with any school personnel, the Level I consequences will be followed. The DMP is for this rule only. Not Level I, numbers 2-10.

LEVEL II-Tier II

Persistent violations of low-impact classroom behavior, more serious violations in public space, and nonviolent personal misconduct that do not result in the student's removal or exclusion. Level II has Level I consequences for Elementary students only.

11. Falsifying Records or Failure to Provide Identification
12. Gambling
13. Tobacco and Tobacco Products
14. Misdemeanor Theft
15. Possession of Fireworks
16. Criminal Mischief/Vandalism (less than $500)
17. Updated: Visibility/Use of Personal Electronic Devices (PEDs) unless explicitly authorized by a teacher or administrator for educational purposes. **We will not encourage staff to take the PEDs.** New 2025

Level II CONSISTS OF OFFENSES THAT ARE MORE SERIOUS IN NATURE LEVEL II CONSEQUENCES

Note: The consequences are a range and guide. Administrators and SBIT teams may consider less depending on the situation.

- Minimum: In-School Suspension
- Suspension 2 days (schedule an SBIT)
- Suspension 4 days and probation
- Maximum: Recommendation for expulsion

11. Falsifying Records or Failure to Provide Identification

Students shall not falsify signatures or information on official school records, refuse to give identification, or give false identification when identity is requested by a staff member or school official.

12. Gambling

Students shall not gamble while on school property, on school buses, or at school-sponsored events.

13. Tobacco and Tobacco Products

A student may not smoke, possess or control any tobacco products, tobacco-related substances, smoking paraphernalia (matches, lighters, e-cigarettes, vapes, etc.) on school property, including school buses, at any time. (Arkansas Law 6-21-609)

DRAFT

14. Misdemeanor Theft
Students shall not take or possess property that does not belong to them. (Less than $500) The parent must make restitution. (A.C.A. 5-36-103, 6-36-106)

15. Possession of Fireworks
No student shall possess, use, or threaten to use any fireworks on school grounds, school bus, or bus stop.

16. Criminal Mischief/Vandalism
No student shall destroy or damage any property of another or that belonging to the school district. The parent/guardian shall be responsible for all damages to property caused by his/her child. (A.C.A. 5-38-203, 5-38-204; 5-71-206; 6-21-604; 6-21-605)

17. Updated: Visibility/Use of Personal Electronic Devices (PEDs) unless explicitly authorized by a teacher or administrator for educational purposes. New 2025
A cell phone/PED, personal electronic device, is prohibited from the first bell until the last bell of school unless explicitly authorized by a teacher or administrator for instructional purposes. PEDs will be placed in Yondr pouches for the entire day. Replacement pouches are $30. Local schools will provide their process for collection and redistribution. Note: *Elementary schools will not use Yondr pouches.*

DRAFT

LEVEL III-Tier II

LEVEL III CONSISTS OF OFFENSES THAT SIGNIFICANTLY DISRUPT THE EDUCATIONAL PROCESS, SCHOOL ENVIRONMENT, AND/OR SCHOOL-RELATED ACTIVITIES, OR ARE FREQUENT AND SERIOUS LEVEL II MISCONDUCT. Disciplinary actions for violation of Level III infractions will become more severe if the student continues to violate Level III infractions. When referred, the administrator or SBIT team can choose the more severe penalties at any time based on the circumstances involved in the particular incident. Level III has Level II consequences for Elementary students only.

18. Fighting
19. Loitering by a Suspended or Expelled Student
20. Possessing or Using Drug Paraphernalia
21. False Emergency Alarm/Tampering with Safety Devices
22. Bullying
23. Disorderly Conduct
24. Unlawful Sexual Contact
25. Indecent Exposure
26. Extortion/Bribery
27. Video Voyeurism
28. Purchasing, Possessing, Using or Being Under the Influence of Alcohol/Drugs
29. Gang or Gang Activity
30. Felony Theft

LEVEL III CONSEQUENCES

- Minimum: In-School Suspension (w/parent student restorative conference) A restorative conference is a good way to get parents on board and mitigate behaviors. This would be an option if the action is not physical.
- Suspension 4 days (mandatory SBIT)
- Suspension 6 days and probation
- Maximum: Recommendation for expulsion

18. Fighting
Physical blows or contact exchanged between student is considered fighting. If a student is found not to have initiated the fight, he/she may or may not be sanctioned. Alternate punishment may be applied about actual involvement.

