



FAMILY HANDBOOK

Colorado

2018 - 2019

Adopted: March 5, 2018

Home of the Royals

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I. WELCOME

Dear Families of Leman Academy:

The foundational principles for the educational philosophy of Leman Academy of Excellence (LAE) have been formed and established by Dr. Kevin Leman, the founder of the school, who has often dreamed of launching a school and learning environment for young people that willingly engages and embraces parents in the educational process, highlighting the parent-teacher-scholar relationship to bring out the best in each and every child.

Our school's mission statement, core values and beliefs are foundational to LAE, establishing a positive school culture and demonstrating an interconnectedness of enhanced academic outcomes with a school climate where scholars feel safe, supported, academically challenged, enthusiastic about learning and socially capable.

Scholar success at LAE is based on our unwavering commitment to combining our classical educational program and its ancient view of learning and traditional teaching methods that promotes critical thinking skills with the present day methodology of data-centered based learning that involves rigorous assessments to measure scholar learning and achievement.

Today's world demands that schools focus not on "what was taught" but rather on "what was learned." At LAE, we want to do all we can through the classical model of education to teach our scholars "how to learn and think critically" by providing them the tools of learning in order that our young people become life-long learners and difference makers in society.

Welcome to LAE! It's a pleasure and privilege to have this opportunity to partner with you in the education of your child(ren).

Dr. Jason Edwards

Principal

Jason.edwards@lemanacademy.org
520.639.8080

Leman Academy of Excellence does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities, including in admission and enrollment. Leman Academy of Excellence abides by the procedures mandated by Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA) and will provide eligible scholars with disabilities a free appropriate public education (FAPE), including following Section 504 accommodation plans and Individualized Education Programs (IEPs).

The following person has been designated to handle inquiries regarding non-discrimination policies, including inquiries from parents who suspect disability discrimination in admissions and enrollment.

Name: Brenda Moseley, Director of Scholar Services

Email: bmoseley@lemanacademy.org

Additional information about, or complaints concerning compliance with, service of scholars with disabilities may also be obtained by contacting:

*Colorado Department of Education, Exceptional Student Services Unit
1560 Broadway, Suite 1100, Denver, CO 80202, Telephone: (303) 866-6694*

*United States Department of Education, Office for Civil Rights (<https://www2.ed.gov/about/offices/list/ocr/index.html>)
Cesar E. Chavez Memorial Building, 1244 Speer Boulevard, Suite 310, Denver, CO 80204-3582
Telephone: (303) 844-5695; Facsimile: (303) 844-4303; Email: OCR.Denver@ed.gov*

II. ABOUT US

A. Administrative Staff

ADMINISTRATION

Principal	Jason Edwards
Vice Principal	Matees Medina
Office Manager	Starla Cordova
School Nurse	Karli Gerber

B. Philosophy Statement

A classical education puts young minds to work, and will lead young people to understand themselves and the world around them. LAE is a classical school that equips scholars with the proven tools of learning that is structured around the Trivium. "For the sole end of education is simply this, to teach men and women how to learn for themselves; and whatever instruction fails to do this is effort spent in vain." - *Lost Tools of Learning*, Dorothy Sayers.

C. Mission Statement

LAE offers a rigorous, classical education based on the traditions of Western culture where all disciplines are interrelated allowing scholars the ability to think independently and critically. We purpose to partner with supportive parents, pursue excellence, provide a safe and challenging environment, and instill morals and values in order to produce tomorrow's leaders today.

D. Core Values

- 1) **Academic Excellence:** We have adopted a rigorous, classical approach to education. We believe that the holistic approach personified by the classical model is exceptionally outstanding in preparing the scholar to retain knowledge, think logically and analytically, communicate effectively and succeed in life by being a responsible, caring, contributing member to society. Within that context, every teacher is passionate about their subject and has exceptional qualifications to perform their role with excellence. High academic standards are maintained for each scholar, with the expectation that each can succeed. Every young person is encouraged to maximize his/her learning potential and develop a lifelong love for learning.
- 2) **Partnership with Families:** We believe that parents have the ultimate responsibility

for the education of their children. We serve as an extension of the home, partnering with parents and serving families in the intellectual, social, emotional and ethical development of their children. Parental support is essential to the success of educating young people with a classical approach to education. Teachers, administration and parents must work together to make sure that scholars' learning takes place in both the school and the home.

- 3) **Children & Learning:** We believe that children are born persons and are unique and worthy of our utmost attention, love and respect. The child's mind is not a blank slate, or a bucket to be filled. It is a living thing and needs knowledge to grow. We believe that the typical child has powers of mind which fit him to deal with all knowledge proper to him, and therefore, we should give him a full, rich and generous curriculum, taking care only that all knowledge offered him is vital, that is, that facts are not presented without their informing ideas, allowing scholars to think in an independent and critical fashion.

E. Cultivation of Character Attributes

We believe that education is not just about training the mind with knowledge, but also training the heart. A child is not born either good or bad; children from all walks of life and backgrounds make choices for good or bad. A scholar's relationship with fellow scholars, parents and teachers should be one of thoughtfulness, respect and accountability. Key virtues that are fostered include caring, good citizenship, perseverance, respect for authority and others, responsible stewardship, and trustworthiness:

- a. **Caring** - Caring is being interested, concerned or empathetic about someone or something. Caring people express gratitude, kindness, compassion and forgiveness. Caring people will help others in need.
- b. **Citizenship** - Citizenship is accepting the responsibility to contribute to the greater good of the community. Good citizens cooperate, respect authority, and obey rules and laws. Good citizens stay informed, vote and are responsible, caring participants in school and local, state and global communities.
- c. **Perseverance** - Perseverance is working hard to set and achieve personal goals, learning from failure, and following through with any undertaking to the end. People who persevere demonstrate commitment, pride and a positive attitude in completing tasks.
- d. **Respect** - Respect is recognizing other people's feelings, opinions or possessions. It is an attitude that you display every day. When you treat others with respect, you accept differences, use good manners, and deal peacefully with anger, insults and disagreements. Respectful people show high regard for authority, other people, self and country.
- e. **Responsibility** - Responsibility is taking control of your actions and your obligations. It also means taking ownership for something that is your fault, and holding yourself accountable for decisions and actions rather than pointing the finger at someone else. It means having a sense of duty to fulfill tasks with reliability, dependability and commitment. It includes self-discipline and work ethic; when you are responsible, you

always do your best. Responsible people will think before they act, and consider the consequences.

- f. **Trustworthiness** - Trustworthiness is being reliable, keeping promises and following through on your word. Trustworthy people are honest and have the courage to do the right thing.

F. Core Beliefs

We Believe That:

- Each child is born a unique person and has value with specific gifts.
- High standards and expectations inspire a higher level of scholar's performance.
- Education is about knowledge, skill and understanding.
- Like Plato, the highest goal of education is to become good both intellectually and morally.
- Teachers and scholars developing meaningful relationships will only increase the scholar's sense of belonging to the school.
- A quality, Classical education expands the opportunities for each young person and is vital to the success of the entire community.
- Educating young people is a shared responsibility of the entire community.
- Understanding all forms of diversity is essential in a global society.
- Parents are necessary if their child is to reach their full potential in life.
- Everyone has the responsibility to contribute to the greater good of the school community.
- Developing positive relationships is based on the Golden Rule - "Treat others as you would want to be treated yourself."
- Bullying or put-downs of any kind are not tolerated.
- Life lessons, accountability, responsibility and discipline are taught through natural consequences, rather than "punishment."
- Learning is fun in a safe, interactive, vibrant and challenging environment.
- Scholars enjoy learning, making progress and being able to achieve.

III. PROGRAM OF INSTRUCTION

A. Introduction

The world is full of knowledge, and to the classical mind, all knowledge is interrelated. Trying to find the links between fields of study can be a mind-twisting task. A classical education meets this challenge by using history as its organizing outline – beginning with the Ancients (6000 BC to AD 500), up to the Middle Ages (500-1600), continuing onto the Early Modern period (1600-1850), and progressing forward to Modern Times (1850-Present Day) in history, geography, science, literature, art, and music. Accordingly, subject areas of our classical educational program are linked to history studies and taught around the time period under study in history bringing a more meaningful and connected curriculum to the minds of our scholars.

A classical educational program with a Charlotte Mason influence has a strong curricular focus on the academic foundation of grammar, history, and mathematics. Our curriculum maps will be centered upon a limited number of essential learning outcomes for each content area, approximately 20 per area of content for the year, in order to create a guaranteed and viable curriculum.

The teacher is instrumental bringing forth the curriculum maps, which are foundational to support scholar learning, by use of scope and sequence documents that connect to the essential learning outcomes through instructional planning that guides instruction and assessment. As scholars delve into the concepts and ideas being covered, the teacher will use pacing guides for the classroom to make instructional decisions that take into consideration differentiated instruction for the essential learning outcomes that may include enrichment and/or intervention activities dependent upon scholars' ability levels, prior knowledge, previous learning experiences and learning style.

B. English Language Arts

- Kindergarten scholars build a firm foundation in phonemic awareness, and will use Journeys, Houghton Mifflin Harcourt. First through Third graders continue with the use of Journeys to increase their proficiency of early and emerging literacy skills.
- Explicit instruction of foundational skills ensures mastery of basic reading and decoding skills.
- We will use living books, or whole books, appropriate to the grade level that are rich selections of literature. These selections are used for reading skill development, comprehension, vocabulary development, and to instill the love of learning in scholars as they are exposed to the best of literature. We believe in order for our scholars to become the best writers and fluent readers, they need to be exposed to the best from our Western heritage and timeless classics.
- Each of the teachers will strive to do a Read Aloud throughout the year from rich literature selections that are connected to the history unit of study.
- A wide range of texts provided throughout each level offer rich, high-quality literature and give scholars the opportunity for close reading and analysis using full-length trade books.
- Scholars actively learn spelling skills and concepts for long-term learning and application to many more words. As Classical learners, scholars will experience spelling through the Latin and Greek roots, high frequency words and vocabulary gleaned from their literature studies, classroom read-a-louds and content specific words. I.e. Science and History

- The spelling program embedded in the Journeys curriculum will be utilized to instruct scholars in spelling, Kindergarten through Third grade.

C. Shurley Grammar

A main reason Shurley Grammar was chosen was its use of chants and jingles in aiding scholars in memorizing the rules of English grammar. This is in line with our philosophy on the ability of young children to memorize basic facts and fundamental rules, and to absorb information and knowledge more readily at a younger age. This is a structured program focusing on the memorization of chants and jingles to reinforce the rules and syntax of English grammar in conjunction with application. Our scholars become proficient in their knowledge of grammar demonstrating it through the classification of sentences, even as young as First grade.

- Utilizes all learning styles: visual, auditory, kinesthetic.
- Never teaches isolated concepts.
- Incorporates scholar/teacher interaction.
- Uses repetition to attain mastery.
- Challenges accelerated scholars.
- Promotes higher-order thinking.
- Provides the connection between grammar skills, writing and effective speaking.

D. Handwriting

D'Nealian handwriting is introduced in Kindergarten and developed throughout grades 1-6. Cursive writing is introduced towards the end of grade 2. Attentiveness to detail, correct formation and overall neatness is emphasized at each grade level.

E. Saxon Math

Taught at an accelerated level. Kindergarten, for example, will begin with Saxon Math 1.

No matter how well scholars initially learn a concept, if they are not able to retain their learning, connect it to other concepts and apply it in problem solving situations, they have not reached mastery. Saxon Math is designed to support the long-term mastery and applications that will make a difference during testing, future education and careers.

- Concepts are taught in small, approachable increments.
- Increments are spread throughout the year, building in complexity, so that by the end of the year scholars have reached deep understanding and fluency.
- Practice and assessments include concepts from the most recent lessons as well as from earlier in the school year ensuring scholars retain all concepts and can make connections between them.

- Saxon Math’s incremental, distributed pedagogy builds upon concepts of the Colorado College and Career Readiness Standards throughout the year, articulating them over time. This allows scholars to gain deep understanding and long-term mastery of the Colorado College and Career Readiness Standards.

F. History/Geography

It is our contention that history should be the core of the curriculum and therefore becomes the unifying “discipline of choice” due to our belief that all aspects of life fit under its broad sweep.

Scholars read a “living” biography or two about a key person in the time period being studied. Whenever possible, primary sources such as diaries, journals, letters or speeches that the person wrote are used. Scholars research in reference books, but try to use living biographies as the main books. Scholars enter key people’s names and events into a Book of Centuries (a copybook for older scholars), which is like a timeline in a book. History is taught in sequence in a historical timeline so learning is not fragmented for scholars and therefore makes sense.

- Mapping skills are utilized.
- Scholars memorize geographical and historical data.
- Scholars create Copybooks/Books of Centuries to reflect their unit of study, thus becoming masters of the subject area.
- Scholars recognize how events from the past have shaped the present and continue to shape our future.
- The classroom is full of rich resources, biographies, maps, books and artifacts that reflect the unit of study, and are available for use by our scholars as they create their Copybooks/Books of Centuries.

G. Science

Effective instruction in science will be offered through hands-on experience and observation. Scholars are encouraged to ask questions about how their world works and seek answers, make observations and discuss findings, to be actively engaged in learning about science, technology, engineering and math as they learn to view the world through a scientific lens.

- The teaching of science will be heavily focused on the Socratic method of giving the scholars foundational information and then asking questions that encourage critical thinking and assessment skills.
- The classroom also reflects the unit of study and the bookshelves are rich resources for the scholars to gather their research and collect their data to write their observations in their Copybooks.
- Younger scholars will have the opportunity to solve problems through inquiry, exploration and observation.
- Science experiments are hands-on for scholar discovery and observation through the active process of investigation.

- A systematic approach to the exploration of science is established through hands-on learning experiences offered by the teacher.

H. Latin

Scholars will learn Latin beginning in Grade 3 and continuing through Grade 5 as part of the “Grammar Stage” of learning crossing into the “Logic Stage” in 5th Grade. *Latin for Children* trains scholars in grammar, vocabulary and English derivatives in a lively, interactive way that is perfectly suited to scholars in the “Grammar Stage.” The study of Latin continues through grades 6 and 7 in what is the “Logic Stage” of the Trivium, as scholars delve deeper into the structure and meaning of language. Grades 6 and 7 will use the textbook *Latin Alive* with other resources for Latin to support this text. Moving from *Latin for Children* to *Latin Alive* will be a natural progression for our scholars, and research supports the study of Latin greatly enhances vocabulary, reading, comprehension and study skills as well as advance math problem solving abilities.

I. Spanish

Scholars in Kindergarten through 2nd Grade will participate through in-class instruction of Spanish. Kindergarten is the perfect time to introduce learning of Spanish, for at this age scholars are able to listen and understand, building a foundation enabling scholars to start speaking a second language. Scholars will learn common phrases, colors, numbers and greetings.

J. Recitations

Each month, beginning in Kindergarten, scholars will have a piece of prose or poetry, a patriotic piece, or other piece that is connected to the curriculum to memorize and recite in front of the class. Proper poise, posture, speech, volume and overall public speaking skills are emphasized.

