

## **Leman Classical School Accountability Committee (SAC) Governing Document & Code of Ethics and Conduct**

### **Governing Document**

1. **Purpose and scope of the SAC's role:** The SAC is an advisory body that annually offers recommendations for continuous improvement to the Leman Classical School's (LCS) governing board and leadership.
2. The SAC shall be comprised of the following representatives in addition to one LCS governing board member and/or their designee. Each Leman Academy campus in the Douglas County School District shall have:
  - a. 1 Principal member
  - b. 1 teacher representative, appointed by the principal of that campus. Every other year, each school shall alternate between a teacher from Logic and a teacher from Grammar grades.
  - c. 1 Royal Volunteer Council Representative (RVC), appointed by the principal of that campus.
  - d. 3 Parent/Guardian representatives.
3. The District Accountability Committee (DAC) liaison position shall be appointed by the Head of Schools.
4. A community representative position shall be appointed by the Head of Schools.
5. Each year, the chair of the SAC shall rotate between campuses. The Chair shall train the Vice Chair of another campus to be prepared to serve in the role of Chair the following year.
6. The officer positions are Chair and Vice Chair. The SAC shall vote on office positions no more than 30 days before and no later than 30 days after the first day of school. The newly elected Chair shall appoint a Recorder.
7. When the Chair rotates off, they remain in an advisory position to guide the newly-elected Chair for the next school year.
8. Each year, prior to serving as an SAC member, each volunteer must submit an intent to serve in writing to the Principal, along with the signed Code of Ethics and Conduct. The principal must receive these by August 1st of each school year. Failure or refusal to sign the Code of Ethics and Conduct and abide by the Governing Document excludes such a person from serving as an SAC member and will be considered a resignation from the SAC.

### **Code of Ethics and Conduct**

1. SAC members serve the children, parents, staff and school community in accordance with the laws of the State of Colorado, Bylaws of the SAC and policies of the Leman Classical School Board of Education and any other governing documents approved by the charter school's governing board in an effort to advise the charter school board and school leadership in potential decision-making for the best interest of the stakeholders of the school.
2. SAC members are encouraged and expected to express their opinions on matters before the SAC in its meetings. Once a decision has been made by the SAC, every member is expected to abide by and, if necessary, support the majority decisions of the SAC (one voice rule). SAC members shall not disclose details of votes or

discussions. If the dissenting member cannot abide by the majority decision, the member must resign from the Committee.

3. No SAC member shall attempt to use his or her membership on the SAC as a means to exercise any authority over any DCSD school, department or staff member, or speak for the SAC except to repeat explicitly stated SAC decisions or when authorized by the SAC.
4. SAC members shall attend meetings as it is critical that every member be present to vote and express opinions at every meeting of the SAC. A member's failure to attend any three consecutive meetings shall be good cause for removal from the SAC in accordance with Article IV (G) of the SAC Bylaws.
5. Individual SAC members cannot act or speak on behalf of the SAC unless specifically authorized by the SAC.
6. SAC members shall excuse themselves from the deliberation and vote of an issue in which they have an unavoidable conflict of interest.
7. As specified in the Lemman Academy Family Handbook, SAC members shall respect the opinion of others and make no unprofessional remarks, in or out of SAC meetings, about other members of the Committee or members of the School and District community.
8. SAC members are expected to carefully read all information and ask critical questions so that they are fully informed about issues facing the SAC. They shall also carefully examine all sides of issues before making decisions.

I, the undersigned, hereby agree to the terms and conditions of the SAC Code of Ethics and Conduct. I further acknowledge that any failure on my part to strictly adhere to the SAC Code of Ethics and Conduct may result in my removal from the SAC by the SAC through a 3/4 majority vote of SAC members or by the LCS Governing Board or their designee.

Potential SAC Member Name:

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Printed

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Signature

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Date

## **NON-LEGAL NAME CHANGES FOR SCHOLARS**

Leman Academy will honor a scholar's request to use a chosen name if the scholar and his or her parent/guardian follow the request procedure in Leman Academy's NON-LEGAL NAME CHANGE PROCEDURE FOR SCHOLARS.

Once a scholar has properly complied with the request procedure as defined in Leman Academy's NON-LEGAL NAME CHANGE PROCEDURE FOR SCHOLARS, school employees, educators, and contractors, as defined in this same regulation, shall address a scholar by the scholar's chosen name and use the scholar's chosen name in school and during extracurricular activities. School employees, educators, and contractors, as defined in this same regulation, may also consistently address all scholars by their family or last name.

### **Appeal procedure**

Should a request for a non-legal name change be denied, the parent/guardian will be advised by the principal that he/she may appeal the denial by contacting the Head of Schools.

The receiving principal shall submit the reason for the denial of the request and the parent/guardian's request to the Head of Schools who will review the parent/guardian request and the principal's decision and then make a determination.

The Head of School's decision shall be final.

### **Notice of Nondiscrimination**

The School is committed to a policy of nondiscrimination in education and employment. The School prohibits discrimination on the basis of disability, need for special education services (whether actual or perceived), race, creed, color, sex, marital status, sexual orientation, transgender status, gender identity, gender expression (including the use of scholar's chosen name), national origin, religion, ancestry, age, genetic information, or protected activity in its programs and activities.

Legal

C.R.S 22-1-143 (Definition of public school employee, educator, and contractors)

C.R.S. 22-1-143(2) (Reporting requirements for reports of harassment or discrimination)

C.R.S. 22-1-143(1)(d)(IV) (Definition for harassment or discrimination)

C.R.S 22-1-145(1)(d)(2) (Public school employees shall use scholar's chosen name)

C.R.S. 22-1-145(1)(d)(3) (Knowingly or intentionally using a name other than the scholar's chosen name is discriminatory)

C.R.S. 22-1-145(1)(d)(4) (scholar who is subject to discrimination may file a report)

C.R.S. 22-1-145 (Definitions)

C.R.S. 22-2-117(1)(b)(IX) (State board shall not waive requirements specified in (1)(b)(IX), (X), or (XI))

C.R.S. 22-30.5-104(6)(c) (Charter School - State board may not waive rule relating to (6)(c)(VIII), (XI), or (X))

C.R.S. 22-30.5-507(7)(b) (Institute Charter School - State board may not waive rule relating to (7)(b)(VIII), (IX), or (X))

20 U.S.C. SECS. 1681 ET SEQ., AS AMENDED. (Policy adopted pursuant to Title IX of the Federal "Education Amendments of 1972")

**Leman Academy's  
NON-LEGAL NAME CHANGE PROCEDURE FOR SCHOLARS**

**Definitions:**

**Employee** – means any public school or school district employee, including teachers, teacher aides, bus drivers, cafeteria workers, custodial staff, athletic staff, administrative and clerical staff, school medical staff and security staff, and contractors.

**Contractor** – means a person who has direct contact with or supervision over scholars pursuant to a contract with a school or local education provider

**Chosen Name** – means any name that a scholar requests to be known as that differs from the scholar's legal name to reflect the scholar's gender identity

**Gender Identity** – pursuant to HB24-1039, means an individual's innate sense of the individual's own gender.

**Non-legal name change request procedure**

A scholar who wants to request a non-legal name change shall comply with the following request procedure.

To properly request a non-legal name change, scholars:

1. Must submit a written request to their school's principal using the Leman Academy's NON-LEGAL NAME REQUEST FORM.
  - a. The written request must be signed by both the scholar and the parents/guardians of the scholar, or just the parents/guardians if the scholar is too young to sign for him/herself.
  - b. The written request must clearly identify the scholar's chosen name and any permitted variations of the chosen name.
  - c. The written request must be sincere and in good faith.
2. Must not have requested a non-legal name change within the preceding 90 school days.
3. Must be approved by the principal of the school.
4. Must be for an indefinite duration or until the scholar submits a subsequent non-legal name change written request.
  - a. A scholar may not submit a subsequent written request for a non-legal name change for at least 90 school days.
5. Must have the mental capacity and intent to forgo their legal name and be referred to only by their chosen name by public school employees, educators, and contractors.

### **Grounds for denying a non-legal name change request**

Reasons used by the principal to accept or reject a non-legal name change request shall be limited to any of the following:

1. The chosen name is inappropriate, indecent, threatening, violent, or crude.
2. The scholar failed to file a written request.
3. The scholar failed to comply with the requirements for a valid written request.
4. The written request is not signed by a parent/guardian or the scholar forged the signature of their parent/guardian.
6. The scholar did not have the requisite mental capacity and intent to forgo their legal name and be referred to only by their chosen name by public school employees, educators, and contractors.

### **Appeal procedure**

Should a request for a non-legal name change be denied, the parent/guardian will be advised by the principal that he/she may appeal the denial by contacting the Head of Schools.

The receiving principal shall submit the reason for the denial of the request and the parent/guardian's request to the Head of Schools considering the appeal. The Head of Schools considering the appeal, will review the parent/guardian request and the principal's decision and then make a determination. The Head of School's decision shall be final.

The school must comply with the Federal "Family Educational Rights and Privacy Act of 1974."