19. Loitering by a Suspended or Expelled Student
No suspended or expelled student shall linger on school grounds or within 100 feet of the school without permission of the school administration, nor shall they go on school district property for any purpose while serving suspension/expulsion. No student from

DRAFT

another campus is allowed on another school's campus during school hours without the permission of school officials.

20. Possessing or Using Drug Paraphernalia
Students may not possess, use, or transmit any objects which could reasonably be considered drug paraphernalia (pipes, clips, papers, swishers, vapes/THC)

21. False Emergency Alarm/Tampering with Safety Devices
A student shall not circulate a story of a fire, bomb threat, or other catastrophe when the student knows the story to be untrue. Students will not tamper with safety devices on any school campus. If injury results to any person as a result of the false alarm or tampering with safety devices, the student will be reported to law enforcement agencies. (A.C.A. 5-71-210)

22. Bullying
Bullying means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or a school employee. Bullying may occur through written, verbal, electronic, or physical act that causes or creates a clear and present danger of physical harm or damage to another.

23. Disorderly Conduct
No student shall disrupt the lawful assembly of persons by engaging in inappropriate behavior that substantially interferes with, or is likely to interfere with, any school function, activity, or school program. (A.C.A 5-71-207)

24. Unlawful Sexual Contact
Students shall not touch others in a sexual manner. (A.C. A. 5-14-101)

25. Indecent Exposure
Students shall not expose their sex organs in a public place or in public view or under circumstances knowing the conduct is likely to cause affront or alarm. (A.C.A 5-14-112)

26. Extortion/Bribery
No student will obtain or attempt to obtain something of value from another person either by physical force or threat (illegal act).

27. Video Voyeurism
The unlawful use of a camera, video, photo-optical, photoelectric or any image recording device, including PEDs, or district devices used to secretly observe,

view, 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.

28. Purchasing, Possessing, Using, or Being Under the Influence of Alcohol/Drugs
Students shall not possess, purchase, use, or be under the influence of alcohol or illegal drugs at school or school-related activities. A student breaking this rule for the first time will be suspended and placed on probation. The family/must show proof that they are enrolled with a counseling agency recognized by the district. For example: SOS, Saving our Sons, GEMS, Girls Empowering Mentoring Sisters or local therapist agencies.

29. Gang or Gang Activity
The students are not to join or promise to join or solicit others to join a gang or participate in gang activity or association or to wear display any insignia of such while in school or attending school-related events.

30. Felony Theft
A student shall not take the property of another person or be in possession of property belonging to another without that person's permission. If a student steals or in in possession of property belong to another person worth $500 or more without permission. (A.C.A. 5-36-103; 5-36-106) **Parent/Guardian will make restitution.**

LEVEL IV-TIER III

FELONY INFRATIONS AND REPETITIVE OR HIGH-IMPACT VIOLATIONS INVOLVING VERBAL AND PHYSICAL VIOLENCE OR SELF-HARM AND VIOLENCE THAT HAVE DESTRUCTIVE OR DISRUPTIVE IMPACT ON THE SCHOOL COMMUNITY, AND THAT WILL RESULT IN THE STUDENT'S EXPULSION FROM THE CLASSROOM FOR SOME TIME. THIS MAY RESULT IN AN IMMEDIATE RECOMMENDATION FOR EXPULSION. Level IV has Level III consequences for Elementary students only.

DRAFT

31. Assault/Battery
32. Terroristic Threat
33. Sexual Abuse/Rape
34. Robbery
35. Selling, Attempting to Sell/Distribute Drugs/Alcohol
36. Arson
37. Affray
38. Possession or Use of a Weapon, Firearm, or Facsimile Weapon
39. Behavior Not Covered

LEVEL 4 CONSEQUENCES

- Suspension 5 days (mandatory SBIT meeting) and probation
- Suspension 8-10 days
- Maximum: Recommendation for expulsion

31. Assault/Battery
No student shall strike or attempt to strike a person (student or staff) with a substantial risk of serious physical injury or death. This includes intentionally causing injury. (A.C.A 5-13-201, 5-13-205)

32. Terroristic Threat
Students shall not, to terrorize another person, threaten to cause death or serious physical injury or substantial property damage to another person, whether staff/student. (We have to report all threats and acts of violence. A.C.A. 6-17-113)