K. Special Areas: Art, Music, & P.E.

Scholars at LAE will participate in structured art, music and physical education classes. Art will have an emphasis on art appreciation. The principles and fundamentals of art will also be taught. Music will have an emphasis on music appreciation, and elements of music will be taught.

L. English Learners (EL)

In accordance with the Colorado Department of Education, scholars who have been identified as second language learners on the Primary Home Language Other Than English Survey (PHLOTE) will take the WIDA ACCESS Placement Test (W-APT) placement test, which meets both state and federal requirements to measure a scholar’s English language proficiency.

LAE will integrate the EL scholars into the general classroom at the appropriate grade level. Scholars who have been placed into an English Learner (EL) education program will also take

the ACCESS for ELLs reassessment once per year until they achieve proficiency.

Best classroom practices and teaching strategies will be used with our EL scholars at developmentally appropriate levels along with consideration given to the scholars' language proficiencies and cognitive levels.

KEY FEATURES:

- 1) All instruction in the classroom will be in English.
- 2) English will be taught through reading, language arts, math, science and history and there will be a strong English Language Development (ELD) component in every lesson.
- 3) Acquisition of English is taking place in a structured, non-threatening environment in which scholars feel comfortable to take risks.
- 4) Lessons include controlled vocabulary while scholars gradually acquire the necessary language skills to succeed academically.

KEY PRINCIPLE: English is fundamental to content mastery and that time on task increases academic progression.

BEST PRACTICES:

- 1) Scaffolding – to guide a scholar in understanding and learning; use questioning techniques to elicit experiences that relate to his/her native culture.
- 2) Shelter – introduce new content by using visual aids, music, etc...
- 3) Critical Thinking Questions – the teacher encourages the scholar to ask and answer questions that start with the words “why” and “how.”
- 4) Hands-On Experiences
- 5) Simplify Instruction and connect the instruction to the EL’s native culture – allow for flash cards, vocabulary word banks, discussion.

M. Exceptional Scholar Services

The learning community of LAE will consist of scholars with a wide range of learning abilities and needs. Scholars with exceptional needs will receive the services as outlined in their Section 504 accommodation plan or Individualized Education Program (IEP) in compliance with Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA). Our teachers will work closely with administration, contracted service providers, parents and other IEP team member(s) to provide eligible scholars with disabilities a free appropriate public education (FAPE) and ensure that the implementation of an IEP is effective and meets the requirements as stated in the document. Specific training by the Director of Scholar Services will be made available to the faculty and staff in order to both meet the needs of the exceptional scholar and to meet all state and federal laws regarding Exceptional Scholar Services (ESS).

All scholars at LAE receiving a rigorous, classical education are surrounded with daily opportunities to learn, and scholars with exceptional needs are no different. The administration, faculty and staff of LAE will make the proper accommodations for individual

scholars with exceptional needs who may require a specific accommodation through an IEP or a 504 plan. Accommodations may offer alternative ways for scholars to either acquire information or share what they have learned in the classroom, but accommodations made by our teachers will not lower the difficulty level nor the expectations for scholarly learning and achievement, although changes could be made in teaching materials used, testing materials, or even in the instructional environment. Accommodations will be offered with the sole purpose of increasing a scholar's access to the general education curriculum while still holding true to the Classical Model.

Accordingly, if modifications are included in a scholar's IEP, our teachers will then modify a scholar's instruction to accommodate the young person's unique learning needs. Modifications may include changes to the quantity of material to be learned, how the material/content is presented or the form of testing. Although modifications make fundamental changes in what a scholar at LAE is expected to learn, any modifications made by our teachers should not take away opportunities for learning in the classroom, which will allow a scholar with exceptional needs to continually be engaged in the learning process with the other scholars in class.

Leman Academy of Excellence does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities, including in admission and enrollment. Leman Academy of Excellence abides by the procedures mandated by Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA) and will provide eligible scholars with disabilities a free appropriate public education (FAPE), including following Section 504 accommodation plans and Individualized Education Programs (IEPs).

The following person has been designated to handle inquiries regarding non-discrimination policies, including inquiries from parents who suspect disability discrimination in admissions and enrollment.

Name: Brenda Moseley, Director of Scholar Services
Email: bmoseley@lemanacademy.org

Additional information about, or complaints concerning compliance with, service of scholars with disabilities may also be obtained by contacting:

Colorado Department of Education, Exceptional Student Services Unit
1560 Broadway, Suite 1100, Denver, CO 80202, Telephone: (303) 866-6694

United States Department of Education, Office for Civil Right
(<https://www2.ed.gov/about/offices/list/ocr/index.html>)
Cesar E. Chavez Memorial Building, 1244 Speer Boulevard, Suite 310, Denver, CO 80204-3582
Telephone: (303) 844-5695; Facsimile: (303) 844-4303; Email: OCR.Denver@ed.gov

N. INTERVENTION POLICY

LAE has rigorous and engaging curricula in place that is taught through the Classical approach of educating young minds: that the content is appropriate to the child and following the

developmental stages of the Trivium. We understand that all scholars learn in unique ways, having unique strengths and weaknesses that impact their acquisition, rate and retention of learning. Understanding this we have implemented interventions that support the learning of all scholars. We also recognize that learning does not take place in isolation: meaning that the school and home must partner together in the learning of their scholars.

As one of our core values states, “We believe children are unique and worthy of our utmost attention, love and respect. The child’s mind is not a blank slate or a bucket to be filled. It is a living thing and needs knowledge to grow. We believe that the typical child has powers of mind which fit him to deal with all knowledge proper to him, and therefore, we should give him a full, rich and generous curriculum, taking care only that all knowledge offered him is vital, that is, that facts are not presented without their informing ideas, allowing scholars to think in an independent and critical fashion.”

Types of Intervention

Differentiation of Instruction/Data Driven Instruction

Analyzing of data from classroom and curriculum assessments, NWEA MAP, DIBELS and mandatory state testing will guide teachers in planning specific, differentiated instruction for individuals or groups based on need.

Scholar Hours

Each classroom teacher has scheduled Scholar hours into their before or after school work day to support scholars that are struggling with a specific skill or content area.

Support in Scholar Hours could include any of the following: executive functioning skills, homework organization, study strategies, note taking skills, completing long term projects, specific skill instruction, etc. This intervention is available on a short or long-term basis.

Parent Partnering Hours and Parent/Teacher Conferences

Each classroom teacher has scheduled Parent Partnering hours into their before or after school work day to partner with, support and inform parents on the growth or lack thereof of their scholars regarding specific skills or content areas.

Another of our core values states, “We believe that parents have the ultimate responsibility for the education of their children. We serve as an extension of the home, partnering with parents and serving families in the intellectual, social, emotional and ethical development of their children. Parental support is essential to the success of educating young people with a classical approach to education. Teachers, administration and parents must work together to make sure that scholars’ learning takes place in both the school and the home.” In alignment to our core values, each teacher will offer Parent Partnering hours every week that parents may sign up for or be recommended by the teacher to participate in. In these sessions parents and teachers will discuss their scholars’ progress and develop a plan on how to intervene, as necessary.

Scholar Study Team Referral

When Scholar hours, differentiated instruction and Parent Partnering are rendering inadequate results of growth, a scholar may be referred to a Scholar Study Team. This team will review and analyze data and determine the next best step of intervention: increased Scholar hours, provide more targeted instruction through differentiated instruction in the classroom, provide targeted instruction through the reading interventionist or complete an evaluation for the purposes of

consideration of qualifying for Exceptional Scholar Services (Individualized Educational Program), a 504 Accommodation Plan or an Individual English Language Learner Plan.

When scholars are not adequately making growth, we need to determine their potential as best as is possible and put support in place (through an IEP, 504 or ILLP) to facilitate the attainment of their potential. This responds to our last core value, “We have adopted a rigorous, classical approach to education. We believe that the holistic approach personified by the classical model is exceptionally outstanding in preparing the scholar to retain knowledge, think logically and analytically, communicate effectively and succeed in life by being a responsible, caring, contributing member to society. Within that context, every teacher is passionate about their subject and has exceptional qualifications to perform their role with excellence. High academic standards are maintained for each scholar, with the expectation that each can succeed. Every young person is encouraged to maximize his/her learning potential and develop a lifelong love for learning.”

Professional Development

All teachers were provided professional development on the various curricula used for instruction: Journeys, Saxon Math, Shurley Grammar, Habits of the Heart and Mind and the Classical Model.

The preceding Core Value states, “...every teacher is passionate about their subject and has exceptional qualifications to perform their role with excellence.” It is the responsibility of LAE administration to provide appropriate and exceptional professional development regarding their rigorous and classical education.

Tiers of Intervention

Tier 1

- ELA and Math Curriculum aligned to Colorado College and Career Readiness Standards
- Data Driven Instruction using formative data
- Data Review System – NWEA MAP meetings
- Professional Development – Journeys, Shurley Grammar, Saxon Math, Classical Model
- Parent Partnering Hours – offered to all scholars’ parents, optional
- Scholar Hours – (tutoring) offered to all scholars, optional
- Differentiated Instruction
- Meet with Grade Level Team to determine standard classroom interventions such as, but not limited to: preferential seating, repeating directions, rephrasing vocabulary, organizational support

Tier 2

- All interventions from previous tier should be in place for 3 - 4 weeks and continue to be available with documentation
- Scheduling Parent Partnering Hours
- Scheduling Scholar Hours (mandatory) - Targeted differentiated instruction

- Progress monitoring of interventions. Data recorded on Intervention Documentation Form.
- Targeted Instruction provided by the Reading Interventionist
- Meet with Grade Level Team to discuss intervention results

Transition from Tier 2 to Tier 3

- Inadequate growth while receiving Parent Partnering and Scholar Hours and classroom interventions
- Scholar Study Team Referral – consideration of further intervention and/or evaluating for IEP, 504 Plan and/or ILLP
- Targeted Instruction provided by the Reading Interventionist

Tier 3

- Scholar Study Team consisting of general education teacher, parent, school psychologist, interventionist, Exceptional Scholar Services staff, and/or administrator will meet to discuss current interventions, time frame, and progress monitoring results
- Interventions from previous tiers continue to be available
- Continue Progress Monitoring for a minimum for 6 weeks

Tier 4

- Scholar Study Team (2nd meeting) consisting of general education teacher, parent, school psychologist, interventionist, Exceptional Scholar Services staff, and/or administrator will meet to discuss current interventions, time frame, and progress monitoring results
- If scholar demonstrates adequate growth, teacher will continue to progress monitor scholar and provide interventions
- If scholar demonstrates inadequate growth or results from intervention, Multidisciplinary Education Team (MET1), along with parents and any related service providers, will meet and determine whether an evaluation is necessary.
- If obtaining parental consent for evaluation, MET team will meet to determine eligibility for Exceptional Scholar Services as dictated by IDEA which could lead to the development of an Individualized Education Plan (IEP), a 504 Plan and/or an Individualized Language Learner Plan (ILLP).
- Scholars that qualify for Exceptional Scholar Services will receive specialized instruction utilizing an inclusion model, except when pull out services are determined to be the least restrictive environment and meets the individual needs of a scholar. IEPs are reviewed on an as needed basis, minimally on an annual basis.
- Specialized Instruction provided in small group setting, as needed
- Individualized educational goals are frequently monitored to guide instruction

- Progress monitoring conducted on a regular basis and results communicated with parents
- Accommodations are closely monitored for effectiveness and appropriateness
- Scholars that qualify for 504 Accommodation Plans will receive accommodations provided in the general education classroom by the general education teacher. 504 Accommodation Plans are reviewed on an annual basis.
- Scholars that do not qualify for Exceptional Scholar Services, a 504 Accommodation Plan, or Individualized Language Learner Plan will continue with current Tier 2 and 3 interventions.

Parents of new scholars should advise the school registrar of any previous IEPs or exceptional scholar services their child received in the past. All parental requests for evaluations must be made in writing. If a teacher or parent believes a scholar should be evaluated for exceptional scholar services, written parental permission must be obtained before any formal evaluation is undertaken. Any requests for evaluation that are made contemporaneously to a disciplinary incident shall only be considered following the outcome of the disciplinary hearing. Evaluations will begin with an in-school committee consisting of the Principal or designee, a regular teacher, the referring teacher, and the parent. If warranted, the evaluation will move forward. The purpose of referrals is to determine the most support we can provide for each child in the least restrictive environment. For more information regarding Exceptional Scholar Services please contact Leman's Director of Scholar Services.

IV. CLASSICAL EDUCATION MODEL

A. Trivium

Classical Education is about equipping children for the future with what has been proven successful in the past. The roots of classical learning can be traced back to the age of the Greeks. The classical emphasis is built on a three-fold approach called the Trivium. The three foundational academic categories are Grammar, Logic and Rhetoric.

Most importantly the Trivium corresponds to the three basic stages of a developing child. By following the path of development that children naturally take, classical education teaches "with the grain" and equips scholars to master the art of learning.

B. Grammar Stage

These are the years in which the building blocks for all other learning are laid, with scholars learning the basic skills of reading, writing and mathematics. The child in the "Grammar Stage" - scholars in grades K-5 - is mentally ready to absorb information and is naturally good at memorization, and this stage takes full advantage of this fact (although appropriate attention is given to meaning and comprehension, even at this first stage). This forms the foundation from which all other subjects can be approached, and there are many ways to get the job of memorization done including: lectures, readings, drills, dictation, tests, charts, flash

cards, chants and songs.

The most emphasized learning activity at this stage is memorization, both for purposes of cognitive recall and for building storage identities for future knowledge acquisition. So during this period, education involves not self-expression and self-discovery, but rather the learning of facts. Rules of phonics and spelling, rules of grammar, poems, the vocabulary of foreign languages, the stories of history and literature, descriptions of plants and animals and the human body, and the facts of mathematics -the list goes on and on. Grammar teaches scholars how to read and how to understand what they are reading, and it teaches the rules for writing intelligibly, according to the rules of a particular language. This information makes up the basic building blocks in preparation for the second stage of education.

Primary Faculties (skills): Observation and Memory

Key Exercise: Latin Grammar

Pedagogy: Reciting, chanting, learning by heart

End result: Scholar becomes knowledgeable

C. Logic Stage

By 6th grade, a child's mind begins to think more analytically, and the scholar starts to study formal logic and argumentation. Middle-school scholars (grades 6 through 8) are less interested in finding out facts than in asking "Why?" The second phase of the classical education, the "Logic Stage," sees the young person as able to learn to argue his or her point, thus taking information, organizing it, and applying it in increasingly sophisticated forms.

A scholar is ready for the logic stage when the capacity for abstract thought begins to mature. During the middle school years, the scholar begins the study of algebra as well as logic, and begins to apply logic to other academic subjects. The logic of writing, for example, includes paragraph construction and learning to support a thesis; the logic of reading involves the criticism and analysis of texts, not simple absorption of information; the logic of history demands that the scholar find out why the War of 1812 was fought, rather than simply reading its story; the logic of science requires that the scholar learn the scientific method.