Legal

C.R.S 22-1-143 (Definition of public school employee, educator, and contractors)

C.R.S. 22-1-143(e) (Definition of local education provider)

C.R.S. 22-1-145 (Definitions)

**Leman Academy's  
NON-LEGAL NAME REQUEST FORM**

Date you are submitting this request: \_\_\_\_\_

Scholar's **age**: \_\_\_\_\_ and **date of birth**: \_\_\_\_\_

Scholar's **gender** as it is written on the **birth certificate**: \_\_\_\_\_

Scholar's **first** name as it is written on the **birth certificate**: \_\_\_\_\_

Scholar's **middle** name as it is written on the **birth certificate**: \_\_\_\_\_

Non-legal **first** name you are **requesting**: \_\_\_\_\_

Non-legal **middle** name you are **requesting**: \_\_\_\_\_

What are other permitted **variations** to the requested name: \_\_\_\_\_

Please explain whether this request will fit with the school's virtues, values, and focus on learning as specified in Leman Academy's Family Handbook:

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Please explain how this request is in good faith—share your reasons or intention.

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Acknowledgments: I understand the following... (check all that you acknowledge)

- The school must comply with the Federal "Family Educational Rights and Privacy Act of 1974."
- The written request must be signed by both the scholar and the parents/guardians of the scholar, or just the parents/guardians if the scholar is too young to sign for him/herself.
- The written request must clearly identify the scholar's chosen name and any permitted variations of the chosen name.
- The written request must be sincere and in good faith.
- Must not have requested a non-legal name change within the preceding 90 school days.
- Must be approved by the principal of the school.

- Must be for an indefinite duration or until the scholar submits a subsequent non-legal name change written request.
- A scholar may not submit a subsequent written request for a non-legal name change for at least 90 school days.
- Must have the mental capacity and intent to forgo their legal name and be referred to only by their chosen name by public school employees, educators, and contractors.
- School employees, educators, and contractors, as defined in this same regulation, may also consistently address all scholars by their family or last name.
- I understand the appeal procedure and grounds for denial as outlined in the policy copied below.

**Appeal procedure**

Should a request for a non-legal name change be denied, the parent/guardian will be advised by the principal that he/she may appeal the denial by contacting the Head of Schools.

The receiving principal shall submit the reason for the denial of the request and the parent/guardian's request to the Head of Schools considering the appeal. The Head of Schools considering the appeal, will review the parent/guardian request and the principal's decision and then make a determination. The Head of School's decision shall be final.

**Grounds for denying a non-legal name change request**

Reasons used by the principal to accept or reject a non-legal name change request shall be limited to any of the following:

1. The chosen name is inappropriate, indecent, threatening, violent, or crude.
2. The scholar failed to file a written request.
3. The scholar failed to comply with the requirements for a valid written request.
4. The written request is not signed by a parent/guardian or the scholar forged the signature of their parent/guardian.
5. The scholar did not have the requisite mental capacity and intent to forgo their legal name and be referred to only by their chosen name by public school employees, educators, and contractors.

Scholar signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent name in print: \_\_\_\_\_

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_



# Leman Classical School's Board Member Conduct and Ethics Policy

Adopted June 19, 2018

## Mission and Vision

Leman Academy of Excellence's mission is to offer 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.

A member of the Leman Classical School Board of Directors ("board") shall have a firm belief in the fundamental, classical education delivery format and shall be committed to using the Leman Academy of Excellence curriculum which this school exists to deliver. Members of the board shall be fully committed to LCS's unique mission, model, and concept as a charter school.

The purpose of the board is to set the general direction and policy of the school, not to manage it on a daily basis. Directors shall be able to govern in a manner to ensure the adherence to the Leman Classical School ("LCS") vision and mission statements. Furthermore, directors shall foster positive relationships with school personnel, the school community, and community at large, oversee the financial stability of LCS, and deal with school related issues as prescribed in the bylaws.

Prior board experience is helpful but not required. Placing a high value on professionalism and the success of the school is mandatory. Motivation for serving on the board shall solely be to facilitate the educational success of students.

The board shall conduct a Board Visit Day at least once annually.

Directors shall fulfill their board and committee responsibilities to their fullest capability.

All directors should remember that being a public relations representative is one of their key roles.

LCS employees, faculty, staff, teachers, or independent contractors may not serve on the Board of Directors in order to prevent conflicts of interest. Additionally, for the same reason, family and/or household member of LCS employees, faculty, staff, teachers, or independent contractors may not serve on the Board of Directors.

### **Behavioral Expectations**

Directors shall abide by the open meetings law [C.R.S. § 24-6-401]. The open meetings law states that anyone discussing board business, policy, actions, resolutions, etc. amongst three or more directors, except at meetings for which notice has been properly posted at least 24 hours prior to the meeting, is illegal. "Meeting" with another director is defined as communication in person, by telephone, by electronic mail, or through any other means. Executive sessions and confidentiality laws are also outlined in the statute. Personnel matters, individual students, and negotiations are confidential by law and may be conducted in executive session.

Expectations include a professional demeanor at all board and school functions. Issues being discussed shall not be personalized and directed toward any other director, staff member, parent or anyone else. Discernment shall be used in interpersonal relationships and communications.

A diversity of opinions and solutions are necessary for the effective governance of LCS; however, directors shall respect and listen to ideas being presented by another director. Directors shall encourage each other to fulfill their responsibilities to the fullest of their potential.

When receiving criticism from parents or other parties about school personnel or other directors, the director shall direct the speaker to the director / personnel who is involved in the situation. Directors shall never speak negatively about school personnel or other directors to the school community, or parties outside the school community.

Conflict shall be resolved by those between whom it exists. Directors shall commit to resolving conflict directly with each other or with the appropriate school personnel and not share the conflict with anyone outside of the conflict except as necessary to follow the approved dispute resolution policy of LCS, including, but not limited to, other parents, other school personnel, or the media.

Directors shall exemplify integrity, honesty, and respect. A dedication and commitment to the vision of LCS and the charter school movement shall be top priority for any director. Any director finding himself or herself involved in an irresolvable conflict shall put the vision and interest of the school first.

Directors are expected to attend all board meetings unless excused. A director missing two consecutive board meetings without prior approval for their absence from the President or at least two other directors shall receive a notice of probation. Missing a third meeting without prior approval is considered a resignation by that director.

Directors not upholding professional standards of conduct will be considered for disciplinary action.

All board meetings shall be governed according to appropriate parliamentary procedure. Board members shall exemplify good judgment when using social media, e-mail and other electronic channels when discussing LCS related content. Board members agree to only communicate positive related content when discussing LCS related matters and/or posting publicly. Any negative related content that is publicly posted regarding the school will be viewed as detrimental to the efforts of the board, administration and various committees and is subject to review and dismissal of the board member from their respective role.

### **Governance of Lemman Classical School**

LCS shall be governed by its Board of Directors. The board consists of a maximum of seven directors, at least two of whom shall be elected and/or appointed parents or guardians as per board policy BBB.2\_LCS. The board shall establish and maintain fundamental school policies to ensure adherence to the vision and mission statements. The Principal makes day-to-day management decisions and is responsible for all

administration duties for the school. The Principal reports directly to the board and serves to fulfill the goals of the board.

As with all charter schools, LCS is an entity separate from the school district in the area of governance. Each director shall guard this unique characteristic of LCS and other charter schools.

Directors should remember that derogatory statements concerning matters regarding LCS in a public forum tend to bring disrepute on the school as a whole and could be counterproductive to not only LCS, but also the Colorado charter school movement. If a director questions a school related decision, he or she shall immediately take the concern or disagreement to the Principal and/or the Chief Financial Officer in a confidential and diplomatic manner. Likewise, the Principal or the Chief Financial Officer agrees to the same commitment regarding board decisions. All communications should align with the school's core virtues: Generosity, Honesty, Responsibility, Service, Perseverance, Loyalty, Forgiveness, Integrity, Courage, Humility, Prudence, and Temperance.

While at the school, directors shall be mindful of the different roles they play: parent, volunteer, director, etc. Directors shall not use their position of authority while acting in their parent or volunteer roles. With humility, each director shall serve the best interests of the school.

Directors shall remember that stepping out of their advisory or director capacity and attempting to manage or unduly influence the operations of the school will often cause problems.

The vision and mission statements of LCS, as a classical school shall serve to guide and direct the function and decisions of the board. The goal to continually improve, maintain integrity, serve LCS families, and ensure academic success for LCS' students shall take precedence in all situations.

## **Responsibilities and Duties of the Board of Directors**

The board is responsible for:

1. Implementing the vision and mission statements and taking them into consideration whenever possible changes of policy are under discussion.

2. Establishing policies for operation of Lemman Classical School, ensuring that the provisions of the corporation's Articles of Incorporation, By-laws and the contracts with the school's authorizer are being followed.
3. Recognizing that Lemman Academy of Excellence differentiates itself from other schools based on three foundational components of its program: a classical curriculum, a school culture driven by the child development and parenting philosophies of Dr. Lemman, and the academic culture influences by the work of Charlotte Mason.
4. The specific components of a Lemman Classical Education are defined in the school's charter application; this document should be a guidepost for any policy, academic or governance changes that may influence curriculum or school culture.
5. Establishing fiscal policy and boundaries, with budgets and financial controls for the schools.
6. Selecting a new Principal when needed.
7. Establishing the policies under which the Principal shall administer the school.
8. Periodic evaluations of the school, taking into consideration the school's stated mission and vision.
9. Keeping full and accurate minutes of its meetings and those of its committees.
10. Maintaining a policy book so that governing decisions made over a period of years may be readily available to subsequent leadership and administrators.
11. Developing and maintaining a communication link to the community.
12. Embrace additional opportunities to:
  - o Network with constituents and community members
  - o Monitor charter school legislation; get involved as may become necessary
  - o Recruit new directors
  - o Raise funds for the ROYAL Teacher's Fund
  - o Read, understand and adhere to the school bylaws and board policies
  - o Understand and adhere to Colorado open meetings laws
  - o Attend meetings having read the board packet and ready to succinctly discuss agenda items
  - o Provide financial oversight and budget approval
  - o Recommend and adopt board policy
    - Commit to abide by this code of conduct
    - Negotiate charter renewal
    - Delegate work to committees

To ensure that directors are aligning with established principles as they relate to performance, school operations and policies, the board shall conduct an annual evaluation of itself against the criteria laid out in this document.