33. Sexual Abuse/Rape
Students shall not engage in sexual contact with another person by forcible compulsion or engage in sexual contact with another person who is incapable of consent because he/she is physically/mentally helpless; nor shall students engage in sexual intercourse or deviate sexual activity with another person by forcible compulsion or with another person who is incapable of consent because he/she is physically/mentally helpless. (A.C.A. 5-14-103 Rape-Y felony)

34. Robbery
Students shall not take property belonging to someone else at the school by force, threat of force or with the use of a deadly weapon. (A.C.A. 5-12-102; 5-12-103)

DRAFT

35. Selling, Attempting to Sell/Distribute Drugs/Alcohol
A student who sells, attempts to sell, distribute drugs (or any substance he/she claims to be controlled substance) or alcohol, shall be reported to authorities. (A.C.A. 5-64-401)

36. Arson
No student shall deliberately burn or attempt to burn school property. (A.C.A. 5-38-301)

37. Affray
Two or more students involved in mutual combat regardless of who started it. It causes administration to initiate emergency procedures, which requires school staff to initiate components of the crisis response plan.

39. Behavior Not Covered
Little Rock School District reserves the right to pursue disciplinary actions for behavior which is subversive to good order and discipline during the school day even if such behavior is not specified in written rules. The inappropriate actions will be specified.

SCHOOL BUS TRANSPORATION

School buses are operated by LRSD and stakeholders as an accommodation to students and parents. Riding a bus is a privilege that must not be abused by scholars riding daily or those on a field trip. Appropriate behavioral expectations and safety protocols are expected for all school activities including morning and afternoon routes as well as the transport of athletes. Appropriate behavior is expected at school as well as on the bus. A student's failure to conform to acceptable standards of conduct will result in disciplinary action and possibly a loss of transportation privileges.

Students and parents have the responsibility of knowing and acknowledging to abide by the bus regulations. Bus drivers have the responsibility for obeying all traffic laws and safety procedures, for supervising the behavior of students assigned to them, and for reporting to the school administration those acts of student conduct that violate the healthy boundaries of the transportation guidelines and expectations. The school administration has the responsibility to act promptly when acts of misconduct are reported by the driver. Students and parents will be notified of the behavior referral and the consequences.

Procedures and Rules for Students Riding School Buses

Students may only use the bus stop assigned or nearest to their residence, unless written permission is obtained from transportation.

Students who miss their bus are not permitted to hitchhike a ride or walk to or from school.

Parents of students who receive specialized transportation are to notify the driver when the students will not be riding. Specialized transportation i.e. Special Needs.

First Student Contact Numbers: 501-447-4130

Address: 5400 Murray St, Little Rock, AR 72206

Level I Transportation Infractions

- Out of the seat while the bus in motion. T
- Sassing/Failure to follow a directive by the driver or assistant.
- Simple bad language
- Eating-Drinking-Gum Use- Littering
- Horseplay
- Excessive Talking
- Misconduct at the Bus Stop
- Deliberate delay of loading. The students are to be at the bus stop 10 minutes before the bus is scheduled to arrive. The driver is not permitted to wait for the student(s). While waiting, allow the bus to come to a complete stop before attempting to board.
- Musical instruments must be held in the student's lap during the transport: violin, viola, piccolo, bells, trumpet, clarinet, etc. They cannot be placed on or under the seat and must not interfere with other students sharing their seat.

Level II Transportation Infractions

- Objects thrown on the bus or off the bus
- Failure to properly identify oneself to the driver or any LRSD employee
- Spraying any substances
- Obscene gestures/Extremely offensive language
- Harassment, distracting the driver
- Do not extend hands, arms, heads, or any body parts out of the bus windows at any time. In addition, remain seated. Students cannot be standing while the bus is in motion.
- Students will not tamper with any of the safety devices on the bus.

DRAFT

Level III Transportation Infractions

- Tobacco use
- Vandalism (must pay damages)
- Fighting
- Stink bombs/Ignited materials
- Weapons
- Drug/Alcohol possession or use

Transportation Consequences

It is very important for students to follow all school bus rules to keep themselves and others safe. Please be aware of the following bus behavior guidelines:

- For **Level I behaviors**, students will be removed from the bus for **5 days**.
- For **Level II behaviors**, students will be removed for 2 **to** 10 days depending on the progression**.**
- If a student **repeats these behaviors**, they may be removed from the bus for the **rest of the semester or the remainder of the school year**.
- **Level III behaviors** are very serious and will result in **school suspension or expulsion**, and in some severe cases, law enforcement will be notified**.** See the progression below.

    a. **Parent/Administrator Conference**
    b. **B**us suspension- 1 day
    c. **Bus suspension-2 days**
    d. **Bus suspension-4 days and SBIT Team meeting, consider probation.**
    e. **Bus suspension-10 days**
    f. **Recommendation for expulsion of bus riding privileges for the remainder of the year**

Safety is our top priority. Following the bus rules helps protect all students from harm.