Primary Faculty: Discursive Reason

Key Exercise: Logic

Pedagogy: Use of "subjects" as "grist for the mental mill" to work upon

End result: Scholar becomes a thinker

D. Rhetoric Stage

The final phase of a classical education, the "Rhetoric Stage," builds on the first two. At this point, the high school scholar learns to write and speak with force and originality. The scholar of rhetoric applies the rules of logic learned in middle school to the foundational information learned in the early grades and expresses his conclusions in clear, forceful, elegant language. The maturing scholar in the rhetoric stage has achieved the ability to communicate, synthesize and generalize learning across a range of disciplines.

Primary faculty: Synthesis

Key Exercise: Expression

Pedagogy: Freedom to pursue own interests

End result: Scholar becomes articulate

E. Charlotte Mason

Charlotte Mason was an English educator (1842-1923) who over the course of a long career established a teachers' college and several schools and authored a six-volume work on her new philosophy of education for both the home and school. Miss Mason advocated a rich, comprehensive, connected curriculum for all scholars, not merely to "educate" them, but also to guide them in the development of character and cultivate in them a lifelong love of learning.

Miss Mason would plan for each school day so that the more demanding academic subjects were placed in the morning; the afternoon would consist mainly of physical education, creative work in art, music study and song, along with any other practical activities with possible participation in youth clubs or sports after school; evenings would be filled with homework along with reading and purposeful "leisure" activities at home. Charlotte Mason's approach to the school day was practical but more importantly, very effective.

V. GENERAL SCHOOL INFORMATION

A. Charter School Accountability

LAE follows the state-mandated rules and regulations and reports to the Department of Education and State Board. As a public charter school LAE:

- Provides a free appropriate public education to all enrolled children.
- Does not charge tuition for enrollment or attendance.
- Keeps copies of employee fingerprint clearance cards on file.
- Adopts a school calendar according to the state guidelines.
- Holds children accountable for school attendance.
- Provides services to children as mandated by Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA).
- Implements the Colorado College and Career Readiness Standards within the school's curriculum.
- Administers the state-mandated standardized tests.
- Completes financial audits each year.

B. Governing Board

The Corporate Board of Directors of Leman Classical School, Inc. will be the Board of Directors of the LAE charter school. It is the intent that the Board of Directors will be directly and actively involved in the start-up year as well as the operational years to come.

1. Responsibilities of the School Governing Board

The mission, vision and core values of LAE will guide the board in its governance role. The school board shall have all of the powers and duties required or permitted by applicable law.

The Board of Directors is vested with a fiduciary responsibility to set policy, fiscal and ongoing governance of the Corporation, and empower its Principal with the ability to carry out that responsibility. Additionally, it has the general power to control and manage the affairs, funds and property of the Corporation, disburse the Corporation's monies and dispose of its property in fulfillment of its mission; and provided that the Board of Directors shall not permit any part of the net earnings or capital of the Corporation to the benefit of any private individual.

In addition to the broad responsibilities outlined in the bylaws and noted above, the key roles and responsibilities of the LAE Governing Board include:

- Promote the vision and mission statements
- Strategically plan for the future of the school
- Adopt appropriate legal documents
- Track legislative issues that affect charter schools
- Monitor the effectiveness of the program
- Provide financial oversight
- Secure adequate resources
- Hire, support and evaluate the senior administrator
- Network in the community
- Delegate committees

2. Governing Board General Practices

The Bylaws of the corporation shall dictate the process by which decisions are made. Transaction of any business at board meetings requires a quorum, which is defined by a majority of the Board of Directors qualified to vote. Teleconference may be conducted with some or all members of the board. The board shall at all times ensure compliance with the Colorado Sunshine Law.

In addition, it is essential that all prospective board members:

- Are able to legally serve on an Colorado Charter School Governing Board, per

statute

- Have passion for the mission and core values of the LAE
- Share in a clear vision for the future and growth of the LAE
- Understand the role and responsibility of being on the Governing Board
- Have a clear understanding of the difference between governance and management
- Are willing to financially contribute and/or fundraise
- Are comfortable with advocating for LAE and serving as an Ambassador of the school in the community
- Are focused on results and strategic issues

C. Fiscal Year

The fiscal year for LAE is July 1, 2018 – June 30, 2019.

D. School Calendar

The 2018-2019 school year begins August 7, 2018.

E. Compliance with Required Hours/Minutes of Instruction

LAE will exceed the minimum amount of hours and minutes of instruction time required in C.R.S. § 22-32-109 for each grade level. Our instructional program is highly structured and is organized so that the more demanding core subjects are primarily placed in the morning of the daily class schedule. A rigorous, classical academic program that is highly structured should provide the scholars an environment for strong academic learning.

Although LAE exceeds the minimum amount of instruction hours required by C.R.S. § 22-32-109 for each grade level, we recognize the real goal is accomplished by our teachers maximizing the amount of academic learning time in their class schedules, which brings even greater results toward the academic learning and achievement of each scholar in the classroom.

F. Attendance and Open Enrollment Policies and Procedures

At LAE we believe that consistent attendance is vital; however, we realize that there will be times when your child will be unable to attend school. When your child is absent from school, the parent/guardian must report the absence to the school before 9:00 am by calling our 24-hour attendance. Please include in the message: (1) the parent/guardian name; (2) the scholar's name, grade, and teacher; (3) the reason for the absence; and (4) the expected return date. If the teacher is able to collect homework material, it will be available for pickup between 3-4 pm in the front office. Upon return, scholars will have one day to make up missed work or tests/quizzes for every day of absence, unless otherwise agreed upon by the parent and

teacher. If an extended absence is anticipated or planned, the parent/guardian must complete a "Pre-Arranged Absence Form" from the front office and submit it to the front office or the teacher. There is no guarantee that the loss of school time will not have an impact on grades and overall academic progress.

An absence is defined as a scholar's non-attendance in an assigned class during the assigned period.

Excused absences include:

- Personal Illness. The specific illness must be identified, (toothache, cold, flu, pink eye, etc.).
- Serious Illness of a family member.
- Doctor or Dental Appointment.
- Death of a family member.
- Required court Appearance.
- Religious Holiday.
- Suspension.
- Prior approval for extended absence.

Our attendance office will attempt to contact parent(s)/guardian(s) if the absence is not reported. If the attendance office is unable to contact the parent(s)/guardian(s), they will leave a message regarding the absence and direct the parent(s)/guardian(s) to contact the office to verify the absence. If the school does not receive notification from the parent(s)/guardian(s), the absence will remain unverified. After 2 unverified absences, the scholar will be considered truant and the school will mail the parent(s)/guardian(s) a notification letter advising them of the truancy and requiring notification of the absences. If a scholar has 10 unexcused or unverified absences, he/she may be referred to Pima County Attorney's Truancy Enforcement Program. Under Colorado law (C.R.S. § 22-33-107), a scholar with 10 days of unexcused absences within the school year or 4 unexcused absences within one month is considered a habitually truant scholar. Appropriate school personnel shall make reasonable efforts to meet with the parent, guardian or legal custodian to review and evaluate the reasons for the student's truancy.

Tardiness Guidelines:

Teachers and scholars depend on the structure and routines of the day. When scholars are tardy, these routines are disrupted. Children who are late have trouble settling in and mastering routines. Tardiness can upset their morning and even their entire day. Scholars often find themselves trying "to catch up" from their tardy, and teachers must stop the class to recount the expectations of the day to the tardy scholar. To minimize these disruptions to instructional time, scholars should be present in their classrooms by the official start of class. If a scholar is not in class at this time, he/she will be given a tardy slip, and the tardy will be recorded in the scholar's record.

Administration will send parent(s)/guardian(s) a letter when a scholar should have 5 tardies in a quarter. If a scholar should have 7 tardies in a quarter, administration will contact the parent(s)/guardian(s), with a phone call. If a scholar has 10 tardies in a quarter, the parent(s)/guardian(s) will be asked to meet with the Principal.

Enrollment Guidelines:

LAE will enroll scholars in an equitable selection process that is compliant with A.R.S 15-184. LAE recognizes that navigating school choice is challenging for parents. In an effort to help streamline the process for families, the open enrollment period for the LAE will correlate with the open enrollment dates of the school district that serves our target population.

During the open enrollment period, parents/guardians must submit a simple application form indicating their desire for their child to attend the LAE. This form will collect basic applicant information and contact information from the parent/guardian. Additionally, the application form will consist of the following documents to help convey the culture and values of LAE as well as the expectation of LAE scholars:

- School Rules & Procedures
- School Mission Statement
- Scholar Expectations

The form must be filled out in full, signed, and submitted to the school. A special signature line requires parents/legal guardians to verify that they have read the accompanying school rules, procedures, mission statement and scholar expectations and understand the educational choice that LAE represents. Completed application forms may be submitted in person, mailed or as a PDF document via email. Hard copies of the application form will be available at the school or on the LAE website.

When the open enrollment period ends (i.e., open enrollment deadline), the total number of applicants submitting completed application forms will be determined and compared to the open seats (capacity) in each grade level. This process determines which grades are undersubscribed and which grades are oversubscribed.

Enrollment Procedures & The Lottery:

For grade levels that are undersubscribed, applicants who submit timely application forms shall be admitted. Furthermore, additional applications for undersubscribed grades will be accepted on a rolling basis until grade levels are filled, after which point a waitlist will begin. Both acceptances and waitlist positions will function on a “first come-first served” basis following the deadline for undersubscribed grades.

LAE shall not limit admission based on ethnicity, religion, national origin, gender, income level, disabling condition, proficiency in the English language or athletic ability. Pursuant to C.R.S. 22-33-106, LAE may refuse to admit any pupil who has been expelled from another institution during the preceding twelve months or who is in the process of being expelled from another educational institution.

When grade levels are oversubscribed, LAE will hold a lottery. During the lottery process enrollment preferences will be given to scholars who meet the following criteria in the order listed:

- Scholars who are re-enrolling after attending the previous school year in full (applies to year two and beyond).
- Applicants who are siblings of an already-enrolled LAE scholar.
- Note, this includes the following: If two or more siblings submit completed application packets during the open enrollment period, and a sibling is randomly selected by lottery for enrollment, the other sibling(s) will be given preference in the enrollment process.

- Applicants who are children, grandchildren or legal wards of: (1) employees of the school, (2) employees of the charter holder, (3) members of the governing body of the school, or (4) directors, officers, partners or board members of the charter holder.
- Transfer scholars moving from one Leman school to another Leman school.

After capacity is reached, applicants will be selected through the lottery process and placed on a waitlist in the order they were selected.

Parents/guardians will be notified by February 1st as to the results of the lottery. This notification will take place via email and/or phone call to confirm an offer of enrollment. Parents/guardians will have 48 hours (two business days) from receipt of notification to accept or decline the offer of enrollment. Parents, after receiving notice of acceptance via email, will then have two weeks to turn in the additional mail-in documents. If the paperwork is not turned in by the two-week deadline, the applicant will be moved to the bottom of the wait list. If an offer is declined, the child's name is removed, and LAE will turn the waitlist to fill the spot.

If an offer is accepted, parents/guardians will have two weeks to complete the additional mail in documents (details below).

Waitlist:

The waitlists at LAE are grade specific. As a spot becomes available, the school will contact the parent/guardian next on the waitlist to offer them the open spot for their child. Parents will have 48 hours (two business days) from receipt of notification of the offer to accept or decline the offered spot. Parents/guardians, after accepting, will have two weeks to turn in the additional mail-in documents, once accepted. If the spot is declined, the child is removed from the waitlist and the parents/guardians of the next scholar on the waitlist will be contacted.

If an application packet is received after the open enrollment deadline, the applicant will be added to the bottom of the waitlist.

The waitlists will not roll over from year to year. For any applicant who was not admitted or who withdraws his/her application, the application form will be discarded.

Enrollment Packet:

The documents listed below will be part of the registration packet. All forms are required to be filled out in full and returned within two weeks of an enrollment offer. Failure to return the enrollment packet in a timely manner constitutes rejection of the offer of enrollment or withdrawal of such acceptance, and the spot will be made available to the next applicant on the waitlist.

- Scholar Registration Form
- Scholar Record Transmittal Request
- Primary Language other than English (PHLOTE) Form
- Colorado Residency Documentation Form or Affidavit of Shared Residency
- Scholar's Birth Certificate
- Immunization Records
- Emergency Contact
- Emergency Information

- Immunization Form

- Administering Medication at School Forms (optional)
- Proof of Residency
- Verification of Scholar Birth Form (K & 1st only)
- McKinney Vento Form

Additional Documents

- IEP or 504 Accommodation Plans
- Custody or Orders of Protection legal paperwork
- Medical Alerts regarding severe health conditions

If these additional conditions do not exist, parents/guardians will need to return the forms and check a box indicating the absence of said conditions.

Entrance Age Requirements for Kindergarten and First Grade:

According to the C.R.S. 22-54-103, a child is eligible for admission to kindergarten if the child is five years of age. A child is deemed five years of age if the child reaches the age of five before October 1 of the current school year

According to the C.R.S. 22-54-103, a child is eligible for first grade if the child is six years of age. A child is deemed six years of age if the child reaches the age of six before October 1 of the current school year.

Non-Discrimination Statement

Leman Academy of Excellence does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities, including in admission and enrollment. Leman Academy of Excellence abides by the procedures mandated by Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA) and will provide eligible scholars with disabilities a free appropriate public education (FAPE), including following Section 504 accommodation plans and Individualized Education Programs (IEPs).

The following person has been designated to handle inquiries regarding non-discrimination policies, including inquiries from parents who suspect disability discrimination in admissions and enrollment.

Name: Brenda Moseley, Director of Scholar Services

Email: bmoseley@lemanacademy.org

Additional information about, or complaints concerning compliance with, service of scholars with disabilities may also be obtained by contacting:

Colorado Department of Education, Exceptional Student Services Unit
1560 Broadway, Suite 1100, Denver, CO 80202, Telephone: (303) 866-6694

United States Department of Education, Office for Civil Rights (<https://www2.ed.gov/about/offices/list/ocr/index.html>)

Cesar E. Chavez Memorial Building, 1244 Speer Boulevard, Suite 310, Denver, CO 80204-3582

Telephone: (303) 844-5695; Facsimile: (303) 844-4303; Email: OCR.Denver@ed.gov

G. Procurement

Any procurement of goods and services shall be made by the Senior Administrator under the guidelines set forth by the board, and all purchases shall be in the best interest of the school, upon considering the totality of the circumstances surrounding the procurement, which may include but is not limited to, price, quality, availability, timelines, reputation and prior dealings.

The school shall not purchase any goods or services from any member of the school board, an immediate family member of any member of the board nor from any entity in which any member of the board or an immediate family member of a board member may benefit from such a procurement, unless authorized by the board after a full disclosure of the conflict of interest or any potential conflict of interest and after the consideration set forth in the above paragraph.

This policy applies to purchases made using non-federal funds. As a condition of the receipt of certain federal funds, federal procurement requirements still apply.