**Suggested Reading for LCS Board members:**

- The Way of the Shepherd by Dr. Kevin Leman
- Sayers article on the Trivium, "The Lost Tools of Learning"
- Other readings as periodically suggested by the Principal

By signing below, we agree to abide by the above Code of Conduct and Ethics:

_____	_____	_____	_____
Name:	Date:	Name:	Date:
_____	_____	_____	_____
Name:	Date:	Name:	Date:
_____	_____		
Name:	Date:		



**Leman Classical School**  
**Employee Handbook**

*Colorado*

*Updated July 2024*

## **ABOUT THIS HANDBOOK / DISCLAIMER**

**We prepared this handbook to assist Staff and Teachers in finding the answers to many questions that they may have regarding their employment with Lemman Classical School (D.B.A. Lemman Academy of Excellence, Inc.) Please take the necessary time to read it.**

**We do not expect this handbook to answer all employee questions. Human Resources, Senior Administration, Principals, Vice Principals, and Supervisors also will be a major source of information.**

**Neither this handbook nor any other verbal or written communication by any Senior Administration representative, is, nor should it be considered to be, an agreement, contract of employment, express or implied, or a promise of treatment in any particular manner in any given situation nor does it confer any contractual rights whatsoever. Lemman Classical School adheres to the policy of employment at will, which permits the School or the employee to terminate the employment relationship at any time, for any reason, with or without cause or notice.**

**No School representative other than Human Resources or the CEO may modify at-will status and/or provide any special arrangement concerning terms or conditions of employment in an individual case or generally and any such modification must be in a signed writing.**

**Many matters covered by this handbook are also described in separate School documents. These School documents are always controlling over any statement made in this handbook or by any member of Senior Administration.**

**This handbook states only general School guidelines. The School may, at any time, in its sole discretion, modify or vary from anything stated in this handbook, with or without notice, except for the rights of the parties to terminate employment at will, which may only be modified by an express written agreement signed by the employee and Human Resources Manager or the CEO.**

**This handbook supersedes all prior handbooks.**



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## **Welcome Statement**

For those of you who are commencing employment with Lemman Academy of Excellence, Inc. (herein: “Lemman Academy” or “Lemman Academy of Excellence” or “the School”), on behalf of Lemman Academy of Excellence, Inc., let me extend a warm and sincere welcome. I hope you will enjoy your work and feel as fulfilled as one can feel in your work here with us. I cannot explain how glad and excited we are to have you as part of our team and community.

For those of you who have been with us, thank you for your continued service.

I extend to you my personal best wishes for your personal success and professional satisfaction here at Lemman Academy of Excellence. I understand that it is our Staff and Teachers that offer the support, love and guidance our families expect for their scholars. It is also you who will grow and enable us to create new opportunities in the years to come.

*Jason Edwards*

*Head of Schools - Colorado*

*Lemman Academy of Excellence, Inc.*

## **Section 1 - Governing Principles of Employment**

### **1-1. Equal Employment Opportunity**

Leman Academy of Excellence, Inc. is an Equal Opportunity Employer that does not discriminate on the basis of actual or perceived race, religion, creed, color, age, sex, sexual orientation, gender, gender identity, gender expression, national origin, ancestry, marital status, civil union status, medical condition, disability (mental and physical), military and veteran status, pregnancy, childbirth and related medical conditions, or any other characteristic protected by applicable federal, state, or local laws and ordinances. Our Senior Administration team is dedicated to this policy with respect to recruitment, hiring, placement, promotion, transfer, training, compensation, benefits, employee activities, and general treatment during employment.

Title II of the Genetic Information Nondiscrimination Act (GINA) of 2008 protects applicants and employees from discrimination based on genetic information in hiring, promotion, termination, pay, fringe benefits, job training, classification, referral, and other aspects of employment. GINA also restricts employers' acquisition of genetic information and strictly limits disclosure of genetic information. Genetic information includes information about genetic tests of applicants, employees, or their family members; the manifestation of diseases or disorders in family members (family medical history); and requests for or receipt of genetic services by applicants, employees, or their family members.

The School will endeavor to accommodate the sincere religious beliefs of its employees to the extent such accommodation does not pose an undue hardship on the School's operations. Employees who wish to request such an accommodation should speak to the Human Resources Department.

Any employees with questions or concerns about equal employment opportunities in the workplace are encouraged to bring these issues to the attention of the Human Resources Department. The School will not allow any form of retaliation against individuals who raise issues of equal employment opportunity. To ensure our workplace is free of artificial barriers, violation of this policy will lead to discipline, up to and including termination. All employees must cooperate with all investigations.

### **1-2. Americans with Disabilities Act (ADA)**

Leman Academy of Excellence, Inc. complies with all applicable federal, state, and other laws concerning the employment of persons with disabilities. Leman Academy of Excellence, Inc. does not discriminate against qualified individuals with disabilities regarding application procedures, hiring, advancement, termination, compensation, training, or other terms, conditions, and privileges of employment. Leman Academy of Excellence, Inc. will not tolerate harassment on the basis of disability. Any concerns regarding discrimination or harassment based on a disability should be reported to the Human Resources Department (HR) and/or Senior Administrator. Bringing these concerns to Senior Administration's attention is protected under the policies of Leman Academy of Excellence, Inc. forbidding retaliation.

Leman Academy of Excellence, Inc. will provide reasonable accommodations to qualified individuals with disabilities who need them to perform the essential functions of their jobs unless the accommodation

would impose an undue hardship on the operation of our business. Employees who may need accommodations should notify the Human Resources Department. Employees are expected to cooperate with Lemman Academy of Excellence, Inc. and engage in an interactive process to determine what reasonable accommodations might be available. The School will not allow any form of retaliation or discrimination against an individual who requests an accommodation for a disability.

### **ADA Reasonable Accommodation: Service Animals**

According to the Americans with Disabilities Act (ADA), a service animal is defined as “any animal individually trained to work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals to an impending seizure or protecting individuals during one, and alerting individuals who are hearing impaired to intruders, or pulling a wheelchair and fetching dropped items.” A person with a disability uses a service animal as an auxiliary aid. In compliance with the ADA, service animals are welcome in all buildings on company property and may attend any class, meeting or other event. There may be an exception to certain areas.

Employees requesting accommodation for a disability that includes a service animal must contact the human resource (HR) department and complete a Service Animal request form. All service animals must be registered with the HR department.

Requirements of service animals and their owners include:

- All animals need to be immunized against rabies and other diseases common to that type of animal. All vaccinations must be current.
- Animals must wear a rabies vaccination tag.
- All dogs must be licensed per state law.
- Service animals must wear an owner identification tag (which includes the name and phone number of the owner) at all times.
- Animals must be in good health.
- Animals must be on a leash, harness or other type of restraint at all times, unless the owner/partner is unable to retain an animal on leash due to a disability.
- The owner must be in full control of the animal at all times. The care and supervision of
- the animal is solely the responsibility of the owner/partner.
- The owner/partner must provide the HR department staff with information as to how the animal accommodates for the individual’s disability.

Reasonable behavior is expected from service animals while on company property. The owners of disruptive and aggressive service animals may be asked to remove them from Lemman Academy’s facilities. If the improper behavior happens repeatedly, the owner may be told not to bring the service animal into any facility until the owner takes significant steps to mitigate the behavior.

Cleanliness of the service animal is mandatory. Consideration of others must be taken into account when providing maintenance and hygiene of service animals. The owner/partner is expected to clean and dispose of all animal waste.

### **Reasonable Accommodations for Pregnant Workers Policy**

As required by the federal Pregnant Workers Fairness Act (PWFA), Lemman Academy will provide reasonable accommodations to employees and applicants with limitations related to pregnancy, childbirth or related medical conditions, unless the accommodation will cause undue hardship to Lemman Academy's operations.

An employee or applicant may request an accommodation due to pregnancy, childbirth or a related medical condition by submitting the request in writing to human resources (HR). The accommodation request should include an explanation of the pregnancy-related limitations, the accommodation needed and any alternative accommodation(s) that might be reasonable. Depending on the nature of the accommodation, the individual may be requested to submit a statement from a health care provider substantiating the need for the accommodation.

Upon receipt of a request for accommodation, HR will contact the employee or applicant to discuss the request and determine if an accommodation is reasonable and can be provided without significant difficulty or expense, i.e., undue hardship.

While the reasonableness of each accommodation request will be individually assessed, possible accommodations include allowing the individual to:

- Frequent breaks
- Sitting/standing
- Schedule changes, including part-time work and paid or unpaid leave
- Remote work
- Providing reserved parking
- Light duty assignments
- Making existing facilities accessible or modifying the work environment (e.g., moving an employee's work space or providing protective equipment)
- Job restructuring
- Temporarily suspending one or more essential job functions
- Acquiring or modifying equipment, uniforms or devices
- Adjusting or modifying examinations or policies

An employee may request paid or unpaid leave as a reasonable accommodation under this policy; however, Lemman Academy will not require an employee to take time off if another reasonable accommodation can be provided that will allow the employee to continue to work. If unpaid leave is provided as a reasonable accommodation, it will run concurrently with leave under the federal Family and Medical Leave Act and/or any other leave where permitted by law.