DRAFT

DUE PROCESS

What to Expect at a Student Discipline Hearing

Students have a right to due process when faced with a suspension or recommendation for expulsion from a school campus. The process involves an investigation of facts and evidence relevant to the case. The Little Rock School District provides a process for schools and parents to facilitate student discipline hearings.

Suspension Appeal Process

What is a suspension appeal hearing?

When students are suspended, they have a right to appeal the decision. As outlined in the student code of conduct, the student and parent/guardian should receive documentation of the violation and the sanction on the day of suspension. The parent/guardian must request an appeal with the building principal within 24 hours of the suspension. The principal will hear the suspension appeal and make a determination. If an appeal is not made within 24 hours, the sanction is upheld.

A few things to remember:

If the principal gave the initial sanction, he/she cannot hear the appeal, and it is automatically escalated to the Student Hearing Office.

The appeal decision must be provided in writing to the parent/guardian.

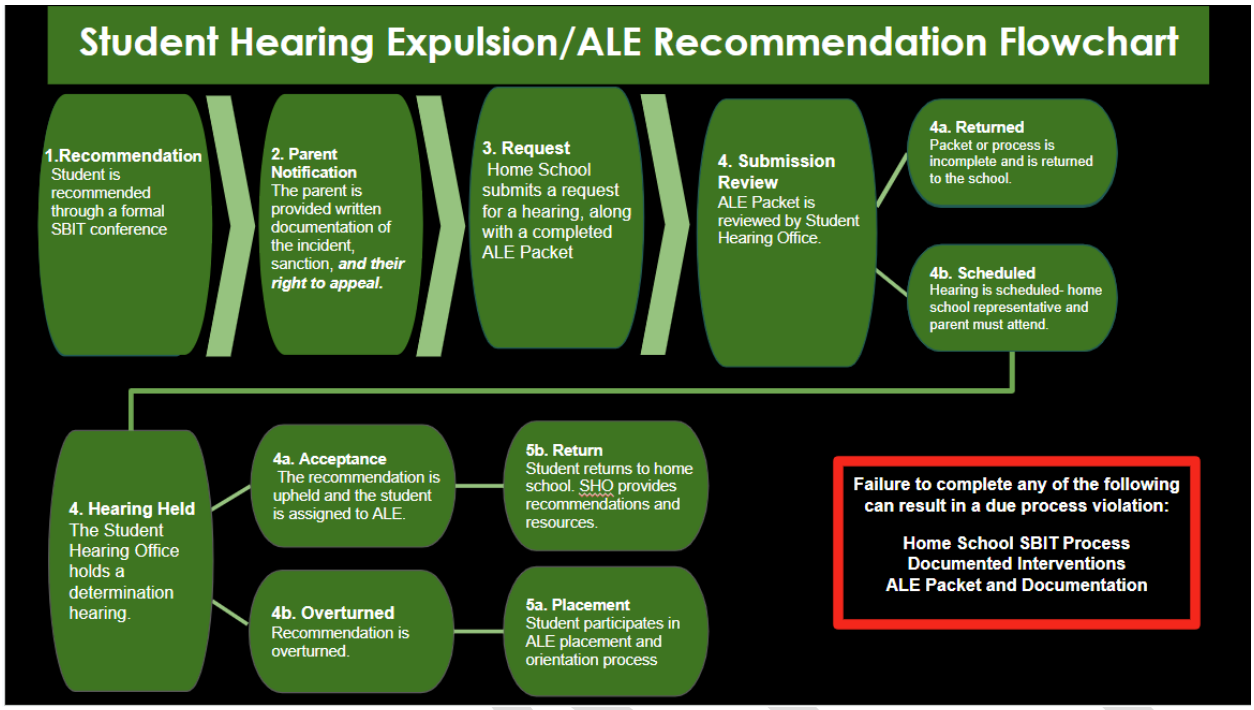
The student is to remain in class until the appeal is concluded.