H. School Ceremonies and Observations

The Pledge of Allegiance to the American Flag will be conducted daily to start the school day at LAE. The classroom American Flag is the standard 2' x 3' size approved for use in US schools. Scholars who do not observe the Pledge of Allegiance for religious or other legitimate reasons will not be required to participate in the Pledge of Allegiance at LAE.

I. Birthday Celebrations

Birthdays are an incredible day for our children. It is their day to feel special, loved and cherished.

At LAE we do just that. Every day we celebrate the life of each scholar, but especially on the child's birthday. We sing, we laugh, we recite poetry, we put on crowns and stickers, we blow out pretend candles and we celebrate their life. If you, as a parent or guardian, wish to send in a little something to celebrate you are more than welcome to do so. However, we do not celebrate at school with food. We are asking parents and guardians to send in party favors for classmates in place of cupcakes or other food: decorative pencils, stickers, party treat bags, etc. By doing so, we keep all children safe from allergic reactions and still give the birthday child the satisfaction and joy of bringing in a party treat for their classmates. This also allows the other children to bring a memento home to share about their day and talk about their new friends. If you choose to send in party invitations to be passed out at school, please invite every child of one gender to the party. We slip these into their homework folders to go home.

J. Holiday Celebrations

LAE celebrates our holiday traditions, as well. We enjoy holiday celebrations. Which holiday will be celebrated will be based upon the makeup of each classroom and by the LAE administration. Store bought food with ingredient labels are included in these celebrations.

If your family does not celebrate birthdays and/or other holidays, please inform the classroom teacher. We will honor your beliefs and ensure that your child is appropriately taken care of with an alternate activity during the celebrations.

K. Health Guidelines

LAE purposes to keep our scholars safe and healthy. In an effort to do so, we have guidelines to support your decisions for your child's health that may affect all scholars at LAE.

Immunizations: State Law mandates that children entering school must have a current record of immunization status.

Medications: For the safety of all children, we ask that medications be administered through the Health Office. Please do not send your child to school with over the counter medications in their backpack. In order to administer any medication to your child the school nurse/health coordinator must have written permission from a healthcare provider AND a parent/guardian. The medication must be in the original container.

Illness: When a child is ill, they struggle to learn. Scholars should not come to school if they have an active fever, rash, vomiting or diarrhea.

- Any scholars who vomit, has diarrhea or has a fever over 100 degrees will be sent home.
- All scholars who have had a communicable disease should talk with the school nurse/health coordinator prior to returning to class.
- Scholars should also be kept at home if they have Pink Eye, Strep Throat, Impetigo, Ringworm, Head Lice or Chicken Pox unless the child has been medically treated and has been cleared by a physician or is symptom free.

Communication: Please make sure that all parent and emergency contact information are always kept up to date with the school office. This information is critical for good communication between parents and school staff. Please contact the school nurse/health coordinator-with any health concerns that may impact your child's learning or the learning of others.

L. Conduct of Visitors/General Public on School Property Policy

The definition of *general public* is anyone who does not come under the definition of scholar, faculty member, staff member, or employee.

- All visitors, parents, guardians, etc. who visit the school for any reason (i.e. volunteering in the classroom, observation, meeting with school staff, etc.) are required to enter the school through the main/front doors, report to the school office, sign in, present identification, and wear a visitor badge at all times. In order to ensure the safety of the

campus community, entrance to the school through other entrances is not permitted by visitors.

- No person shall visit or observe a classroom or other School activity, nor shall any person come upon or remain upon School premises, without prior approval by the Principal or the Principal's authorized representative. Nor shall any person conduct or attempt to conduct any activity on School premises without prior approval by the Principal or Principal's authorized representative.
- Any member of the general public considered by the Principal, or a person authorized by the Principal, to be in violation of these rules shall be instructed to leave School property.
- Persons who engage in disorderly conduct of any kind may be subject to removal and exclusion from the School.
- No person shall possess or engage in the use of medical marijuana on School property or at school-sponsored events.

No person shall engage in conduct that may cause interference with or disruption of an educational institution. Interference with or disruption of an educational institution includes any act that might reasonably lead to the evacuation or closure of any property of the educational institution or the postponement, cancellation or suspension of any class or other school activity. For the purposes of this policy, an actual evacuation, closure, postponement, cancellation or suspension is not required for the act to be considered interference or disruption.

A person commits interference with or disruption of an educational institution by doing any of the following:

- Intentionally, knowingly or recklessly interfering with or disruption of the normal operations of the School by either:
 - Threatening to cause physical injury to any employee or scholar of the School or any person on the property of the School.
 - Threatening to cause damage to the School, the property of the School, or the property of any scholar or employee of the School.
- Intentionally or knowingly entering or remaining on the property of the School for the purpose of interfering with or denying lawful use of the property to others.
- Intentionally or knowingly refusing to obey a lawful order given by the Principal, Director of Operations, or another person designated to maintain order at the School.

The above identified acts need not be directed at a specific individual, the School, or specific property of the School to constitute a violation of this policy. Restitution for any financial loss caused by a violation of the policy may be required. Furthermore, an individual who interferes with or disrupts an educational institution is subject to misdemeanor charges as provided in C.R.S. § 18-9-109.

A person may also interfere with or disrupt the operation of the School by committing any of the following:

- Any conduct intended to obstruct, disrupt, or interfere with teaching, research, service, administrative, or disciplinary functions or any activity sponsored or approved by the School Board.
- Physical or verbal abuse or threat of harm to any person on property owned or controlled by the School or at school-sponsored functions.
- Forceful or unauthorized entry to or occupation of School facilities, including both buildings and grounds.
- Illicit use, possession, distribution, or sale of tobacco, alcohol, or drugs, other controlled substances, or other illegal contraband on School property or at school-sponsored functions.
- Use of speech or language that is offensive or inappropriate to the limited forum of the public school educational environment.
- Failure to comply with the lawful directions of School officials or of law enforcement officers acting in performance of their duties, and failure to identify oneself to such officials or officers when lawfully requested to do so.
- Knowing violation of a School rule and/or Policy. Proof that an alleged violator has a reasonable opportunity to become aware of such rules and regulations shall be sufficient proof that the violation was done knowingly.
- Any conduct constituting an infraction of any federal, state, or city law or policy of the School Board.
- Carrying or possessing a weapon on School grounds unless the individual is a peace officer or has obtained specific authorization from the appropriate School administrator.

M. Private Service Providers

A private service provider is a provider employed by the parent or guardian of a scholar or by a third-party agency which provides direct services to a scholar.

The District has limited time to provide a rigorous education and related services to its scholars. Additionally, the visitation of scholars at school by external agencies and service providers presents space and supervision requirements which are difficult for schools to meet. For these reasons, visits by representatives of external agencies and private providers, whose presence is not specific to classroom support or at the school's request and who are seeking to provide services or treatment to scholars while at school, are prohibited.

This restriction does not apply to law enforcement personnel, Department of Child Safety caseworkers, or visitors invited by the teacher or school principal.

Visits by private service providers for the sole purpose of observation can be permitted by the school principal.

N. Service Animals

Service animal means any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. Service animal does not include other species of animals, whether wild or domestic or trained or untrained.

LAE does not discriminate against individuals with disabilities who use service animals if the work or tasks performed by the service animal are directly related to the individual's disability. Work or tasks include assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing nonviolent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities and helping individuals with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort or companionship do not constitute work or tasks.

Individuals with disabilities shall be permitted to be accompanied by their service animal in all areas of the School's facilities where members of the public, participants in services, programs or activities, or invitees are allowed to go. A service animal may be excluded from the School if one or more of the following apply:

- The animal poses a direct threat to the health or safety of others.
- The animal fundamentally alters the nature of the School, services or activities provided.
- The animal poses an undue burden.

A service animal shall be under the control of its handler. A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash or other tether or use of the harness, leash or other tether would interfere with the service animals' safe, effective performance of work or tasks, in which case the service animal must be under the handler's control. The School shall not be responsible for the training, feeding, grooming. The School must approve any person who is authorized by the owner to assist in care and supervision of the service animal while on school property.

A request for an individual with a disability to be accompanied by a service animal must be submitted to the Principal at least three (3) school days prior to bringing the service animal to school or to a school function. Forms are available by contacting the School Office.

Service dog requests must provide proof of the following vaccinations: DHLPPC (distemper, hepatitis, leptospirosis, parainfluenza, parvovirus, and coronavirus) bordatella, rabies. Miniature horse requests must provide proof of the following vaccinations: Equine Infectious Anemia (Coggins Test), rabies, tetanus, encephalomyelitis, rhinoneumonitis, influenza, and strangles.

All service animals must be: spayed or neutered; treated for and kept free of fleas and ticks; and kept groomed to avoid shedding and dander. Owners of the service animal are liable for any harm or injury caused by the animal to scholars, staff, visitors, and/or property.

VI. SCHOLAR INFORMATION

A. Scholar Code of Conduct

Administration, Faculty and Staff of LAE Expect our Scholars will:

1. **Be polite and courteous.** Scholars who communicate in an acceptable tone of voice using an acceptable choice of words are polite and courteous. Scholars are expected to treat others as they would like to be treated themselves.
2. **Be caring toward others.** Scholars who are caring will express gratitude, kindness, compassion and forgiveness toward others and will help others in need.
3. **Be responsible.** Scholars who bear responsibility for their own conduct and take responsibility for making up any missed work promptly when absent from school are demonstrating responsibility.
4. **Be respectful.** Scholars who respect the school's atmosphere of learning by being prepared and punctual show respect toward their classmates and teacher. Scholars are expected to show respect for self, others and property. Each scholar will be expected to cooperate with and respect the faculty and staff, including teachers, office staff, administrators and any other people working in the school.
5. **Be attentive to others.** Scholars who follow directions when they are given as well as follow all requests made by adults on the premises with a positive attitude are being attentive and respectful to that individual.
6. Scholars are expected to adhere to the dress code.
7. Scholars are expected to follow all classroom, lunchroom, playground procedures and routines.
8. Scholars are expected to follow school procedures when participating in school related events.
9. Scholars may not use threats or intimidation against any other person. No harassment or bullying will be permitted at LAE.
10. Scholars are expected to respect the health and safety of others as well as safety rules and procedures.
11. Scholars are to be dismissed by the teacher, not the bell or the clock.
12. Scholars may not bring an electronic device (iphone, games, tablet, CD player, etc.) to school unless given permission by their teacher to be used for class. Smart watches are also not permitted at school.
13. Scholars are not permitted to leave the school grounds without permission.
14. Scholars are expected to be trustworthy. Scholars who are trustworthy are honest, reliable and dependable and will keep promises and follow through on their word.

Finally, our scholars are expected to be good citizens toward one another. Citizenship is accepting the responsibility to contribute to the greater good of the community. Good citizens cooperate, respect authority and follow any established rules and laws.

B. HABITS of the MIND & HEART

Education is a Discipline, the Importance of Instilling Good Habits...

“Sow a thought, reap an action; sow an action, reap a habit; sow a habit, reap a character.” – Charlotte Mason

“‘Sow a habit, reap a character.’ But we must go a step further back, we must sow the idea or notion which makes the act worth while.” - Charlotte Mason

“The habits of the child produce the character of the man.” – Charlotte Mason

HABITS...tracks for a train

Without a doubt Charlotte Mason’s favorite analogy with regard to habits is that they are similar to tracks for a train. The same way that it is easier for the train to stay on the tracks than to leave them, so it is for the child to follow lines of habit carefully laid down than to run off these lines. Because habits are so powerful, Charlotte Mason tried to emphasize to educators that it is our responsibility to lay down these tracks.

There is no need to be overwhelmed. The formation of habit is not too much work. Charlotte Mason considered habit a delight in itself, and the training in habits becomes a habit for the educator. The choice is ours. As Miss Mason put it, “The educator who takes pains to endow her scholars with good habits secures for herself smooth and easy days; while she who lets their habits take care of themselves has a weary life of endless friction with the children.”

1. Habit of Attention

Charlotte Mason once asked a very important question, “Do you want the child to remember? Then secure his whole attention.” Her definition of attention is not a partial attempt to concentrate. Rather, she said for “the whole mental force is applied to the subject in hand. This act of bringing the whole mind to bear, may be trained into a habit at the will of the teacher or parent, who attracts and holds the child’s attention by means of a sufficient motive.”

2. Habit of Best Effort

Educators need to emphasize the importance of their scholars doing the work. Especially if a scholar is new to school and/or a structured learning environment and is used to having more of an unstructured environment in which he/she could do things at their leisure (e.g. an academic institution with lower standards). Educators may need to have a short talk with these scholars about what they can and should do for themselves — and that’s putting forth their best effort and why it’s so important.

3. Habit of Responsibility

Training for responsibility is, in some senses, the more important focus of a reputable school. Our scholars need adequate knowledge, but even more, they need good character to prepare them for adult life. Responsibility is one of the most important elements of good character.

Scholars even at the youngest age must be taught by educators and parents the value of being responsible. Being so is never that easy because foolishness is often within a child. But remember, an educator's fine example is a powerful tool in teaching their scholars to be responsible. So it is your responsibility to teach them this valuable quality. When they enter school, teach them to view their school assignments as an important responsibility they should take care of.

Finally, if your world-view is that everyone should contribute to the wellbeing of all, no matter their ages and ability levels, your attitudes, actions and expectations will reflect that, and your young scholars will begin to learn the value of responsibility.

4. Habit of Respect

Demonstrate Respectful Behavior. "We don't generally give our scholars the kind of respect that we demand from them," says Jerry Wyckoff, a psychologist and the coauthor of *Twenty Teachable Virtues*. "We get confused because often, our upbringing makes us equate respect with fear. Instead, we need to begin by *listening*. It can be hard to wait patiently for a young person to have his say, but it's worth it. Get down on his level, look him in the eye, and let him know you're interested in what he's telling you. It's the best way to teach him to listen to *you* just as carefully.

Teach polite responses. Scholars can show caring and respect for others through good manners. As soon as a young person learns he can communicate verbally he needs to also learn through the years to say "please" and "thank you." We need to explain to our scholars that people would rather help them when they're polite to them. Remember, being respectful will work better than lecturing to young people. Say "please" and "thank you" regularly to the scholars, and they'll learn that the phrases are part of normal communication, both within your class and around school and home.

Set parameters. "One of the best ways to demonstrate respect is to be both kind *and* firm in your discipline," says Jane Nelsen, an education specialist. "Being kind shows respect for the scholars, and being firm shows respect for what needs to be done."

C. GROWING THE HAND THE MIND – Discipline Policy

Our Mission

LAE offers a rigorous, Classical Education, based on the traditions of Western culture where all disciplines are interrelated, allowing scholars the ability to think independently and critically. We purpose to partner with supportive parents, pursue excellence, provide a safe and challenging environment, and instill morals and values in order to produce tomorrow's leaders today.

One of LAE's core values states, "We believe that parents have the ultimate responsibility for the education of their children. We serve as an extension of the home, partnering with parents and serving families in the intellectual, social, emotional and ethical development of their children. Parental support is essential to the success of educating young people with a classical approach to education. Teachers, administration and parents must work together to make sure that scholars' learning takes place in both the school and the home." LAE's role is to partner with parents/guardians in the development and education of their child, not to replace them. It is a partnership based on authentic communication and mutual support, focusing on the scholar's

character development, the greater good, and the success of the entire learning community.