Lemman Academy prohibits any retaliation, harassment or adverse action due to an individual's request for an accommodation under this policy or for reporting or participating in an investigation of unlawful discrimination under this policy.

### **1-3. Discrimination, Harassment, Workplace Bullying and Retaliation Prevention Policy**

#### Colorado's POWR Act

In accordance with the Colorado POWR Act, unlawful, employment-based harassment includes any unwelcome physical or verbal conduct or any written, pictorial, or visual communication directed at an

individual or group of individuals because of that individual's or group's membership in, or perceived membership in, a legally protected class that is subjectively offensive to the individual alleging harassment and objectively offensive to a reasonable individual who is a member of the same protected class. Unlawful, employment-based harassment does not include petty slights, minor annoyances, and lack of good manners, unless they meet the definition of harassment when taken individually or in combination and under the totality of the circumstances. In addition to any other legally protected classes, "marital status" shall be considered a protected class, except that marital status may be considered in situations in which one spouse directly or indirectly would exercise supervisory, appointment, or dismissal authority or disciplinary action over the other spouse; one spouse would audit, verify, receive, or be entrusted with moneys received or handled by the other spouse; or one spouse has access to the employer's confidential information, including payroll and personnel records.

Conduct or communication constitutes unlawful, employment-based harassment if:

- Submission to the conduct or communication is explicitly or implicitly made a term or condition of the individual's employment.
- Submission to, objection to, or rejection of the conduct or communication is used as a basis for employment decisions affecting the individual.
- The conduct or communication has the purpose or effect of unreasonably interfering with the individual's work performance or creating an intimidating, hostile, or offensive working environment.

Consideration of the nature of the work or the frequency with which harassment occurred in the past in determining whether certain conduct rises to the level of prohibited harassment, but the totality of the circumstances may include the frequency, duration, and location of the conduct or communication; the number of individuals involved; and the type or nature of the conduct or communication, and whether it is threatening, involves epithets or slurs, or reflects stereotypes.

#### School's Response to Reports of Harassment or Discrimination

The School takes unlawful harassment and discrimination very seriously and is committed to having a program that takes reasonable steps to prevent harassment, deter future harassers, and protect employees from harassment. In all instances of reported unlawful, employment-based harassment, the School will take prompt, reasonable action to investigate or address alleged discriminatory or unfair employment practices, and will take prompt, reasonable remedial actions, when warranted, in response to complaints of discriminatory or unfair employment practices.

In addition to any other reporting mechanisms available to employees, if any employee has been the victim of or has knowledge that unlawful, employment-based harassment may have occurred, he or she is to report that information to his or her supervisor or to his or her supervisor's supervisor if the supervisor is the alleged offender. If the School leader is the alleged offender then the report may be made to the School's board of directors. Prompt and reasonable action will be taken to investigate and remedy, when warranted, in response thereto.

Retaliation against any employee who, in good faith, reports or participates in an investigation related to allegations of unlawful, employment-based discrimination or harassment is prohibited.

#### POWR Act Recordkeeping



As required by the POWR Act, the School will preserve employment records for a period of five years from the later of the date the employer created or received the employment record, the date the personnel action giving rise to the personnel record occurred, or the final disposition of a charge of discrimination or related action. The term "personnel or employment record" includes the following:

- Requests for accommodation.
- Written and oral employee complaints of discrimination, harassment, or unfair employment practices.
- Submitted job applications.
- Records related to hiring, promotion, demotion, transfer, layoff, termination, rates of pay or other terms of compensation, and selection for training or apprenticeship.
- Records of training provided to or facilitated for employees.

Employers must maintain a designated repository of all written and oral complaints of discrimination, harassment, or unfair employment practices, including the date of the complaint, the identity of the complaining party, the identity of the alleged perpetrator, and the substance of the complaint.

**All discrimination, harassment, and retaliation is unacceptable in the workplace and in any work-related settings such as business trips and business-related social functions, regardless of whether the conduct is engaged in by a supervisor, co-worker, client, customer, vendor, or other third party.**

### *Workplace Bullying*

Leman Academy of Excellence, Inc. defines bullying as repeated inappropriate behavior, either direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others, at the place of work and/or in the course of employment. Such behavior violates Leman Academy of Excellence, Inc.'s, Discrimination and Harassment Zero Tolerance Policy, which clearly states that all employees will be treated with dignity and respect.

### ***Examples***

Bullying may be intentional or unintentional. However, it must be noted that when an allegation of bullying is made, the intention of the alleged bully is irrelevant, and will not be given consideration when meting out discipline. As in sexual harassment, it is the effect of the behavior on the individual that is important. Leman Academy of Excellence, Inc considers the following types of behavior examples of bullying:

- Verbal bullying: Slandering, ridiculing or maligning a person or his or her family; persistent name calling that is hurtful, insulting or humiliating; using a person as butt of jokes; abusive and offensive remarks.
- Physical bullying: Pushing, shoving, kicking, poking, tripping, assault or threat of physical assault, damage to a person's work area or property
- Gesture bullying: Non-verbal threatening gestures; glances that can convey threatening messages.
- Exclusion: Socially or physically excluding or disregarding a person in work-related activities.

In addition, the following examples may constitute or contribute to evidence of bullying in the workplace:

- Persistent singling out of one person.
- Shouting or raising voice at an individual in public or in private.
- Using verbal or obscene gestures.
- Not allowing the person to speak or express himself or herself (i.e., ignoring or interrupting).
- Personal insults and use of offensive nicknames.
- Public humiliation in any form.
- Constant criticism on matters unrelated or minimally related to the person's job performance or description.
- Ignoring or interrupting an individual at meetings.
- Repeated and uncalled for Public reprimands.
- Repeatedly accusing someone of errors that cannot be documented.
- Deliberately interfering with mail and other communications.
- Spreading rumors and gossip regarding individuals.
- Encouraging others to disregard a supervisor's instructions.
- Manipulating the ability of someone to do his or her work (e.g., overloading, underloading, withholding information, assigning meaningless tasks, setting deadlines that cannot be met, giving deliberately ambiguous instructions).
- Inflicting menial tasks not in keeping with the normal responsibilities of the job.
- Refusing reasonable requests for leave in the absence of work-related reasons not to grant leave.
- Deliberately excluding an individual or isolating him or her from work-related activities, such as meetings.
- Unwanted physical contact, physical abuse or threats of abuse to an individual or an individual's property (defacing or marking up property).

### *Reporting Procedures*

The following steps have been put into place to ensure the work environment is respectful, professional, and free of discrimination, harassment, and retaliation. If an employee believes someone has violated our harassment, retaliation, workplace bullying, or the Equal Employment Opportunity Policy, the employee should promptly bring the matter to the immediate attention of their immediate supervisor or by contacting the Human Resources Department. (Phone numbers are available through the School directory.) If this individual is the person toward whom the complaint is directed the employee should contact any higher-level manager in the reporting chain including the CEO. If the employee makes a complaint under this policy and has not received a satisfactory response within five (5) business days, he/she should contact Human Resources (HR) immediately.

Every supervisor who learns of any employee's concern about conduct in violation of this policy, whether in a formal complaint or informally, must immediately report the issues raised to the Human Resources Department.

While Employees are encouraged to report claims internally, if an employee believes that he/she has been subjected to harassment, discrimination, or retaliation, he/she may file a formal complaint with a government agency. Using the School's complaint process does not prohibit an employee from filing a complaint with a government agency.

Grievances concerning sexual harassment as defined under Title IX shall be processed consistent with the requirements of Title IX regulations, which may vary from the Lemman Academy of Excellence's other sexual harassment policies. Individuals who make a complaint under other policies that may be more properly heard under Title IX will be advised of the options available through Title IX. For more information on the Title IX process contact [INSERT NAME, EMAIL, PHONE NUMBER, AND MAILING ADDRESS FOR TITLE IX COORDINATOR] or visit the following link: [INSERT LINK TO TITLE IX PROCESS/POLICY AND CONTACT INFO].

### *Investigation Procedures*

Upon receiving a complaint, Lemman Academy of Excellence, Inc. will promptly conduct a fair and thorough investigation into the facts and circumstances of any claim of a violation of this policy or our Equal Employment Opportunity policy. To the extent possible, Lemman Academy of Excellence, Inc. will endeavor to keep the reporting employee's concerns confidential. However, complete confidentiality may not be possible in all circumstances. The Human Resources Department alongside Senior Administration and the CEO will conduct this investigation.

During the investigation, Lemman Academy of Excellence, Inc. generally will interview the complainant and the accused, conduct further interviews as necessary and review any relevant documents or other information. Based on the nature of the allegations, the accused/offending employee may be placed on a paid administrative leave during the duration of the investigation. Upon completion of the investigation, the School shall determine whether this policy has been violated based upon its reasonable evaluation of the information gathered during the investigation. The School will inform the complainant and the accused of the results of the investigation.

Lemman Academy of Excellence, Inc. will take corrective measures against any person who it finds to have engaged in conduct in violation of this policy, if the School determines such measures are necessary. These measures may include, but are not limited to, counseling, suspension, or immediate termination. Anyone, regardless of position or title, who the School determines has engaged in conduct that violates this policy will be subject to discipline, up to and including termination.

Remember, Lemman Academy of Excellence, Inc. cannot remedy claimed discrimination, harassment, or retaliation unless employees bring these claims to the attention of management. Employees should not hesitate to report any conduct which they believe violates this policy.