If the parent does not agree with the appeal decision made by the principal, he/she has 24 hours to appeal to the student hearing office.

The process for suspension appeals is outlined in the chart below.

Please review the flow charts.

DRAFT



Before the Hearing

The principal must provide oral and written notice to the student and parent/caregiver in English and in the primary home language if not English. If the potential duration of the suspension is less than ten days, the notice must include:

1. Notice of Conduct Violation
2. The Basis for Temporary Removal/Exclusion
3. The potential consequences, including the potential length of the student's suspension.
4. The opportunity to dispute the notice and present the student's explanation of the alleged incident and for the parent to attend the hearing.
5. The right to interpreter services if necessary.

If the potential duration of the suspension is more than ten days, or if the principal recommends assignment to an alternative school, the notice must include additional rights:

1. Notice of Date and Time of Student Discipline Hearing
2. The opportunity to review the student's records and documents, including an on-site review of any video or audio recordings that will be presented as evidence at the hearing.
3. The right to be represented by an attorney or advocate of the student's choosing, at the student's/parent's expense.

4. The right to produce witnesses.
5. The right to present the student's explanation (but not obligated to do so).
6. The right to request a written summary of the results of the hearing decision.

During the Hearing

1. The principal/Designee (vice principal) will put into the record all school documents related to the incident.
2. The student, parent/guardian, or advocate may include in the record any other documents relevant to the hearing that they wish to be considered.
3. Director/designee
    a. Discuss the disciplinary offense, provide specific facts about the incident and the reasoning behind the suspension recommendation.
    b. Present any other relevant evidence or witness testimony that is relevant to the facts of the case.
    c. Consider the student's attendance, academic, disciplinary, and special education records to determine the final decision.
4. The student, parent/caregiver, or advocate may
    a. Ask questions related to the facts of the case or the recommended suspension.
    b. Present any additional evidence, witness testimony, or other information, including mitigating facts, that they would like to consider regarding the facts of the case or the recommended stay.
5. The student, parent/caregiver, and principal/designee have the opportunity to provide any closing comments.