Therefore, parents/guardians are expected to support the school in this key formational element. When a scholar's behavior is inappropriate, LAE will communicate with parents and seek to partner with them to ensure the continuing growth in their scholar's character development.

It is the scholar's responsibility to adhere to the conduct standards set forth by the school and society. When scholars fail to meet standards, it is necessary and appropriate for the school to take disciplinary action. Situations are addressed when scholars fail to live up to stated responsibilities. When implementing this policy, the school administration shall be governed by the foundational principles below.

While LAE focuses on encouraging the scholar and utilizing relational discipline and natural consequences in the disciplinary process, LAE reserves the right to impose significant consequences, as necessary to ensure we are aligned with standards set forth by governing authorities and to maintain instruction free of disruptions and behaviors that impede or interfere with the learning and safety of other scholars. LAE administration reserves the right to impose disciplinary consequences, including where appropriate, using a progressive discipline model, up to and including expulsion.

Foundational Character Attributes

We believe that education is not just about training the mind with knowledge, but also training the heart. A scholar's relationship with fellow scholars, parents and teachers should be one of thoughtfulness, respect and accountability. Key virtues that are fostered include caring, good citizenship, perseverance, respect for authority and others, responsible stewardship, and trustworthiness:

1. **CARING** – Caring is being interested, concerned or empathetic about someone or something. Caring people express gratitude, kindness, compassion and forgiveness. Caring people will help others in need.
2. **CITIZENSHIP** – Citizenship is accepting the responsibility to contribute to the greater good of the community. Good citizens cooperate, respect authority, and obey rules and laws. Good citizens stay informed, vote, and are responsible, caring participants in school and local, state and global communities.
3. **PERSEVERANCE** – Perseverance is working hard to set and achieve personal goals, learning from failure, and following through with any undertaking to the end. People who persevere demonstrate commitment, pride and a positive attitude in completing tasks.
4. **RESPECT** – Respect is recognizing other people's feelings, opinions, or possessions. It is an attitude that you display every day. When you treat others with respect, you accept differences, use good manners, and deal peacefully with anger, insults and disagreements. Respectful people show high regard for authority, other people, self and country.
5. **RESPONSIBILITY** – Responsibility is taking control of your actions and your obligations. It also means taking ownership for something that is your fault, holding yourself accountable for decisions and actions rather than pointing the finger at someone else. It means having a sense of duty to fulfill tasks with reliability, dependability and commitment. It includes self-discipline and work ethic; when you are responsible, you always do your best. Responsible

people will think before they act, and consider the consequences.

6. **TRUSTWORTHINESS** – Trustworthiness is being reliable, keeping promises and following through on your word. Trustworthy people are honest and have the courage to do the right thing.

Discipling With Vitamin “E” and Vitamin “N”

Discipline, as defined by Merriam-Webster, is training that corrects, molds, or perfects the mental faculties or moral character. The Latin root of discipline is disciple which means to teach. Therefore, the goal of discipline involves the parents/guardians and the school partnering together in order to teach, mold and correct our scholars with the purpose of growing both their hearts and minds.

We embrace the philosophies of Dr. Kevin Leman concerning Relational Discipline and Child Development. He values Vitamins E and N for every child: “E” for Encouragement and “N” for No. All children need to receive encouragement and to be told “no” when appropriate.

The LAE Discipline Policy reflects who we are as an organization and remains compliant with the legal mandates of school discipline. We believe it to reflect:

- **Our Mission:** Consistent with the values we pursue in our mission statement.
- **Core Values:** Academic Excellence, Partnering with Families and Children & Learning
- **Relational Discipline:** highlighting the parent-teacher-scholar relationship to bring out the best in the child. Teachers and scholars developing meaningful relationships will only increase the scholar’s sense of belonging to the school.
- **Core Beliefs:**
 - Life lessons, accountability, responsibility and discipline are taught through natural consequences, rather than “punishment”.
 - Developing positive relationships is based on the Golden Rule – “Treat others as you would want to be treated yourself”.
- **School Operation:**
 - Learning is fun in a safe, interactive, vibrant and challenging environment.
 - Everyone has the responsibility to contribute to the greater good of the school community.
 - Recognizing the value of discipline policies and procedures in order to meet the Mission of our school for all stakeholders.

Levels of Misconduct and Discipline

LAE uses the model of relational discipline as espoused by Dr. Kevin Leman. LAE is a learning environment that willingly engages and embraces parents in the educational process, highlighting the parent-teacher-scholar relationship to bring out the best in the child. LAE is founded on the key principles that parental partnership and relational discipline are essential in maximizing the scholar’s educational experience. Therefore, the below Levels of Misconduct are always within the confines of both principles.

LEVEL 1 Misconduct

Level 1 misconduct is dealt within the setting the behavior took place in. Staff discretion regarding natural consequences and/or referral to administration or communicating with

parents is afforded. If a pattern of Level 1 misconduct develops, it escalates the misconduct to a Level 2 and is dealt with accordingly.

Examples (not limited to):

- Dress Code
- Minor class disruption
- Dishonesty
- Disrespect to staff, scholars, visitors and property (first incident)
- Rough Playground play
- Inappropriate Display of Affection
- Profanity and/or inappropriate language or gestures
- Insubordination
- Irresponsible in learning: incomplete homework, lack of effort and attentiveness, loitering in halls/bathrooms

Level 1 Natural and Logical Consequences - Responsible Party: Teacher/Staff Member

Natural consequences occur without any enforcement on the part of the adult. Often, allowing the natural consequence to occur will prevent a teacher/scholar argument and the child will learn the right lesson. Logical consequences involve action taken by the adult.

Level 1 misconduct will result in a scholar filling out a Habits of the Heart Reflection Form and Level 1 teacher-given consequences. The teacher will keep a copy of the form in the scholar's folder.

Examples of Redirection and/or Consequences for Level 1 (not limited to):

- Friendly Reminder
- Use of Proximity - get closer to scholar
- Use the "Thinking Chair" (set amount of time)
- Practice following directions on Scholar time (Recess, lunch, specials, etc.)
- Go to "Buddy Teacher" classroom
- Make up wasted time, during scholar time.
- Uniform violation results in loss of dress down
- Create plan for behavior refinement on scholar's own time
- Make up missed work due to tardies, on scholar own time
- Complete incomplete homework, receive no credit

****The list contains just a few of the possible consequences for Level 1 Misconduct. Consequences for Level 1 misconduct are given at the sole discretion of the administrator, teacher or administrator designee. ****

LEVEL 2 Misconduct

Level 2 misconduct will result in a referral to school administration and consequences will be assigned accordingly. Parents/Guardians will receive communication regarding Level 2 misconduct.

Examples of Level 2 Misconduct (not limited to):

- Level 1 misconduct with staff referral
- Inappropriate clothing
- Defacing school property and/or equipment
- Plagiarism (Grades K – 4th)
- Racial slurs or derogatory comments
- Pattern of Rough-housing: pushing, shoving, wrestling
- Pushing and shoving with the intent to harm
- Defiance
- Theft (first incident)

- Forgery
- Misconduct during events that include community participation

Level 2 Natural and Logical Consequences- Responsible Party: Administration

Level 2 misconduct will result in administrative referral, scholar filling out a Habit of the Heart Reflection Form, scholar calling home to inform parent of misconduct, and a Level 2 consequence. The teacher will supply all previous documentation to administration and he/she will keep a copy of all documentation in scholar folder.

Examples of Consequences for Level 2 (not limited to):

- Any Level 1 consequence for an extended period
- Community service
- Restorative circle
- Refocus room (not to exceed 2.5 hours)
- In-school Suspension
- Short-term out-of-school suspension (1-2) days

****The list contains just a few of the possible consequences for Level 2 Misconduct. Consequences for Level 2 misconduct are given at the sole discretion of the administrator, teacher or administrator designee****

When a pattern of behavior is developing, the scholar may be referred to the RTI team to consider ways to support the scholar and provide appropriate interventions.

LEVEL 3 Misconduct

Level 3 misconduct will result in an IMMEDIATE referral to school administration and inquiry completed by administration designee to verify misconduct and determine consequence. Scholar, in the presence of an administrator, will call parent/guardian to inform of misconduct and possible consequence.

Examples of Level 3 Misconduct (not limited to):

- Level 1 and/or Level 2 misconduct with staff referral or pattern of misconduct
- Fighting
- Physical Aggression toward another
- Cheating on an exam or major assignment
- Defiance (significant display of)
- Use of vulgarity/swearing
- Plagiarism (Grades 5th – 8th)
- Theft of significant value or pattern developing
- Vandalism
- Safety Concern of a dangerous nature
- Sexual behavior or intimations of such

Level 3 Natural and Logical Consequences- Responsible Party: Administration

Level 3 misconduct will result in IMMEDIATE administrative referral, scholar filling out a Habit of the Heart Reflection Form, scholar calling home to inform parent of misconduct, and a Level 3 consequence. The teacher will supply all previous documentation to administration and they will keep a copy of all documentation in scholar folder.

Examples of Consequences for Level 3 (not limited to):

- *In-School suspension*
- *Short-term out-of-school suspension (3-5) Days*
- *Behavior contract upon return (at discretion of Principal)*
- *Restorative action: community service or financial contribution*

****The list contains just a few of the possible consequences for Level 3 Misconduct. Consequences for Level 3 misconduct are given at the sole discretion of the administrator, teacher or administrator designee and should be progressive in nature. ****

Level 4 Misconduct

Level 4 misconduct will result in an immediate referral to school administration and requires immediate investigation and possible law enforcement involvement, long-term suspension or expulsion.

Examples of Level 4 Misconduct (not limited to):

- *Possession of a Weapon*
- *Endangerment or Aggravated Assault*
- *Physical and Verbal Abuse of School Employee*
- *Arson/Explosive Devices*
- *Bomb Threats or any threat that impedes and/or disrupts the educational process*
- *Bullying: Physical, Verbal, Emotional, Cyber or Sexual*
- *Intimidation*
- *Sexual Harassment of any school community member*
- *Harassment of any school community member based on gender, sexual orientation, race, religion or ethnicity*
- *Possession of Illegal Substances*
- *Use of Illegal Substance on School property*
- *Intent to Sell or Distribute Illegal Substances*

Level 4 Natural and Logical Consequences- Responsible Party: Administration

Level 4 misconduct will result in IMMEDIATE administrative referral, scholar filling out a Habit of the Heart Reflection Form, scholar calling home to inform parent of misconduct, and a Level 4 consequence. The teacher will supply all previous documentation to administration to be kept in scholar folder.

Examples (not limited to):

- *Short-term suspension (5-10 days)*
- *Long-term suspension (11 or more days)*
- *Expulsion*

****The list contains just a few of the possible consequences for Level 4 Misconduct. Consequences for Level 4 misconduct are given at the sole discretion of the administrator, teacher or administrator designee****

Academic Dishonesty Policy

1. Academic honesty and integrity are principles upon which an academic community is based. Scholars are expected to do their own work and give credit to the originator of the ideas when using the thought or work of others. Scholars should understand what style

of assignment is acceptable to teachers and should be aware of the conditions under which collaboration is allowed.

2. By being accepted into LAE, every scholar agrees to abide by an Honor Code that embraces honesty, truth and integrity. Examples of Honor Code violations include, but are not limited to: plagiarism, or cheating.
3. A teacher or staff member who suspects a scholar of academic dishonesty must discuss the situation with administration, either the Vice-Principal or Principal. A decision will be made based upon the discussion and the evidence as to whether academic dishonesty has occurred.

Academic Dishonesty. Scholars who engage in academic dishonesty are subject to the following disciplinary action:

1st Offense

- a. With intentional dishonest conduct (vs. careless), the scholar will receive a numerical grade of 50%, which constitutes a final grade of F, on any document containing false information (e.g., homework assignments, test, quiz, lab reports, etc.) The administrator will be given latitude regarding the consequence when the dishonest conduct appears to be of a careless nature.
- b. His/her custodial parents/legal guardian will be notified of the Honor Code violation.

2nd Offense

- a. The scholar will receive a numerical grade of zero (0%) on any document containing false information.
- b. Both the teacher and administration will meet with his/her custodial parents/legal guardian to discuss the Honor Code violation.
- c. The scholar will be ineligible to participate in any extra-curricular activities including: Sports, Honor Choir, After School Program Offerings, etc. for the remainder of the semester.

3rd Offense

- a. The scholar will receive a numerical grade of zero (0%) on any document containing false information.
- b. Administration will meet with his/her custodial parents/legal guardian to discuss the Honor Code violation.

Administration shall decide on all cases of academic dishonesty that includes a 3rd Offense, including the decision to withdraw a scholar academically preceded by due process procedures used for short-term or long-term suspension or expulsion

NOTE: The custodial parents/legal guardian of a scholar who has committed a 3rd Offense related to academic dishonesty may appeal the administration's decision in writing to the Principal within five (5) calendar days.

HARASSMENT AND BULLYING

LAE will employ the following definition for harassment and bullying: systematic and/or continued unwanted and annoying actions by a person or group targeting a specific person or persons, including threats and demands. This behavior includes, but is not limited to, verbal, physical, or sexual harassment. All forms of harassment and bullying are strictly prohibited and result in severe disciplinary consequences. Behavior must meet these criteria to be defined as harassment and bullying:

- Systematic and/or Continued: A first offense qualifies as physical or verbal abuse, not harassment, and may be considered a Level 2 Misconduct. If the offenses continue, severe disciplinary consequences may ensue.
- Unwanted and Annoying: The victim must inform a staff member of the first offense and

that he/she considers the offense to be bullying the staff member must immediately report this to the Principal. The incident must be documented on the Bullying/Harassment Report Form with documentation of the investigation. As a result, the Principal decides upon the Level of Misconduct based upon her/his conclusion from the investigation and assigned the appropriate Level of Misconduct and aligned consequences.

- Staff members make every effort to ensure the confidentiality of a scholar who reports misconduct by a classmate, and invoke appropriate sanctions against any scholar who responds to another in a retaliatory manner.

In-School Suspension

In-school suspension is a disciplinary consequence designed to remove all distractions so that the child can focus strictly on academics. The parents will be notified when the decision to invoke in-school suspension is made. A parent/guardian may be expected to come to school for a conference within 48 hours if his/her child is placed on in-school suspension. The length of the in-school suspension is directly related to: (1) the nature of the offense, and (2) whether the scholar has taken responsibility for his/her actions,

A scholar on ISS will not be permitted to:

- Attend field trips
- Eat lunch in cafeteria
- Attend class with peers
- Participate in recess, PE, Art, Music or Language class
- Participate in after-school sports, music, or enrichment programs

Procedures for Short Term Suspensions

A short-term suspension is a denial to a scholar of the right to attend school and to take part in any school function for any period up to and including ten school days.

Step 1: The scholar will receive notice, written or oral, of the alleged misconduct, and a summary of the evidence of the alleged misconduct.