## **1-4. Drug and Alcohol-Free Workplace**

### *Purpose and Goal*

Lemman Academy of Excellence, Inc. is committed to protecting the safety, health and well-being of all employees and other individuals in our workplace. We recognize that alcohol abuse and drug use pose a significant threat to our goals. We have established a drug and alcohol-free workplace program that balances our respect for individuals with the need to maintain an alcohol and drug-free environment. This restriction does not apply to responsible drinking of alcohol at business meetings and related social outings.

The School encourages employees to voluntarily seek help with drug and alcohol problems.

### *Covered Workers*

Any individual who conducts business for the School, is applying for a position or is conducting business on the School's property is covered by our drug and alcohol-free workplace policy. Our policy includes, but is not limited to, full-time employees and part-time employees.

### *Applicability*

Our drug and alcohol-free workplace policy is intended to apply whenever anyone is representing or conducting business for the School. Therefore, this policy applies during all working hours, whenever conducting business or representing the School, while on School property and at School-sponsored events.

### *Prohibited Behavior*

It is a violation of our drug and alcohol-free workplace policy to use, possess, sell, trade, and/or offer for sale alcohol, illegal drugs or intoxicants.

Prescription and over-the-counter drugs are not prohibited when taken in standard dosage and/or according to a physician's prescription. Any employee taking prescribed or over-the-counter medications will be responsible for consulting the prescribing physician and/or pharmacist to ascertain whether the medication may interfere with safe performance of his/her job. If the use of a medication could compromise the safety of the employee, fellow employees, scholars or the public, it is the employee's responsibility to use appropriate personnel procedures (e.g., call in sick, use leave, request change of duty, notify supervisor, notify School nurse, or resign your position) to avoid unsafe workplace practices. However, this does not extend any right to report to work under the influence of medical marijuana or to use medical marijuana as a defense to a positive drug test, to the extent an employee is subject to any drug testing requirement and/or to the extent permitted by and in accordance with applicable law.

The illegal or unauthorized use of prescription drugs is prohibited. It is a violation of our drug and alcohol-free workplace policy to intentionally misuse and/or abuse prescription medications. Appropriate disciplinary action will be taken if job performance deterioration and/or other accidents occur.

If an employee is deemed unsafe to be at work by their supervisor/team member due to what has the supervisor/team members views as an employee "under the influence", the employee can be sent home, with pay, for the day. After that day is complete, the Human Resources Department will meet with the employee to discuss the circumstances of their believing to be "under the influence". At such time, the employee may discuss prescription medications or why they believe their supervisor/team member believed them to be "under the influence". The Human Resources Department may ask the employee to be screened for drug/alcohol usage. This follows the Schools Search and Drug Testing policy. If negative/satisfying results are obtained through this investigation the report will be dismissed and not added to the employee's file. However, should the testing/investigation render negative results the employee may be disciplined and even terminated.

Caution of reporting: If it is found that an employee/supervisor is using the “under the influence” reporting as a way to harass/bully another employee the reporting employee may be disciplined for harassment and workplace bullying.

### *Notification of Convictions*

Upon conviction for violating any state or federal drug law, each employee of this School is required to notify his/her immediate supervisor of such conviction within five (5) business days thereof. This “notification of drug conviction” requirement applies whether the conviction resulted from conduct performed while in the course and scope of employment or off duty. employees are required to report any drug-related criminal charge brought against them, whether the result of on-duty or off-duty conduct. The School will take appropriate action within 30 days of notification. Federal contracting agencies will be notified when appropriate.

### *Searches*

To preserve the health and safety of students, staff, and visitors, the School reserves the right to search or inspect any vehicles, packages, parcels, purses, handbags backpacks, briefcases, jackets, pockets, or any other possessions, persons, or articles on School property or at a School sponsored activity when there is reasonable suspicion that the search may result in discovery of an item that is a violation of the law or School policies to possess. Therefore, there is no reasonable expectation of privacy with regard to personal items brought onto School property or to School sponsored activities. It is considered to be part of each employee’s job to cooperate fully with such searches. Refusal to cooperate may lead to disciplinary action, up to and including termination.

Additionally, the School reserves the right to search the content of its own property (i.e. desks, lockers, cabinets, laptops, etc.) at any time for any reason, and staff shall have no expectation of privacy for items stored or located therein. The School must have access to its property at all times, and employees must not place personal or unauthorized locks or passcodes on School owned property, like a desk, computer, or closet, without approval by a supervisor.

### *Drug Testing*

To ensure the accuracy and fairness of our testing program, all testing will be conducted according to Substance Abuse and Mental Health Services Administration (SAMHSA) guidelines where applicable and will include a screening test; a confirmation test; the opportunity for a split sample; review by a Medical Review Officer, including the opportunity for employees who test positive to provide a legitimate medical explanation, such as a physician’s prescription, for the positive result; and a documented chain of custody.

All drug-testing information will be maintained in separate confidential records.

The substances that will be tested for are: Amphetamines, Cannabinoids (THC), Cocaine, Opiates, Phencyclidine (PCP), Alcohol, Barbiturates, Benzodiazepines, Methaqualone, Methadone and Propoxyphene.

Testing for the presence of alcohol will be conducted by analysis of breath, saliva, or blood. Testing for the presence of the metabolites of drugs will be conducted by the analysis of urine.

Any employee who tests positive will be immediately removed from duty and terminated from employment.

An employee will be subject to the same consequences of a positive test if he/she refuses the screening or the test, adulterates or dilutes the specimen, substitutes the specimen with that from another person or sends an imposter, will not sign the required forms or refuses to cooperate in the testing process in such a way that prevents completion of the test.

### *Prescription Medication Policy*

The proper use of medication prescribed by your physician is not prohibited; however, we do prohibit the misuse of prescribed medication. Employees' drug use may affect their job performance, such as by causing dizziness or drowsiness. Employees are required to disclose any medication that would make them a risk of harm to themselves or to others in performing their job responsibilities. It is the employee's responsibility to determine from his/her physician whether a prescribed drug may impair job performance.

### *Consequences*

One of the goals of our drug and alcohol-free workplace program is to encourage employees to voluntarily seek help with alcohol and/or drug problems. If, however, an individual violates the policy, the consequences are serious.

In the case of applicants, if he/she violates the drug and alcohol-free workplace policy, the offer of employment will be withdrawn. The applicant may reapply after one (1) year and must successfully pass a pre-employment drug test.

If an employee violates the policy, he/she will be subject to progressive disciplinary action and potential termination. An employee required to enter rehabilitation who fails to successfully complete it and/or repeatedly violates the policy will be terminated from employment. Nothing in this policy prohibits the employee from being disciplined or terminated for other violations and/or performance problems.

### *Return-to-Work Agreements*

Following a violation of the drug and alcohol-free workplace policy, an employee may be offered an opportunity to participate in rehabilitation. In such cases, the employee must sign and abide by the terms set forth in a Return-to-Work Agreement as a condition of continued employment.

### *Assistance*

Leman Academy of Excellence, Inc. recognizes that alcohol and drug abuse and addiction are treatable illnesses. We also realize that early intervention and support improve the success of rehabilitation. To support our Staff and Teachers, our drug and alcohol-free workplace policy:

- Encourages employees to seek help if they are concerned that they or their family members may have a drug and/or alcohol problem.
- Allows the use of accumulated paid leave while seeking treatment for alcohol and other drug problems.

However, employees may not request an accommodation to avoid discipline for a policy violation. Treatment for alcoholism and/or other drug use disorders may be covered by the employee benefit plan. However, the ultimate financial responsibility for recommended treatment belongs to the employee.

### *Confidentiality*

All information received by the School through the drug and alcohol-free workplace program is confidential communication. Access to this information is limited to those who have a legitimate need to know in compliance with relevant laws and Human Resources and Senior Administration policies.

### *Shared Responsibility*

A safe and productive drug and alcohol-free workplace is achieved through cooperation and shared responsibility. Both employees and Senior Administration have important roles to play.

All employees are expected, if their ability to perform job duties is impaired due to on- or off- duty use of alcohol or other drugs, to stay home and not report for their time at work. Failure to adhere to the above policy will result in immediate separation from the organization.

In addition, employees are encouraged to:

- Be concerned about working in a safe environment.
- Support fellow workers in seeking help.
- Report dangerous behavior to their supervisor.

It is the supervisor's responsibility to:

- Inform employees of the drug and alcohol-free workplace policy.
- Observe employee performance.
- Investigate reports of dangerous practices.
- Document negative changes and problems in performance.
- Counsel employees as to expected performance improvement.
- Clearly state consequences of policy violations.

### *Communication*

Communicating our drug and alcohol-free workplace policy to supervisors and employees is critical to our success. To ensure all employees are aware of their role in supporting our drug and alcohol-free workplace program:

- All Employees will receive a written copy of the policy. Acknowledgment and receipt of this handbook will constitute acknowledgment and receipt of the Drug and Alcohol-Free Workplace Policy.

## **1-5 Discipline Policy**

Violation of School employment policies, procedures, practices, or directives may result in disciplinary action including without limitation, employment termination. The School may also implement other forms of employment discipline such as, without limitation, a formal reprimand, demotion, transfer, or suspension without pay (to the extent allowed by FLSA). The School is not obligated to utilize a system of progressive discipline and may discipline or terminate staff members at any time for any reason deemed appropriate by the School. Any attempt or practice of progressive discipline or period for performance improvement does not require the School to use the same practice in the future, or mean that an employee's employment is anything other than on an "at-will" basis. While the School is concerned with consistent enforcement of workplace rules, the School is not obligated to follow any specific disciplinary procedure, and may elect to discipline or terminate an employee without any prior warning, hearing or specific procedure, except to the extent required by applicable law.