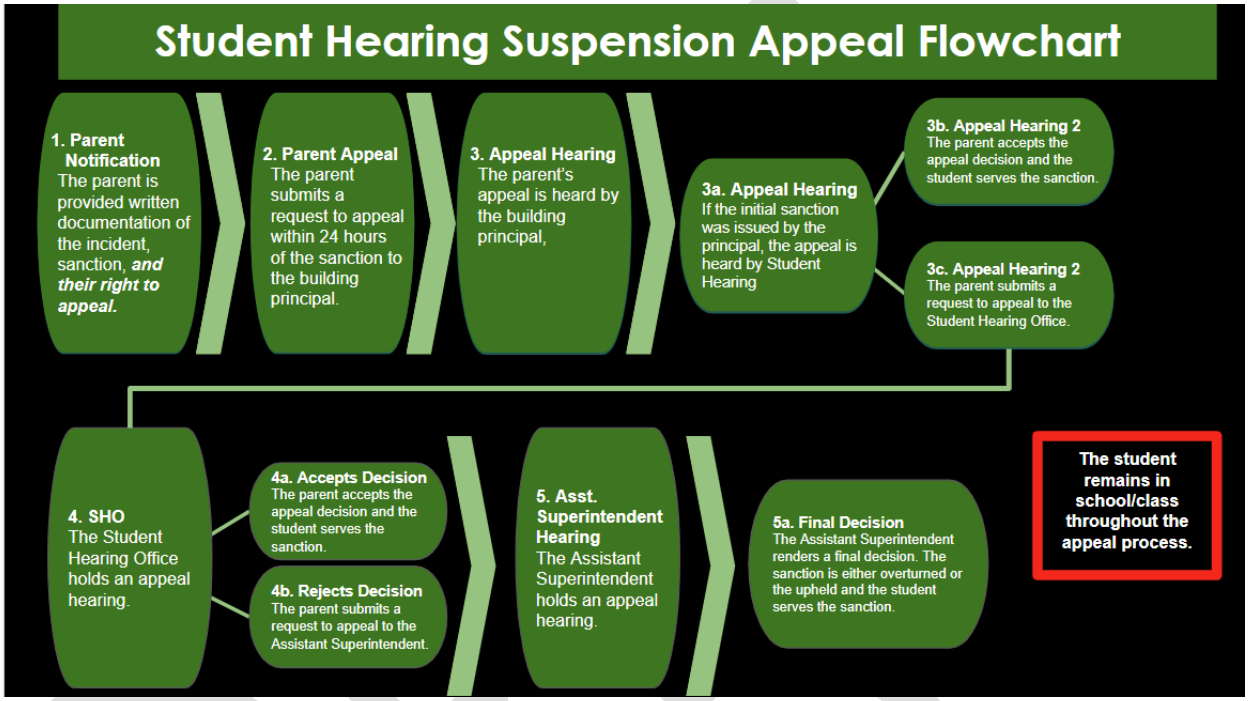
<u>After the Hearing</u>

The Hearing Officer will provide written notice to the student and parent that includes:

1. The Hearing Officer's determination and the reasons therefore based on the findings of fact.
2. The type and duration of the suspension or assignment to the alternative school.
3. In the event of an appeal, the Hearing Officer's determination will remain in effect unless and until the Board makes a determination on the appeal.
4. The student may appeal the Hearing Officer's decision to the Senior Director of Student Services/the superintendent's designee. The last level of appeal is to the Board of Directors. The expulsion will remain in effect prior to any appeal hearing.

<u>Sanction Reduction</u>

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



LRSD STUDENT HEARING OFFICE

DISCIPLINARY CHECKLIST

Student Information			
First Name	**Last Name** Click or tap here to enter text.	**Student ID** Click or tap here to enter text.	**Grade** Choose an item.
Home School	**Date of Birth**	**Referring Administrator**	

Required documentation is outlined below and should be submitted with this disciplinary checklist:

- Completed Request for a Disciplinary Hearing Form
- Completed ALE Referral Packet
  - Referral Form
  - Referral Narrative
  - Academic and Behavior Intervention History Form
- Additional Documentation Required for Students with Disabilities
  - ALE -2A: Referral Instructions for Students with Disabilities
- Signed copy of the LRSD Code of Conduct Contract

Please attach all completed forms and documentation to this checklist when submitting your request. Failure to submit all required documentation within the prescribed timeline could result in a due process violation.

All forms should be submitted through SHO Submission Links. Forms submitted through other means will not be accepted.

Elementary Submissions Link

Secondary Submissions Link

If you have questions, please contact the Student Hearing Office.

The Student Hearing Office will not schedule a hearing with the student, parent/caregiver, and school until ALL REQUIRED DOCUMENTATION has been submitted.

DRAFT

ALE Handbooks:

Elementary ALE Handbook QR Code:

MS & HS ALE Handbook QR Code:

DRAFT

OTHER TOPICS OF INTEREST



Residency & Entry Requirements -- click HERE

Compulsory Attendance Requirements
Residency Requirements
Entry Requirements



Student Assignments – click HERE

Student Transfers
School Choice
Homeschooling
Foster Children
Homeless Students



Special Ed. and Students with Disabilities – click HERE

Programming
Least Restrictive Environment
Disciplining Students
with Disabilities Special Health Care Needs
Specialized Transportation



General Information – click HERE

Advance Payment for Food Service
Campus Closed
Visiting Students Contact
with Students While in School
Transportation Expectations and Eligibility
Student Vehicles



Absenteeism – click HERE

Absences
Tardiness Policy
Make-Up Work
Permanent Records

DRAFT

Student Media – click HERE

Student Publications & Distribution
Student Records Privacy
Cell Phones & Other Electronic Devices
Internet & Electronic Device Security Student
Dress Code & ID Cards

Equal Opportunity and Grievance Procedures – click HERE

Non-Discrimination and Harassment Policy
Parent/Student Grievance Procedures
Search, seizure and interrogations
National Anthem
Pledge of Allegiance, Moment of Silence

Health & Wellness – click HERE

Immunizations
Temporary Admission
School Exclusion
Student Medications Physicals
or Screening
Communicable Diseases & Parasites
Mental Health & Counseling Services

Curriculum – click HERE

K-12 Virtual Learning Academy
Inclement Weather Alternative Learning (AMI)
Promotion, Acceleration, Retention
Student Success Plan
Graduation
Delivery Diploma Textbooks

Extracurricular Activities – click HERE

Extracurricular Activities for Secondary Schools
Extracurricular Eligibility for Home School
Discipline
Athletics/Cheering/Drill and Pep Club

School, Home, Community – click HERE

Communication Goals
School Support Organizations
Complaints
Fundraising

DRAFT