- After having received notice, if the scholar denies the misconduct, he/she will be given an opportunity to explain his/her perspective on the situation.

Step 2: Authorized School personnel may:

- Suspend the scholar for up to ten (10) days.
- Choose other disciplinary alternatives.
- Exonerate the scholar.
- Suspend the scholar for ten (10) days pending a recommendation that the scholar be given a long-term suspension or expulsion or both.

When suspension is involved:

- A parent must be notified before the scholar can leave campus. If no parent contact can be made, the scholar may be isolated until dismissal time and then given a written message to the parents.
- A letter to the parents will be written within a reasonable time to explain the terms (including the possibility that a long-term suspension and/or expulsion is being recommended) and reasons for the suspension and to request a meeting prior to the scholar returning to school.

No appeal is available from a short-term suspension.

Procedures for Long-Term Suspensions and Expulsions

A long-term suspension is a denial to a scholar of the right to attend school and to take part in any school function for any period equal to or exceeding eleven consecutive school days. An expulsion is the denial to a scholar of the right to attend school and to take part in any school function permanently.

If a scholar commits an offense that warrants long-term suspension or expulsion, the following will occur:

- If the misconduct creates a continuing danger to persons or property, or presents an ongoing threat of disruption, the scholar may be immediately removed from class and/or school, with the due process procedures below to follow as soon as possible.
- The school sets a hearing date and designates a Hearing Officer, who was not involved in the investigation of the alleged misconduct.
- The scholar and/or his parent/guardian are:
 - Notified in writing of the charges and the grounds which, if proven, would justify long-term suspension or expulsion.
 - Notified of the date, time, and place of the hearing, and the name and contact information of the Hearing Officer.
 - Provided a summary of the evidence against the scholar an oral or written summary of the facts to which each witness will testify;
 - Notified of his or her right to be represented by legal counsel (at the scholar's/parent's own expense).
 - Provided an opportunity at the hearing to present evidence and question witnesses. The names of any witnesses the scholar intends to present, along with a summary of their anticipated testimony, and a summary of any evidence to be presented must be disclosed to the school in advance of the hearing.
- After hearing the case, the Hearing Officer issues a written decision to be sent to the scholar, the parent/guardian, the school's Board of Trustees, and, absent reversal on appeal, to be maintained the scholar's permanent record.

Right of Appeal

- Any scholar who is expelled or given a long-term suspension (more than 10 consecutive, school days) has the right to appeal the decision in writing to the LAE Board Chair within 5 calendar days of the date of expulsion. The appeal must describe the specific reasons that justify overturning the Hearing Officer's decision. The school administration may provide a written response to the appeal, for consideration by the Trustee subcommittee.
- During the pendency of any appeal, the scholar will remain suspended or expelled.
- Any appeal is considered by the LAE Disciplinary Committee, consisting of one or more Board member(s), designated by the Board Chair. The LAE Disciplinary Committee may rule on the appeal, based solely on the written submission, or, at its discretion, may allow the scholar to address the LAE Disciplinary Committee orally. No new evidence may be presented on appeal. The decision of the LAE Disciplinary Committee will be communicated to the scholar and is final.

Special Notes Concerning Suspension

Counting of Suspension Days

Suspension days shall be counted as follows:

- The day the scholar left school should be counted as a part of the suspension, provided he/she was denied class participation before 12 noon of that day.
- The suspension shall terminate at midnight on the day listed as the last day of suspension.
- Times when school is not officially scheduled are not to be counted as part of the suspension time. (Should school be cancelled for any reason during a scheduled suspension day, the suspension will lengthen to include the time school was actually in session.)

Make Up Work for Suspension

It is the responsibility of the parent/guardian to contact the school and make arrangements for the receipt and return of all assignments. **OMIT: All work completed during a suspension will receive a 10% deduction of grades.** In the case of long-term suspensions, unless other arrangements are made, teachers are to give work in two-week increments, and scholars must complete and return work before receiving additional work. All IDEA mandates will be followed for scholar with disabilities.

Participation at School and School Related Activities

Scholars who have been suspended from school shall not be eligible to participate in any school functions for the entire period of their suspension.

SUSPENSION / EXPULSION OF SCHOLARS WITH DISABILITIES (Qualifying under IDEA or Section 504)

Generally, all scholars, including scholars with disabilities, should expect to be disciplined according to the same standards of conduct and due process procedures. Scholars with disabilities, however, are provided certain procedural safeguards defined by state and federal law. The following disciplinary procedures for scholars with disabilities will be interpreted and applied so as to comply with the requirements of federal and state law, and supersedes any conflicting procedures applicable to scholars without disabilities.

I. Short Suspension

A. Short Suspensions for up to Ten Cumulative School Days

1. A short suspension may be imposed on a scholar with a disability for up to ten cumulative school days in one school year, in the same manner as such suspensions may be imposed on scholars without disabilities.

Exceptional Scholar Services need not be provided during short suspensions of ten cumulative school days or less. A school administrator will impose such short suspensions in compliance with the disciplinary procedures applicable to scholars without disabilities. In addition:

2. The school administrator should report short suspensions to the scholar's ESS teacher. The ESS staff will consider whether behavioral supports are needed to address or improve patterns of behavior that impede learning, and may consider whether it is appropriate to schedule an IEP meeting to conduct a functional behavioral assessment (FBA) and develop a

behavioral intervention plan (BIP) or, if a BIP exists, to review and modify it, if appropriate, to address the behavior.

B. Short Suspensions for More Than Ten Cumulative School Days

1. Change of Placement Determination

A series of short suspensions totaling more than ten, cumulative school days in a school year will not be imposed on a scholar with a disability if the actions would constitute a change of the scholar's educational placement under IDEA. Accordingly, a short suspension in excess of ten cumulative school days in a school year may be imposed only if the school administrator, after reviewing the scholar's misconduct, disability, and disciplinary history, and in consultation with ESS staff, determines that the proposed short suspension would not constitute a change of the scholar's educational placement. The school administrator must find that a series of short suspensions is a pattern of removals that constitutes a change of placement if all of the following apply:

- a. The suspension is one of a series of short suspensions that would total more than ten school days in a school year;
- b. The scholar's behavior is substantially similar to the scholar's behavior in previous incidents that resulted in the series of short suspensions that would total more than ten school days in a school year; and
- c. The length of the short suspension, the total amount of time that the scholar has been suspended, and the proximity of the suspensions to one another, or other factors reflect a pattern indicating that a change of educational placement would result from the suspension.

If a series of short suspensions does not constitute a change of placement, but does result in more than ten cumulative school days of suspension in a school year, school personnel, in consultation with at least one of the child's teachers, must—beginning on the eleventh, cumulative day of suspension—provide services that enable the child to continue to participate in the general curriculum, and to progress toward meeting the goals set out in his/her IEP, albeit in another setting.

If a series of short suspensions constitutes a change of placement, disciplinary action, if any, may be taken only in accordance with sections II or III below.

II. Long Suspension or Expulsion/Alternative Educational Placement

A scholar with a disability may receive a long suspension or may be expelled (i.e., receive alternative services in an alternative educational setting) pursuant to the following procedures:

A. Manifestation Determination Review

Before a scholar with a disability receives a long suspension, expulsion, or a series of short suspensions that would constitute a change of placement,

a Manifestation Determination Review must be conducted to determine whether the scholar's misconduct is a manifestation of his/her disability. A school administrator, the parent(s) and relevant members of the IEP team (as determined by the school and parent(s)), will meet to conduct the Manifestation Determination Review within ten days after the decision has been made to impose a long suspension or an expulsion.

B. Procedures for the Manifestation Determination Review

1. The ESS staff or designee will mail or deliver notice of the date, time, and location for the Manifestation Determination Review to the scholar and parent at least 24 hours prior to the scheduled time of the meeting, and will provide notice to all other relevant members of the IEP team who are required to attend the Manifestation Determination Review.
2. The ESS staff or designee will preside at the meeting.
3. The school administrator will describe generally the scholar's alleged misconduct and proposed disciplinary action, and the school psychologist or other qualified individual will describe the behavioral characteristics of the scholar's disability.
4. The Manifestation Determination Review will consider relevant information in the scholar's file, including the scholar's IEP, teacher observations, and any relevant information provided by parent. Any person attending the Manifestation Determination Review, including the scholar and parent, may provide input concerning the relationship between the alleged misconduct and the scholar's disability.
5. After presentation of all information, the IEP team will determine whether the alleged misconduct is a manifestation of the scholar's disability, as defined in this policy.

C. Discipline if Misconduct Is Not a Manifestation of the Scholar's Disability

If the misconduct was not the manifestation of the scholar's disability, the school may proceed with the disciplinary process for a long suspension or an expulsion/alternative educational placement, *with the following caveats*:

1. If the scholar receives a long suspension or is expelled, the school must continue to provide educational services so as to enable the scholar to participate in the general curriculum, although in another setting, and to progress toward meeting the goals of the scholar's IEP. The nature and extent of such services, as well as the alternative setting, is determined by the IEP team.
2. The IEP team must conduct a functional behavioral assessment (FBA) and develop a behavioral intervention plan (BIP), or review and modify any existing BIP, to address the scholar's behavior.

D. Review of Placement if Misconduct is a Manifestation of the Scholar's Disability

If the scholar's behavior is determined to be a manifestation of his/her disability, the disciplinary process will end; the scholar will be returned to the placement from which he/she was removed; and the IEP team will promptly reconvene to:

1. Conduct a functional behavioral assessment (FBA) and develop a behavioral intervention plan (BIP), or modify any existing BIP, to address the scholar's behavior.
2. Review the scholar's current educational placement to determine whether it is appropriate in light of the scholar's behavior.
3. Review the setting for the scholar's educational services to determine if reassignment to another setting is appropriate in light of the scholar's behavior.

III. Alternative Educational Placement by Consent or Unilaterally Under Special Circumstances

A. Alternative Educational Placement by Consent of Parent and IEP Team

When a scholar with a disability exhibits behavior that could prompt a long suspension or an expulsion, the school may elect to convene a meeting of the IEP team, including the parent, within three school days, or as soon as possible following the incident, to conduct an IEP review to determine whether the inappropriate behavior can be addressed by consent to an alternative educational placement in lieu of a long suspension or an expulsion. Such an IEP review, if held, is subject to the following procedures:

1. The IEP team will conduct an FBA and develop a BIP, or modify any existing BIP, if necessary, to address the behavior.
2. The IEP team and parent may agree to revise the IEP, if necessary, to change the placement of the scholar to an alternative setting. The alternative educational placement must allow the scholar's IEP to be implemented and provide access to the general curriculum.
3. If the IEP team, with the parent's consent, directs placement in an alternative setting, the placement will be maintained for a minimum of one semester for behavior that may have required a long suspension, or a minimum of two semesters for behavior that may have required an expulsion. The minimum duration of such placement will be stated in the IEP.
4. If the IEP team, with the parent's consent, concludes that placement in an alternative setting is an appropriate educational placement, the IEP team will terminate the disciplinary action process, including the Manifestation Determination Review.
5. If agreement on an alternative educational placement cannot be reached with the parent, the processes for a long suspension or an expulsion/

alternative educational placement (Section II above) will be used to address the scholar's behavior.

6. A scholar who brings a firearm to school is not eligible for alternative educational placement by consent in lieu of expulsion/alternative educational placement.

B. Unilateral Interim Alternative Educational Placement by the School

A scholar who possesses a weapon, inflicts serious bodily injury upon another person, possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school or at a school function may be placed immediately by the school administrator in an interim alternative educational setting for up to 45 school days, subject to the following procedures:

1. The IEP team will meet to determine the setting of such interim alternative educational placement. The interim alternative placement must allow the scholar to continue to receive a free, appropriate public education, including the opportunity to participate in the general curriculum and progress towards meeting the goals specified in the scholar's IEP. The nature and extent of such services, as well as the alternative setting, is determined by the IEP team.
2. The IEP team must conduct an FBA and develop a BIP, or modify any existing BIP, within ten days after the interim placement.
3. The IEP team must conduct a Manifestation Determination Review in accordance with the procedures set forth in Section II above, except that the scholar must remain in the 45-day alternative educational setting, regardless of whether the misconduct is a manifestation of his/her disability, unless the school agrees otherwise.
4. If the parent of a scholar unilaterally placed by the school in an interim alternative educational placement requests an expedited due process hearing to challenge a disciplinary action, the interim alternative placement, or the Manifestation Determination, the scholar must remain in the interim alternative placement pending the decision of the hearing officer or 45-day period, whichever occurs first, unless the parties agree otherwise.

IV. Injunctive Relief

If the school believes that maintaining the scholar in the current educational placement is substantially likely to result in injury to the scholar or others, and the scholar's parent or guardian will not agree to an interim alternative educational placement, the school may:

1. Initiate and request an expedited due process hearing to seek an order from a hearing officer that will change the placement of the scholar to an appropriate interim alternative educational setting for up to 45 school days; or
2. Seek injunctive relief for removal of the scholar from the classroom or the school.

V. Notification and Procedural Safeguards

On the date on which the decision is made to make a disciplinary removal that constitutes a change in placement, the school must notify the parent(s) of that decision, and provide the parents notice of procedural safeguards.

VI. Definitions

A. "Controlled substance" means all illegal drugs, such as marijuana, cocaine, amphetamines and methamphetamine, and all other controlled substances, such as medications that can be obtained only with a doctor's prescription, as set forth in 21 U.S.C. § 812(c).

B. "Expulsion" means, with respect to scholars with disabilities, removing the scholar from his/her regular school setting and providing educational services in an alternative setting. Scholars with disabilities cannot be "expelled" in the traditional sense of a permanent separation of the scholar from the school.

C. "Illegal drug" means marijuana, cocaine, amphetamines and methamphetamine, and all other controlled substances, other than those legally possessed or used under the supervision of a licensed health-care professional, as set forth in 21 U.S.C. § 812(c).

D. "Individualized education program" or "IEP" means a written statement that is developed, reviewed, and revised in accordance with IDEA for a scholar with a disability.

E. "Individualized education program team" or "IEP team" means a group of persons described in IDEA that is responsible for developing, reviewing, or revising an IEP for a scholar with a disability.

F. "IDEA" means the Individuals with Disabilities Education Improvement Act, 20 U.S.C. § 1400, et seq., and its implementing regulations, 34 C.F.R. § 300.1 et. seq.

G. "Manifestation Determination Review" means a review by the school representative, the parent, and other relevant members of the IEP team (as determined by the school and the parent) of all relevant information in the scholar's file, including the scholar's IEP, any teacher observation, and any relevant information provided by the parent to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the scholar's disability; or
2. If the conduct in question was the direct result of the school's failure to implement the IEP.