## **1-6. Workplace Violence**

### ***Workplace Violence Prevention Policy***

Leman Academy is committed to preventing workplace violence and to maintaining a safe work environment. Leman Academy has adopted the following guidelines to deal with intimidation, harassment or other threats of or actual violence that may occur onsite or offsite during work.

### ***Prohibited Conduct***

All employees, volunteers, contractors, and vendors should be treated with courtesy and respect at all times. Employees are expected to refrain from fighting, "horseplay," or other conduct that may be dangerous to others. Conduct that threatens, intimidates, or coerces another employee, volunteer, contractor, or vendor will not be tolerated. Leman Academy resources may not be used to threaten, stalk, or harass anyone at or outside the workplace. Leman Academy treats threats coming from an abusive personal relationship as it does other forms of violence.

Indirect or direct threats of violence, incidents of actual violence, and suspicious individuals or activities should be reported as soon as possible to any member of senior administration and/or human resources (HR). When reporting a threat or incident of violence, the employee should be as specific and detailed as possible. Employees should not place themselves in peril, nor should they attempt to intercede during an incident.

Employees should promptly inform the HR department of any protective or restraining order that they have obtained that lists the workplace as a protected area. Employees are encouraged to report safety concerns with regard to intimate partner violence. Leman Academy will not retaliate against employees making good-faith reports. Leman Academy is committed to supporting victims of intimate partner violence by providing referrals to the company's employee assistance program and community resources and providing time off for reasons related to intimate partner violence.

### ***Investigations and Enforcement***



Leman Academy will promptly and thoroughly investigate all reports of threats of violence or incidents of actual violence and of suspicious individuals or activities. The identity of the individual making the report will be protected as much as possible. Leman Academy will not retaliate against employees making good-faith reports of violence, threats, or suspicious individuals or activities. To maintain workplace safety and the integrity of its investigation, Leman Academy may suspend employees suspected of workplace violence or threats of violence, either with or without pay, pending investigation.

Anyone found to be responsible for threats of or actual violence or other conduct that is in violation of these guidelines will be subject to prompt disciplinary action up to and including termination of employment.

Leman Academy encourages employees to bring their disputes to the attention of their supervisors or the HR department before the situation escalates. Leman Academy will not discipline employees for raising such concerns.

### **Weapon-Free Workplace Policy**

To ensure that Leman Academy maintains a workplace safe and free of violence for all employees, the company prohibits the possession or use of dangerous weapons on company property.

#### *Covered Individuals*

All Leman Academy workers are subject to this policy, including contract workers and temporary employees, as well as visitors and vendors on company property. A license to carry a weapon does not supersede this company policy. Any employee in violation of this policy will be subject to disciplinary action, up to and including termination.

#### *Definitions*

“Company property” is defined as all company-owned or leased buildings and surrounding areas such as sidewalks, walkways, driveways and parking lots under the company’s ownership or control. This policy applies to all company-owned or leased vehicles and all vehicles that come onto company property.

“Dangerous weapons” include firearms, explosives, knives, and other weapons that might be considered dangerous or that could cause harm. Employees are responsible for making sure that any item possessed by the employee is not prohibited by this policy.

#### *Enforcement*

This policy is administered and enforced by the human resources (HR) department. Anyone with questions or concerns specific to this policy should contact the HR department.

### **1-7. Equal Pay for Equal Work**

Leman Academy of Excellence, Inc. will not discriminate between employees on the basis of sex, or on the basis of sex in combination with another legally protected class status, by paying an employee of one sex a wage rate less than the rate paid to an employee of a different sex for substantially similar work, regardless of job title, based on a composite of skill; effort, which may include consideration of shift

work; and responsibility, unless the basis for such disparity is one of the following, reasonably applied reasons, which account for the entire wage differential:

1. The School's seniority system;
2. The School's merit system;
3. The School's system that measures earnings by quantity or quality of production;
4. The geographic location where the work is performed;
5. Education, training, or experience to the extent that they are reasonably related to the work in question; or
6. Travel, if the travel is a regular and necessary condition of the work performed

#### Wage History and Disclosure of Pay Rate

In determining an employee's pay the School will not inquire about or rely on the wage history of the prospective employee. The School will not discriminate or retaliate against prospective employees for failing to disclose their wage history. The School will not discharge, discipline, discriminate against, coerce, intimidate, threaten, or interfere with an employee or other person because the employee or person inquired about, disclosed, compared, or otherwise discussed the employee's pay rate.

#### Job Postings

The School will disclose in all job postings a good faith description of the hourly rate or salary compensation (or a range thereof, with lower and upper limits) that the School plans to pay for the position; a general description of any bonuses, commissions, or other forms of compensation that are being offered for the job; and a general description of all employment benefits the School is offering for the position, including health care benefits, retirement benefits, any benefits permitting paid days off (including sick leave, parental leave, and paid time off or vacation benefits), and any other benefits that must be reported for federal tax purposes, but not benefits in the form of minor perks.

The School may ultimately pay more or less than the posted range, so long as the posted range was the School's good-faith and reasonable estimate of the range of possible compensation at the time of the posting.

#### Job Opportunities

The School will make reasonable efforts to announce, post or otherwise make known, in writing, any job opportunities to all current employees (even if they aren't eligible or qualified) on the same calendar day and prior to making a decision. Applications may only be open to employees who meet the minimum qualifications.

A "job opportunity" means a current or anticipated vacancy for which the School is considering a candidate or candidates or interviewing a candidate or candidates or that the School externally posts, except it does not include "career development" or "career progression." A "vacancy" means an open position, whether as a result of a newly created position or a vacated position.

"Career development" means a change to an employee's terms of compensation, benefits, full-time/part-time status, duties, or access to further advancement in order to update the employee's job title or compensate the employee to reflect the work performed or contributions already made by the employee.

“Career progression” means a regular or automatic movement from one position to another based on time in a specific role or other objective metrics.

These posts will include the job title, compensation and benefits, means by which employees may apply for the position, and the anticipated closing date for applications. These posts will be made for a minimum period long enough that employees can reasonably access it, and will be made, at a minimum available internally to employees, in the following manner:

Employees (A) can access within their regular workplace, either online or in hard copy, and (B) are told where to find required postings or announcements. If a particular method reaches some but not all employees, such as an online posting not accessible to those lacking internet access, an alternative method must be used for such employees.

The job opportunities posting requirement will be subject to the following exceptions (which are subject to change as new rulemaking from the Colorado Department of Labor takes effect):

1. A job opportunity need not be posted to all employees if the School has a compelling need to keep a particular opening confidential because the position is still held by an incumbent employee who, for reasons other than avoiding job posting requirements, the School has not yet made aware they will be separated. However, if any employees are told of the opportunity, all other employees must be told who either (1) meet the minimum qualifications or (2) have a job “substantially similar” to any employees being told of the opportunity. If the need for confidentiality ends before any deadline to apply for the job, the School will then promptly comply with typical posting requirements.

2. No immediate job posting is required to fill a position on a temporary basis (i.e. "acting" or "interim" positions) for up to six months where the hiring is not expected to be permanent. If the hire may become permanent, the required posting must be made in time for employees to apply for the permanent position.

#### Post Hiring Notification

The School shall make reasonable efforts to announce, post, or otherwise make known, within 30 calendar days after a candidate selected begins working the following information to, at a minimum, the employees with whom the employer intends the selected candidate work with regularly:

1. The name of the candidate selected;
2. The selected candidate’s former job title if selected while already employed by the School;
3. The selected candidates new job title;
4. Information on how employees may demonstrate interest in similar job opportunities in the future, including identifying individuals or departments to whom the employees can express interest in similar job opportunities.

For positions with career progression, the School will disclose and make available to all eligible employees the requirements for career progression, in addition to each position’s terms of compensation, benefits, full-time or part-time status, duties, and access to further advancement.

Nothing in this policy will be construed to require a violation of a selected candidate's privacy rights under applicable local, state, or federal law or in a manner that would place the candidate's safety at risk.

### Records

The School will keep records of job descriptions and wage rate history for each employee for the duration of the employment plus two years after the end of employment..

### **1-8. Job Application Fairness Act**

Pursuant to the Job Application Fairness Act, the School will not include questions on a job application or ask job applicants to disclose their age, which includes not asking their: date of birth; dates of attendance at an educational institution; dates of graduation from an educational institution; or other inquiries similarly likely to disclose or create an inference as to an applicant's age, except the School may request additional application materials like licensure, certifications, school transcripts, or other requisite evidence of experience or qualifications. However, if the School does so, it must notify applicants that they may redact age-related information (i.e. dates of school attendance or graduation, dates of licensure, etc.). Nothing in this policy will restrict the School's ability to verify an applicant's compliance with age requirements imposed by or pursuant to: a bona fide occupational qualification related to public or occupational safety; a federal statute or regulation; or a state or local statute or regulation based on a bona fide occupational qualification.

### **1-9. Grievance Procedures**

Leman Academy recognizes that there are times when the need arises for employees to express concerns or complaints in a formal manner. The following procedures will ensure that employees receive a fair and unbiased review of workplace concerns.

#### *Procedures*

#### **Step 1: Informal discussion with supervisor**

Employee concerns should first be discussed with the employee's immediate supervisor. Many concerns can be resolved informally when an employee and supervisor take time to review the concern and discuss options to address the issue.

#### **Step 2: Written complaint to supervisor**

If the employee is not satisfied with the results of the informal discussion in Step 1, the employee may submit a written complaint within five days to his or her immediate supervisor to include:

- The nature of the grievance.
- Detailed information including evidence of the issue, witnesses, related policies, etc.
- The remedy or outcome desired.

The immediate supervisor will have five working days to respond to the employee in writing.

If the employee complaint is regarding illegal harassment, discrimination or retaliation, or their supervisor, the employee should submit the written complaint directly to the human resources (HR) department.

### **Step 3: Written formal complaint to human resources**

If the employee is not satisfied with the response from the immediate supervisor, the employee may submit a written formal complaint to human resources. The request for review should include:

- An explanation of the grievance and details of all previous efforts to resolve the issue.
- A copy of the written complaint submitted to the immediate supervisor.
- A copy of the immediate supervisor's written response to the employee's complaint.
- Detailed information regarding the employee's dissatisfaction with the immediate supervisor's response.

Human Resources will consult with the employee's immediate supervisor and any other relevant parties to evaluate the grievance and provide a written response to the employee within five days. The outcome of the review by human resources will be final unless new evidence or other circumstances warrant additional review of the complaint.

#### *Recordkeeping*

HR will maintain records of the grievance process confidentially and securely.

## **Section 2 - Operational Policies**

### **2-1. Immigration Law Compliance**

Leman Academy of Excellence, Inc. is committed to employing only United States citizens and those who are authorized to work in the United States while at the same time recognizing its obligation to avoid discrimination on the basis of citizenship or national origin.

In compliance with the Immigration Reform and Control Act of 1986, and other applicable federal laws, all Staff and Teachers must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility as a condition of employment. Former Staff and Teachers who are rehired must also complete the form if they have not completed an I-9 with Leman Academy of Excellence, Inc. within the past three (3) years or if their previous I-9 is no longer retained or valid.

The School will periodically review I-9 documentation to re-verify employment eligibility. Employees may be required to provide updated documentation to support continued employment.

Employees may raise questions or complaints about immigration law compliance without fear of reprisal.

### **2-2. Employment Applications**

Leman Academy of Excellence, Inc. relies upon the accuracy of the information contained in each individual's employment and volunteer applications, as well as the accuracy of other data presented throughout the hiring process or obtained during employment or volunteer opportunities. Any

misrepresentations, falsifications, or material omissions in any of this information or data will result in disqualification from further consideration for employment or, if already hired, termination of employment.

### **2-3. Background Checks**

To comply with state law, including C.R.S. 22-30.5-110.5 and 110.7, regarding employees in charter schools and to help ensure that all staff at the School are of the highest quality, the School may conduct extensive checks of employment references, educational verification and Criminal Offender Record Information, including fingerprinting, on applicants prior to or during employment. Your employment with the School is contingent on your timely cooperation in and satisfactory results from criminal, child abuse, and other background checks (both at the time of hire and from time to time during employment).

### **2.4 Employee Classifications**

For purposes of this handbook, all Staff, Teachers, and Volunteers fall within one of the classifications below.

**Full-Time Staff and Teachers** - Staff and Teachers who regularly work at least thirty (30) hours per week who were not hired on a temporary basis. Instructional Staff: Ten (10) Month Staff and Teachers (i.e., Teachers; Non- Instructional Staff: Twelve (12) Month Staff and Teachers i.e. Administrative Staff).

**Part-Time Staff and Teachers** - Staff and Teachers who regularly work fewer than thirty (30) hours per week who were not hired on a temporary basis. Part-Time Staff and Teachers work throughout the school year only. Instructional Staff: Ten (10) Month Staff and Teachers (i.e., Instructional Assistants; Non-Instructional Staff: Twelve (12) Month Staff and Teachers i.e. Administrative Staff).

**Temporary Staff and Teachers** - Staff and Teachers who were hired for a specific short-term project, or on a per diem or temporary basis. Temporary Staff and Teachers generally are not eligible for School benefits but are eligible to receive statutory benefits. Example: Guest Teachers

In addition to the above classifications, Staff and Teachers are categorized as either “salary exempt”; “salary non-exempt” or “non-exempt” for purposes of federal and state wage and hour laws. Staff and Teachers classified as exempt do not receive overtime pay; they generally receive the same weekly salary regardless of hours worked. Such a salary may be paid less frequently than weekly. Staff and Teachers will be informed of their classifications upon hire and informed of any subsequent changes to their classifications.

### **2-5. Emergency Closings**

At times, emergencies such as severe weather, fires, power failures, or earthquakes, can disrupt School operations. In extreme cases, these circumstances may require the closing of a work facility.

When operations are officially closed due to emergency conditions, the time off from scheduled work for non-exempt Staff and Teachers will be unpaid. However, with supervisory approval, Staff and Teachers may use available paid leave time, such as unused vacation or personal day benefits. Staff and Teachers in

essential operations may be asked to work on a day when operations are officially closed. In these circumstances, Staff and Teachers who work will receive regular pay. Leman Academy of Excellence, Inc. reserves the right, at the discretion of the Human Resources Department, to pay Staff and Teachers during emergency closings.

## **2-6. Timekeeping Procedures**

Staff must record their actual time worked for payroll and benefit purposes. Nonexempt Staff must record the time work begins and ends, as well as the beginning and ending time of any departure from work for any non-work-related reason, on forms as prescribed by Senior Administration.

Altering, falsifying or tampering with time records is prohibited and subjects the employee to discipline, up to and including termination.

Exempt Employees are required to record their daily work attendance and report full days of absence from work for reasons such as leaves of absence, sick leave or personal business. Reporting is in two forms: (1) Paylocity's time and attendance system and (2) Teachers must request a substitute in our Frontline System. A link to the training and websites for these websites is listed below:

<https://lemanacademy.com/staff-documents/>

Nonexempt Staff may not start work until their scheduled starting time.

It is each employee's responsibility to sign his/her time record to certify the accuracy of all time recorded. Any errors in employee time records should be reported immediately to the employee's supervisor, who will attempt to correct legitimate errors.

## **2-7. Overtime**

Like most successful companies, we experience periods of extremely high activity. During these busy periods, additional work is required from all of us. The employee's supervisor is responsible for monitoring business activity and requesting overtime work if it is necessary. Effort will be made to provide Staff and Teachers with adequate advance notice in such situations.

Nonexempt Staff who work overtime will be compensated at the rate of one and one-half times (1½) their normal hourly wage for all time worked in excess of 40 hours each week, unless otherwise required by law

Staff may only work overtime with prior authorization from the supervisor or Senior Administration.

For purposes of calculating overtime for nonexempt Staff, the workweek begins on Sunday and ends on the following Saturday.

## **2-8. Safe Harbor Policy for Exempt Staff and Teachers**

It is our policy and practice to accurately compensate Staff and Teachers and to do so in compliance with all applicable state and federal laws. To ensure that Staff and Teachers are paid properly and that no

improper deductions are made, Staff and Teachers must review their pay stubs promptly to identify and report all errors.

Staff and Teachers classified as exempt salaried Staff and Teachers will receive a salary which is intended to compensate them for all hours they may work for the School. This salary will be established at the time of hire or when the employee becomes classified as an exempt employee. While it may be subject to review and modification from time to time, such as during salary review times, the salary will be a predetermined amount that will not be subject to deductions for variations in the quantity or quality of the work the employee performs.

Under federal and state law, an employee's salary is subject to certain deductions. For example, unless state law requires otherwise, an employee's salary can be reduced for the following reasons:

- Full-day absences for personal reasons other than sickness or disability.
- Full-day absences for sickness or disability if the deduction is made in accordance with a bona fide plan, policy or practice of providing compensation for salary lost due to sickness or disability.
- Full-day disciplinary suspensions for infractions of safety rules of major significance; or for unpaid disciplinary suspensions of one (1) or more full days imposed in good faith for workplace conduct rule infractions.
- Family and Medical Leave absences (either full or partial day absences).
- To offset amounts received as payment from the court for jury and witness fees or from the military as military pay.
- The first or last week of employment in the event the employee works less than a full week.
- Any full work week in which the employee does not perform any work.
- Miscellaneous deductions approved by the employee for school expenditures
- Miscellaneous deductions for broken, lost or mishandled school property including school issued laptops (\$600), school issued Chromebook (\$150), school issued keys (\$15 per key) or electronic key fob (\$20 per key fob).

An employee's salary may also be reduced for certain types of deductions such as his/her portion of health, dental or life insurance premiums; state, federal or local taxes; social security; or voluntary contributions to a qualified retirement or pension plan, including PERA.

In any work week in which the employee performed any work, his/her salary will not be reduced for any of the following reasons:

- The employee's absence on a day because the School has decided to close a facility on a scheduled workday.
- Absences for jury duty, attendance as a witness, or military leave in any week in which the employee has performed any work (subject to any offsets as set forth above).
- Any other deductions prohibited by state or federal law.

An employee who believes he/she has been subject to any improper deductions should immediately report the matter to his/her supervisor. If his/her supervisor is unavailable or if the employee believes it would be



inappropriate to contact that person (or if the employee has not received a prompt and fully acceptable reply), the employee should immediately contact the Human Resources Department.