H. "Serious bodily injury" means bodily injury which involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

I. A "scholar with a disability" means a scholar who has been determined to be eligible for the protections of IDEA.

J. "Suspension" means the exclusion of a scholar from school for disciplinary reasons for one full day or longer. "Suspension" includes the suspension of bus or other transportation services unless alternative transportation is offered to the scholar. "Suspension" does not include in-school suspension or placement in an alternative learning room or alternative learning school if the scholar (i) receives assignments or other general education services that afford an opportunity to progress toward the education goals of the scholar's IEP; (ii) receives the ESS services specified in the scholar's IEP; and (iii) participates with scholars without disabilities to the same extent as the scholar did in his or her current placement.

1. "Long Suspension" means a suspension of more than ten consecutive school days.

2. "Short suspension" means a suspension for ten consecutive school days or less.

K. "Weapon" means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2½ inches in length.

D. Dress Code

A scholar's clothing at LAE must be of such a nature that it is not disruptive to the educational atmosphere of the classroom, distracting to other scholars, and adheres to standards of modesty and good taste. The expectations and standards for the dress and appearance of LAE scholars are geared toward promoting a positive, productive and safe academic and social environment. Scholars of LAE are expected to dress in a manner that demonstrates respect for themselves and others within our school's learning environment. Clothing should be modest, neat, clean and in good repair.

It is our belief that the responsibility for compliance with the scholars' dress and appearance belongs to both parents and scholars. Parents and guardians, please be aware of what your child is planning to wear as he/she leaves for school. In all matters of dress and/or personal appearance, the administration of LAE is the final authority on what is appropriate or not appropriate for scholars to wear at school. The administrative team reserves the right to ask scholars to change their clothing if their clothing is considered inappropriate.

Standardized Dress Code Guidelines

You may choose from the following items for your child's choice of clothing/dress at LAE. You may mix and match from the items on the list. Please note that all items need to adhere to the dress code.

If you have any questions about an item or the dress requirements please contact the main office prior to purchase. We appreciate your support and look forward to partnering with you regarding the dress code of LAE.

PANTS, CAPRIS, SHORTS, SKIRTS, SKORTS, JUMPERS

Solid Brown, Khaki, Navy, Black, Tan, Olive or Grey

NOTE: Scholars are not permitted to wear jeans except on Friday's for Free Dress Day.

POLO SHIRTS

Any Solid Color

DRESS CODE GUIDELINES:

- Modesty is the basic rule for all clothing. By all accounts, clothing must be modestly loose, covering midriff and all undergarments.
- Camisoles and/or undergarments may not be visible at any time.
- Scholars DO NOT have to keep their shirt tucked in through the school day.
- Leggings are allowed for young ladies under their skorts, skirts or shorts.
- Hats, caps and/or sunglasses may not be worn inside the classroom. Also, caps may not be worn on school grounds sideways or backwards. NOTE: Exceptions for specific headwear may be made by administration on a case-by-case basis.
- Shoes worn by our scholars must be attached at the back of the feet for safety reasons.
- If the following does not explicitly state a scholar may wear something, then he or she may not (e.g. t-shirt, sunglasses, denim, scarves, bandanas).
- The administrative team reserves the right to ask scholars to change their clothing and/or shoes if their clothing or shoes are considered inappropriate.

GIRLS AND BOYS

POLO SHIRT

Scholars are permitted to wear any solid-color short sleeve or long sleeve polo shirt with a collar. Shirts **DO NOT** need to be tucked in. When available, polo shirts with the LAE logo are acceptable.

SHORTS

Scholars are permitted to wear any traditional "Dockers" style shorts, worn at the waistline, with or without pleats.

NOTE: Short shorts are not permitted. Best way to check for length of shorts is to place your child hands at their sides - then their shorts should be at least where their fingertips are when standing.

PANTS

Scholars are permitted to wear any traditional “Docker” style pants, with or without pleats, worn at the waistline as well as any traditional “Docker” style Cargo pants, worn at the waistline.

NOTE: Skinny pants are not permitted.

SWEATER

Scholars are permitted to wear any plain, solid-color sweaters that are a pullover, button-up or zipper front style; V-neck sweater vest (sleeveless) is permitted but needs to be worn over a dress code shirt. Sweaters with a logo of an Institution of Higher Education are permitted (e. g. U of A, Notre Dame, etc...).

SWEATSHIRT

Scholars are permitted to wear any plain, solid-color sweatshirts that are pullover, button or zipper front. Sweatshirts with a logo of an Institution of Higher Education are permitted (e. g. Arizona, Stanford, Northwestern, etc...) or your favorite sports team (e.g. Chicago Bears, Denver Broncos, Arizona Wildcats, etc...).

NOTE: No messages, symbols or hoods permitted with sweatshirt.

OUTDOOR WEAR

Scholars are permitted to wear outdoor coats, jackets and sweatshirts with patterns and designs as long as they remain without inappropriate language or images on them. They shall be removed upon entering class.

SOCKS

Scholars are permitted to wear socks of their choosing as long as the socks do not offend or have any unwholesome messaging. Solid, bright colors and patterns are acceptable. Socks must be suitable for the scholars’ activities during the school day.

SHOES

Shoes must be worn at all times. Scholars are permitted to wear athletic or dress/leather shoes worn with socks. Sandals (that adhere securely at the heel) are also permitted with or without socks. No “flip-flops”, thin strapped sandals, clogs, slides, slippers, cleats or “rollers” may be worn to school.

BOYS

HAIR/Earrings/Outwear

Boys are to have their hair neatly groomed and trimmed, with the hair out of the eyes and off the collar and ears. Hair may be any natural color. Extreme hairstyles, cuts or colors are NOT permitted (e.g. Faux-hawk, Mohawk, shaved designs into hair, color that is not natural, highlights of any color, etc...).

NOTE: No hair color or hairstyle, earrings or outwear will be permitted that may be a distraction to the learning environment.

SHORTS

Boys may also wear cargo style shorts with (side) pockets that lie flat, worn at the waistline.

DRESS SHIRT

Scholars are permitted to wear any solid-color long sleeve button-up Dress Shirt. The Dress Shirts **DO NOT** need to be tucked in. Of course, Dress Shirts with the LAE logo are acceptable.

GIRLS

SKIRT/SKORT

The length needs to be no shorter than 3" above the knee, when standing, worn at the waistline, with or without pleats.

JUMPER

Round neck or V-neck in cotton twill (no stretch fabrics).

DRESS

The dress length must be to the kneecap.

CAPRIS

Girls may also wear cotton twill (no stretch fabrics) traditional "Docker" style capri pants.

BLOUSE

Scholars are permitted to wear a round or pointed collar blouse with a button up front (no snaps). Blouses must be made of material that is not sheer. No visible camisole is permitted underneath.

HAIR/EARRINGS/OUTWEAR

Hair should be neatly styled and may be any natural color. Hair bows, barrettes, headbands and "scrunchies" are permitted so long as they are not a distraction.

NOTE: No hair color, cut or hairstyle, earrings or outwear will be permitted that may be a distraction to the learning environment.

NOTE: Girls are not permitted to wear skinny pants, short shorts, fish net stockings or excessive make-up.

Friday Free Dress Day Guidelines

Scholars are permitted to wear their favorite T-Shirt with traditional blue jeans, cargo pants, shorts, including athletic shorts. All T-shirts **MUST** have a crew neckline or V-neck; scoop neck T-shirts are not permitted.

NOTE: Scholars may wear a polo shirt on Fridays if they desire.

- a) Shirt must fall over the pants' waistband and not show skin when you raise your arms.
- b) Shirts must have regulation length sleeves (i.e. **no spaghetti strap shirts over a T-shirt, etc...**).

- c) Shirts must be of opaque fabric (NOT sheer) so that undergarments or camisoles are not visible through the material.
- d) If there is a message on your shirt it must be appropriate for the learning environment of LAE (e.g., College/University, sports team, etc...).
- e) Pants must not have holes or fit extremely tight. All pants, jeans and shorts must be properly hemmed and be free from holes, rips, or suggestive patches. No "low-rider" jeans will be allowed. Jeans should fit our young people properly and appropriately.
- f) Warm-up pants, athletic shorts or basketball shorts **are** allowed on Fridays.
- g) No spandex or skin-tight clothing.
- h) No halter-tops are permitted.

E. Safety

Providing a safe learning environment for scholars is a priority at LAE. Adult supervision will be provided when the campus is open from 7:15 a.m. until 3:05 p.m. Campus gates are locked throughout the school day and all visitors must enter through the main office during school hours.

All parents, visitors and volunteers are required to show a photo ID and sign in including the date and time of arrival, reason for visit, and will sign-out including their departure time. While on campus, all parents, visitors and/or volunteers must wear a badge in order to be identified by school personnel. Faculty and staff are instructed to require any person who is seen on campus without a badge to go to the school office at once.

LAE is equipped with emergency warning devices, a PA system, smoke detectors, security cameras, and phones in every classroom. Additionally, faculty and staff or adult monitors are expected to have a cell phone or walkie-talkie with them while on the playground with the scholars.

Faculty, staff and scholars should know the location of the nearest emergency exit, the fire extinguishers, and what their responsibilities are in case of an emergency. Maps along with procedures are posted in each classroom indicating the proper exit in case of an emergency.

The Principal follows all state laws and regulations to conduct regularly scheduled fire/evacuation drills along with emergency lockdown drills to assure that scholars and staff are familiar with the procedures in case of an actual emergency. The Administrative Assistant will document and maintain a record of each of the drills performed, noting the date and time of each drill as well as any area of concern and resolution of any problems.

The following are basic procedures for faculty, staff and scholars:

Fire Drill Exit Procedure

1. Scholars will leave all items on desks.
2. Scholars shall walk quickly to the classroom door in a quiet and orderly manner. Each class needs to exit the building as a group (single file) and walk to the assigned area.
3. The scholars remain together with their classmates outside so the teacher can take attendance of his/her class.

Lockdown Procedure

1. Scholars will leave all items on desks.
2. Scholars will quickly and quietly move to the innermost area of the classroom - away from the door and windows and sit together on the floor.
3. The teacher is to immediately check the area outside their classroom door and bring in any scholars who may be in the hallway. The teacher will make certain all windows are covered, lights are turned off, and the door to their classroom is locked.
4. Scholars in bathrooms are instructed to remain in that location with doors locked until clearance is communicated by administration.
5. Scholars on the playground area will be given immediate instruction/direction by their classroom teacher to relocate to another area that is out of view of others.
6. Scholars are to remain seated quietly on the floor throughout the duration of the drill until the lockdown drill has been completed and the "All Clear" command has been given by the Incident Commander over the PA system.

F. Grading Policy and Scale for Core Academic Subjects

Leman Academy implements a two-fold approach to grading scholar assignments, homework, test, quiz, etc...

SUCCESS OPPORTUNITIES... A teacher will look to offer MORE Success Opportunities that are worth less points. This approach will constitute 50% of total points.

REALITY CHECKS... A teacher will look to offer LESS Reality Checks that are worth more points. This approach will constitute 50% of total points.

SUCCESS OPPORTUNITIES... Can be earned when scholars...

- **Do their best**
- **Follow Instructions**
- **Turn their work in on time**

NOTE: The teacher's goal is: "*Catch the scholar doing well*"
Accommodations for exceptional scholars are implemented, as appropriate.

REALITY CHECKS... Are measurements in time of...

- **How well a scholar understands and masters fundamental skills**
- **How well a scholar is tracking toward an objective grade-level standard**
- **The extent to which a scholar's understanding or skill-level reaches the acceptable benchmark**

NOTE: While grades are not the best motivator for learning, grades are an important communication tool with the home.

Grading is feedback for encouragement, correction, and continued learning. Consider it a one-on-one conversation with a scholar about his/her work.

Grading can be both formative and summative. However, it must be timely to be truly formative.

Accommodations for exceptional scholars are implemented, as appropriate.

Infinite Campus must, therefore, reflect to scholars and parents the learning that's taking place in the classroom regularly over time.

- Grade level consistency in assignments (an avg. of 2 per week per subject)
- These assignments should evidence the expected scholar outcomes
 - Big Ideas NOT busy work (see below)
 - Checks for understanding in practice/written work
 - Active participation in lesson and learning

- Teachers will offer a variety of assessment types and options for scholars, when possible, particularly for assessing the learning of any scholars with an Individualized Education Program (IEP).
- Teachers must also demonstrate equitable flexibility in grading as needed to meet the needs of exceptional scholars.
- NO Fluff assignments to pad grades.
- NO busy work - assignments are meaningful opportunities to practice skill, sharpen understanding, and apply, synthesize, and evaluate ideas

When scholars have missing work, teachers should follow-up with parents to communicate the missing assignment(s) needed.

A: 90 - 100%	Scholars demonstrate advanced mastery of course content - very high level of knowledge and understanding
B: 80 - 89%	Scholars demonstrate mastery of course content - high level of knowledge and understanding
C: 70 - 79%	Scholars demonstrate proficiency of course content - strong level of knowledge and understanding
D: 60 - 69%	Scholars have not demonstrated proficiency of course content - not a strong level of knowledge and understanding
F: below 60%	

Finally, scholars who receive a "D" (60-69%) or an "F" as a final grade in either reading, writing or math will be advised to seek summer tutoring (through a recommended outside source), participate in summer school or participate in an intensive reading/math summer program as recommended by the teacher and/or Administration.

G. Homework

The following is a *Homework Guideline* for each of the grade levels at LAE. Obviously, homework may vary from day to day, and each child and assignment is unique which makes it a challenge to say with absolute certainty how long homework may last for each of our scholars, but here are some general guidelines based on the curricular demands of our classical education program:

GRADE	Daily Average Time
Kindergarten	10-20 minutes
1st Grade	20-35 minutes
2nd Grade	30-45 minutes
3rd Grade	35-50 minutes
4th Grade	45-60 minutes

5th Grade	50-70 minutes
6th Grade	60-80 minutes
7 th & 8 th Grade	70-100 minutes

1. Additional Homework Guidelines

- No homework assignments will be given over any of the major school breaks including: Fall and Spring Break, Thanksgiving, Winter Break as well as Rodeo Break (please see the school calendar for exact dates of the breaks). In other words, no papers or projects should be due the day a scholar returns to school.
- Teachers will make every attempt to not schedule class tests on Mondays.
- LAE faculty and staff recognizes the significance of parental involvement to a child and his/her learning, and because the classical educational model encourages parents to participate in certain homework assignments (e.g. recitations, reading, learning of math facts), homework should be viewed as an opportunity for parents to assist their child in the learning of their studies. Such homework involvement will also keep our parents informed as to the current topics of study in their child's classroom.
- Homework will account for 10% of a scholar's grade.

2. Late Work Policy

Of course there are many reasons for an assignment to be late, and if there is a valid reason, then by all means, please communicate that to your child's teacher. However, as a standard practice, when assignments are late, the following consequences will be:

- One day late – 10%
- Two days late – An additional 20%
- Three days late – No credit for the assignment

H. Sports Program

Code of Ethics and Sportsmanship

The philosophical approach of LAE to educate the "whole child" includes all aspects of school life, including athletics and our sports program. In regard to athletic competition, LAE subscribes to a code of sportsmanship that will require our scholar athletes to compete with a respectful attitude toward the opponent, being civil and even gracious throughout the competition. Coaches for LAE will be expected to treat their athletes, parents, officials and others with respect as well.

Should a player for LAE display poor sportsmanship or lack of self-control, he/she will be removed from the competition and/or practice field immediately. The scholar athlete will be allowed back onto the playing field or court only after the coach and player have met to discuss and ultimately resolve the situation. Should a coach for LAE display poor sportsmanship or lack of self-control, the coach will be allowed to continue coaching with LAE only after he/she meets with administration to discuss and ultimately resolve the situation. If the situation cannot be resolved, then the coach will be asked to step away from his duties and responsibilities of coaching with LAE.

Affiliation – Sports Teams

LAE in Parker will participate with an Independent Athletic League, and will follow and abide by the policies, procedures and regulations of this organization under the direction of our school's Athletic Director.

Athletic Facilities

Nearby parks to the Parker campus may also be considered for use by its sports teams. The LAE gymnasium will also be in use for the sports teams. There are certain regulations that need to be followed while using these facilities, mostly related to scholar safety. The coach or athletic director will explain the regulations of which all participants are expected to follow.

Athletic Fees

LAE will be charging a \$125.00 player's fee that allows any of our 5th – 8th graders an opportunity to participate in athletics with the school. All fees are paid online at the school's website, lemanacademy.com.

IMPORTANT: Coaches are required to stay with their players at practices and games until ALL of them are picked up by their parent/guardian. Parents are asked to pick up their children on time. LAE realizes that unexpected and unavoidable delays do occasionally happen. With that in mind, parents are allowed one "excused" late pick-up per sport season.

All other late pick-ups, as determined by the coaching staff, will result in a late fee being charged to the parent/guardian:

10 – 15 minutes late = \$10.00

16 – 20 minutes late = \$20.00

20 minutes or more = \$30.00

Athletic Uniform Policy/Fees

1. Uniforms must be cleaned and returned to the school office within 5 days of the last game. If after 5 days a uniform is not returned, the Business Manager will notify the family of a potential charge for the uniform.
2. Additionally, if an athletic uniform is NOT returned, the scholar athlete may not be eligible to participate in the next sports season until it's returned or until the school is reimbursed for the cost of the uniform (see #3).
3. The parent/guardian as well as the scholar will be responsible for the replacement cost of any uniform that is irreparably damaged or lost.

Extra-Curricular Participation Policy

LAE will allow any of our scholars in grades 5, 6, 7th or 8th the opportunity to participate on a sports team. Should a large contingent of scholars decide to try-out for a particular sports team with LAE, the coaching staff will need to cut the number of players down to a manageable size as determined by the coaches and Athletic Director. Finally, because LAE purposes to partner with supportive parents and pursue excellence within the sports program, the school is not permitting non-enrolled scholars to participate in the sports program.

IMPORTANT: Scholar athletes playing on one of the sports teams must be in attendance for half of the day's classes in order to participate in that day's scheduled game. The Athletic Director along with the Principal have the right to make an administrative decision based on extenuating circumstances.

Sport Eligibility

Prior to athletic participation, every scholar who desires to join a sports team at LAE will need to follow these general requirements:

1. Have a current parent consent form on file.
2. Verification of a current physical within the last year.
3. Eligibility requirements are met (having a passing grade of 70% in each core class).
4. Upon making the team, the sports fee is paid.

Sports Offered

LAE will field teams from grades 5 & 6 in Parker with the independent athletic league in the following sports:

FALL	WINTER	SPRING
Co-ed Flag Football	Co-ed Soccer	Boys' Basketball
Girls' Volleyball	Girls' Softball	Girls' Basketball

Coaching Staff

LAE will have faculty and staff as well as parent volunteers coaching the sports teams. Each head coach for LAE is required to have a current CPR/First Aid Certification along with Fingerprint Clearance.

VII. SCHOLAR ANTI-HARASSMENT POLICY

POLICY

The policy of LAE is to provide a learning environment that is free from harassment—whether based on sex (gender), race, color, national or ethnic origin, age, or disability—an environment that is free from all forms of intimidation, exploitation, and harassment, where all individuals treat each other with dignity and respect. The school includes bullying in its definition of harassment. The school is prepared to take action to prevent and correct any violations of this policy. This policy applies to the actions of administration, teachers, staff, parents, volunteers and scholars. Anyone who violates this policy will be subject to discipline, up to and including termination or expulsion.

The school does not tolerate harassment of scholars, nor does it tolerate reprisals against any scholar who makes a harassment complaint. Administration, teachers, staff, parents, volunteers, and scholars who violate this policy are subject to disciplinary action, including expulsion from school or discharge from employment. Any administrative personnel who receive a complaint of harassment and fail to appropriately report it or take corrective action pursuant to this policy are also subject to disciplinary action, up to and including discharge.

A. Definitions and Prohibited Acts

1. Unwelcome and Offensive

The fact that a scholar may not openly object to others' actions or words does not prove that they were unwelcome. Under the law of harassment, or bullying and intimidation, a scholar does not have to openly object to others' actions or words to prove that the actions or words are unwelcome. Harassment, bullying or intimidation may occur even if the scholar originally remains silent or fails to show disapproval. Acts and statements that may not offend some people may be highly offensive to others. Therefore, all employees, volunteers, and scholars should be sensitive to the feelings of others whether they object or not.

2. Verbal Harassment

Prohibited statements include, but are not necessarily limited to, the use of derogatory descriptions of a scholar or group of scholars based on race, color, disability, ethnic or national origin, or age. It is also a violation of this policy to state stereotypical classifications concerning race, national or ethnic origin, color, age, or disability of a scholar or group of scholars, especially if they are repeatedly made. Although some scholars or individuals may enjoy discriminatory identifications and jokes, the school does not tolerate such on its premises or during working hours.

Examples of prohibited statements include, but are not necessarily limited to, derogatory or vulgar comments regarding a person's gender, sexually vulgar language, remarks about a person's physical anatomy or characteristics, dirty jokes, sexual innuendo, or display of written or graphic materials. Also prohibited are suggestive pictures, magazines, posters,

offensive cartoons, and other words or pictures of a suggestive nature. Also prohibited are statements that demean women.

3. Physical and/or Sexual Harassment

Prohibited actions include, but are not necessarily limited to, touching a scholar in a sexually suggestive way, or touching another so as to invade his or her personal privacy. This includes intentional touching or intentional movements made in order to observe another in a sexual manner. Also prohibited are physical acts such as hitting and pushing, and making physical gestures of a sexual nature. As a general rule, any act or touching of a person that most individuals refrain from doing with a stranger should not be done with another scholar.

4. Sexual Harasser

A harasser may be a male harassing a female, a female harassing a male, a male harassing a male, or a female harassing a female, just as long as the harassment is sexually based or based on the sexual identity or gender of the scholar.

5. Race, Color, National or Ethnic Origin, Religion, Age, and Disability Harassment

Unwelcome statements, name calling, or other verbal or physical conduct based on a scholar's race, color, national or ethnic origin, age, or disability is prohibited if and when any of the following occurs:

Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress. This may occur by clearly stated acts or words or by implied acts or words.

Submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual.

The conduct has the purpose or effect of having a negative impact on the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment.

Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through this school.

6. Electronic Harassment

Harassment may occur through a number of mediums or means, including electronic communications. The scholar anti-harassment policy applies to all harassment, including any that occurs by or through any type of electronic communication. This includes, but is not necessarily limited to, Internet, email, cell phones (including picture phone or text messaging as well as voice), personal computing devices, or facsimile (fax) communications of any type. This list of electronic devices is not inclusive, and the policy is intended to cover other types of electronic communication.

7. Physical Harassment

Prohibited actions include, but are not necessarily limited to, the following:

Display of signs, pictures, cartoons, written statements, or other material that denigrates, intimidates, bullies, or otherwise discriminates against any scholar based on race, color, national or ethnic origin, age, or disability.

General harassment, pushing, shoving, or other intentional acts perpetrated in whole or in part because of the scholar's race, color, national or ethnic origin, age, or disability.

8. Definition of Bullying or Intimidation

"Bullying" or "intimidation" means any written, oral, or physical act or gesture that a reasonable person under the circumstances should know will have the effect of harming a scholar or damaging his or her property or placing a scholar in reasonable fear of harm to his or her person or damage to his or her property, or has the effect of insulting or demeaning any scholar or group of scholars in such a way as to disrupt or interfere with the school's educational mission or the education of any scholar. Harassment, intimidation, or bullying includes a gesture or an act, whether written, oral, or physical, that is reasonably perceived as being motivated by a characteristic such as sex (gender), race, color, national or ethnic origin, age, or disability.

9. Examples of Harassment, Bullying or Intimidation

Unwelcome conduct of this type can include a wide range of verbal, visual, or physical conduct of a sexual or other nature. Among the types of conduct that would violate this policy are the following:

Unwanted touching as to invade another's personal privacy, touching of a scholar in a sexually suggestive manner, unwanted sexual advances or propositions.

Making or even threatening reprisals after a refusal to sexual advances, or a refusal to partake in the harassing, intimidating of another scholar.

Visual conduct such as leering, glaring, making obscene gestures, or displaying demeaning and/or sexually suggestive pictures, cartoons, or posters.

Verbal conduct such as making or using derogatory comments, epithets, slurs, and jokes about a scholar's race, color, national or ethnic origin, age, or disability.

Verbal abuse of a sexual or other nature; graphic verbal commentaries about an individual's body, race, color, national or ethnic origin, age, or disability; sexually degrading words used to describe an individual; suggestive or obscene letters, notes, or invitations.

Physical conduct such as touching, hitting, shoving, assaulting, impeding, or blocking another individual's movement, or other intentional acts perpetrated in whole or in part because of the scholar's race, color, national or ethnic origin, age, or disability.

Any conduct that has the effect of insulting or demeaning a scholar or group of scholars in such a way as to disrupt or interfere with the school's educational mission or that is severe, persistent, or pervasive so that it creates an intimidating, threatening, or abusive educational environment.

B. Application of Anti-Harassment Policy

The scholar anti-harassment policy applies to school hours; to any school-sponsored event or activity, including during school-arranged transportation of any type to or from an event or activity, and whether the activity or event occurs on or off the school campus; while on school property or at school-leased facilities; or at any other time when the event or activity has any school recognition. Conduct violating these standards—whether occurring at school or during school-sponsored events, activities, or functions or not, or on campus or not—is subject to appropriate action by the school.

C. Prohibited Actions

1. **Scholar-Scholar Harassment, Bullying or Intimidation.** Scholar-scholar harassment, bullying, or intimidation of any type is prohibited.
2. **Employee-Scholar Harassment, Bullying or Intimidation.** Employee-scholar harassment, bullying, or intimidation of any type is prohibited.
3. **Scholar-Employee Harassment, Bullying or Intimidation.** Scholar-employee harassment, bullying, or intimidation of any type is prohibited.

D. What to Do if You Experience or Observe Harassment, Bullying or Intimidation

Scholars who feel that they have been subjected to conduct of a harassing, bullying, or intimidating nature are encouraged to promptly report the matter to a teacher, staff member, parent volunteer or one of the school officials designated below.

Scholars who observe conduct of a harassing, bullying, or intimidating nature are also encouraged to report the matter to a teacher, staff member, parent volunteer, or one of the school officials designated below. All complaints will be promptly investigated.

Employees who observe conduct of a harassing, bullying, or intimidating nature are required to report the matter to the Principal. All complaints will be promptly investigated.

NOTE: If a teacher, staff member or parent volunteer is approached by a scholar regarding an incident involving scholar-scholar harassment, bullying or intimidation he/she should handle the incident calmly, appropriately, and immediately (i.e. professionally with a personal touch). Furthermore, the teacher, staff member, or parent volunteer needs to document the incident and report the matter to one of the school officials designated below. All incidents are to be documented and reported to a member of the administrative team.

Additionally, if a parent or guardian receives a report from their child regarding an incident involving scholar-scholar or even employee-scholar harassment, bullying, or intimidation, the parent or guardian should notify the school and speak with an administrator (see list below) with the school. The parent or guardian is also asked to document the incident of your child's report and bring it to the school. A planned conference between a school administrator and the parent/guardian will follow.

E. Where to Report Harassment, Bullying or Intimidation

The following individuals with LAE are specifically authorized to receive reports of harassment, bullying, or intimidation and to respond to questions regarding the incident:

Name	Title	Telephone
Jason Edwards	Principal	520.639.8080
Matess Medina	Vice Principal	

F. Confidentiality

Every effort will be made to reasonably protect the privacy of the parties involved in any complaint. However, the school reserves the right to fully investigate every complaint as well as notify a scholar's parent/guardian and appropriate government officials as the circumstances warrant.

G. Protection Against Retaliation

It is against the school's policy to discriminate or retaliate against any person, including any scholar, who has filed a complaint involving harassment, bullying, or intimidation or who has testified, assisted, or participated in any manner in any investigation, formal proceeding, or hearing concerning harassment, bullying, or intimidation. However, if in the course of an investigation or subsequently the school learns that a scholar or others have made a complaint that was not in good faith or it was known to be false at the time of the complaint, the school reserves the right to take appropriate action. Making false complaints or complaints not made in good faith can jeopardize someone's reputation.

H. Procedure for Investigation of a Complaint and Taking Corrective Action

When one of the school officials designated in this policy receives a report from a teacher, staff member, or parent volunteer or receives a direct complaint regarding harassment, bullying, or intimidation of another (i.e. employee-scholar, scholar-scholar, scholar-employee) he or she shall immediately inform the Principal. The Principal will direct an investigation. If the investigation confirms the allegations, prompt corrective action shall be taken. The individual who suffered the harassing, bullying, or intimidating conduct shall be informed of the corrective action taken. In addition, any employee or scholar found to be responsible for harassment, bullying, or intimidation in violation of this policy will be subject to appropriate disciplinary action up to and including expulsion or termination. The severity of the disciplinary action will be based on the circumstances of the infraction and will be left to the Principal and/or school administrative members to determine.

FOLLOWING PAGE

Report Form for Reports or Complaints of Harassment, Bullying or Intimidation

Report Form: Complaints of Harassment, Bullying or Intimidation

Complainant: _____

Home address: _____

Home phone (_____) _____ Cell phone (_____) _____

Date of alleged incident(s): _____

Did the incidents involve any of the following?

- Sexual Harassment
- Racial Harassment
- National or Ethnic Origin Harassment
- Disability Harassment
- Age Harassment

Give the name of the person who you believe harassed or was violent toward you or another person:

If the alleged harassment or violence was toward another person, identify that person:

Describe the incident(s) as clearly as possible, including such things as what force, if any, was used; any verbal statements (i.e., threats, requests, demands, etc.); what, if any, physical contact was involved; etc. (Attach additional pages if necessary.)

Where and when did the incident(s) occur? _____

List any witnesses who were present: _____

This complaint is filed on the basis of my honest belief that _____ has harassed or has been violent to me or to another person.

I hereby certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge and belief. I agree to keep this complaint confidential during the investigation. I have read the school's anti-harassment policy and understand the procedures the school will follow.

Complainant signature _____ Date _____

Complaint received by (name) _____ Date _____