## **2-9. Intentionally Deleted**

## **2-10. Paychecks**

Staff and Teachers will be paid once monthly for all the time they have worked during the past pay period. Pay periods will run from the 1st of the month through the 15th and the 16th through the end of the month. Pay dates are as close to the 22nd of the month as possible pending weekends, holidays and non-banking days.

The payroll stub itemizes deductions made from the employee's gross earnings. By law, the School is required to make deductions for Social Security, federal income tax and any other appropriate taxes. These required deductions also may include any court-ordered garnishments. The payroll stub will also differentiate between regular pay received and overtime pay received.

An employee who believes there is an error with his/her pay should bring the matter to the attention of the Human Resources Department immediately so the School can resolve the matter quickly and amicably.

An employee's paycheck will be mailed to him/her, unless the employee has requested that it be held at the Human Resources Department or authorizes in writing another person to accept their check for them.

If an employee's paycheck is lost, he/she must notify the Human Resources Department immediately to ensure a new check may be issued. Staff and Teachers may be charged for any fees associated with stopping payment on a check.

## **2-11. Direct Deposit**

Leman Academy of Excellence, Inc. strongly encourages Employees to use direct deposit. Authorization forms are available from the designated HRIS website.

## **2-12. Performance Reviews**

Depending on position and classification, Leman Academy of Excellence, Inc. endeavors to review each employee's performance within twelve (12) months of employment and annually thereafter. However, Staff and Teachers should understand that a positive performance evaluation does not guarantee an increase in salary, a promotion, or continued employment. Compensation increases and the terms and conditions of employment, including job assignments, transfers, promotions, and demotions, are determined by and at the discretion of the Human Resources Department.

In addition to these formal performance evaluations, the School encourages Staff and Teachers and their supervisors to discuss job performance on a frequent and ongoing basis.

## **2-13. Record Retention**

The School acknowledges its responsibility to preserve information relating to litigation, audits and investigations. Failure on the part of Staff and Teachers to follow this policy can result in possible civil and criminal sanctions against the School and its Staff and Teachers and possible disciplinary action against responsible individuals (up to and including termination of employment). Each employee has an obligation to notify Human Resources and/or Senior Administrator of a potential or actual litigation, external audit, investigation or similar proceeding involving the School that may have an impact on record retention protocols.

## **Section 3 – Benefits**

### **3-1. Benefits Overview**

Eligible employees are provided with a wide range of benefits. Several of the programs (such as Social Security, Workers' Compensation, state disability, and unemployment insurance) cover all employees in the manner prescribed by law.

Benefits eligibility is dependent upon a variety of factors, including employee classification. Supervisors can identify the programs for which employees are eligible.

The School reserves the right to amend or withdraw any or all of the benefits programs at its sole discretion at any time, with or without notice.

### **3-2. Holidays**

Full Time employees are eligible for the following paid holidays:

New Year's Day  
Dr. Martin Luther King Jr. Day  
Memorial Day  
Juneteenth  
Independence Day  
Labor Day  
Thanksgiving Day  
Day after Thanksgiving  
Christmas Eve  
Christmas Day

Usually, these holidays are observed on the actual date of the holiday. However, when one of the above holidays falls on a Saturday, the holiday will generally be observed on the preceding Friday; if the holiday falls on a Sunday, it will generally be observed on the following Monday.

Unless previously approved by Senior Administration, nonexempt employees must work their entire shift on their regularly scheduled workdays preceding and following the holiday to be eligible to receive pay for the holiday.

When holidays fall or are celebrated on a regular workday, eligible employees will receive one (1) day's pay at their regular straight-time rate. Eligible nonexempt employees who are called in to work on a holiday will receive one (1) day's pay at their regular straight-time rate, and an additional payment of straight-time for the actual time they work that day, or the eligible employee will receive an additional day off for working on the holiday at the option of the School.

Holiday pay will not be counted as hours worked for the purposes of determining overtime pay.

If a holiday falls within an eligible employee's approved vacation period, the eligible employee will be paid for the holiday (at the regular straight-time rate) in lieu of the vacation day.

If a holiday falls within a jury duty or bereavement leave, the eligible employee will be paid for the holiday (at the regular straight-time rate).

### **3-3. Paid Leave**

#### *Paid Time Off Leave - Non- Instructional Staff*

In lieu of paid school breaks, Leman Academy of Excellence offers paid leave to non- instructional full-time employees. Eligible employees begin to accrue leave time upon hire and are eligible to use leave time as it accrues.

#### **Time Off Accrual - Full Time Non-Instructional Staff**

<b>Years of Service</b>	<b>Accrual Amount per Hour Worked</b>	<b>Maximum Annual Accrual Amount</b>
0-4	0.108 hours	80 hours
5-9 years	0.144 hours	120 hours
10 years and above	0.245 hours	160 hours

During an unpaid leave of absence staff will not accrue leave time.

Accumulated but unused leave time remaining at the end of the fiscal year (6/30) will carry over up to 40 hours for use in the subsequent year and will not be paid out to staff. Upon termination of employment, for any reason, staff will be paid for unused accumulated leave time.

#### *Paid Time Off (PTO) Leave - Instructional Staff*

Paid Time Off is available to all full-time Instructional Staff. Employees begin to accrue PTO upon hire and are eligible to use PTO as it accrues.

**PTO Accrual**

<b>Accrual Amount per Hour Worked</b>	<b>Maximum Annual Accrual Amount</b>	<b>Maximum Carryover on June 30</b>
0.093 hours	40 hours	40 hours

The PTO benefit replaces traditional personal day plans with a consolidated benefit that provides full-time instructional staff more discretion and flexibility in the use of paid time for planned and unplanned absences. Employees will not accrue PTO on overtime hours, during unpaid leaves of absence, or once employment is terminated. Sick time is provided for in a separate policy.

Except as otherwise mandated by law, full-time staff must use PTO hours in a minimum of four (4) hour increments.

To take PTO, employees must request approval from their supervisor at least two 2 weeks in advance of the anticipated time off. Requests will be reviewed based on several factors, including business needs and staffing requirements. Although we will attempt to accommodate a timely PTO request, we cannot guarantee that such a request will be granted on all occasions. In case of a conflict between two requests, we will generally use length of service with Lemman Academy of Excellence as a baseline for determining priority in scheduling, although certain exceptions may apply in a particular case.

PTO is paid at the employee’s base pay rate at the time the PTO is taken. It does not include overtime or any special forms of compensation such as incentives, commissions, bonuses, or shift differentials.

PTO will not be counted as hours worked for the purposes of determining overtime pay.

A maximum of 40 hours of accrued but unused PTO may be carried over from one fiscal year into the next; any unused accrued PTO time above 40 hours will be forfeited and employees will not be entitled to pay for that time at fiscal year-end. Upon termination of employment, full-time staff will be paid for accrued but unused PTO.

Employees requesting Unpaid Time Off must first use their accrued PTO. If the employee has no accrued PTO, it will be considered Unpaid Time Off.

**Optional PTO Cash Out:** At the end of each school year, current Full Time Teachers will receive the option to elect to cash out a portion of their accrued but unused PTO. Full Time Teachers may cash out up to a maximum of 40 hours of accrued PTO. The cash out will be paid at a reduced Guest Teacher Rate in June of each year. Requests must be made in writing (email is acceptable) and submitted to the Human Resources Department before May 1st of each year.

\*Note: Administrative Staff will not receive paid school breaks i.e. Fall Break, Winter Break, Spring Break, or Summer Break. Administrative staff are required to work their regularly scheduled shift or submit PTO requests (supervisor approval required) to be paid during school observed breaks.

## Grey Dates

Leman Academy hopes to allow all requested time off for our employees, however, throughout the year there are times that having core staff out of the office are detrimental to the organization's health. Thus, the below dates will rarely be approved for PTO unless explicitly allowed, in writing, by your Site Principal. Those dates are:

- First two weeks of the school year
- The week before and the week after Fall Break
- The week before and the week after Thanksgiving
- The week before and the week after the Winter Break
- The week before and the week after Spring Break
- The last two weeks of the School year
- The day before and the day after an observed holiday
- All state testing days

### **3-4. Colorado Healthy Families and Workplaces Act (“HFWA”) (All Staff - Front load method)**

In accordance with Colorado law, Leman Classical School will grant all employees forty-eight (48) hours of Sick leave (“paid HFWA leave”) per plan year, front-loaded to the employee's sick leave bank on July 1 annually, or upon hire, for immediate use.

For purposes of this policy, the plan year is the consecutive twelve (12) month period beginning on July 1 and ending on June 30. Employees will not be paid for unused paid HFWA leave at the end of the plan year or at the time of separation of employment for any reason. Unused paid HFWA leave remaining at the end of the plan year will not be carried forward for use in a subsequent plan year; however, each returning employee will receive forty-eight (48) hours of paid HFWA leave for immediate use on July 1 of all subsequent years of employment.

#### Covered Usage

Employees may use up to 48 hours of paid HFWA leave per plan year. Paid HFWA leave is paid at the employee's regular rate of pay and may be used in one (1) hour increments. An employee may not use more than 48 hours of paid HFWA leave in any plan year.

Employees may use paid HFWA leave for any of the following reasons as intended to comply with Colorado Healthy Families and Workplaces Act:

1. An employee's mental or physical illness, injury, or health condition; an employee's need for medical diagnosis, care, or treatment of a mental or physical illness, injury, or health condition; an employee's need for preventive medical care;
2. Care of a family member with a mental or physical illness, injury, or health condition; care of a family member who needs medical diagnosis, care, or treatment of a mental or physical illness, injury, or health condition; care of a family member who needs preventive medical care;

3. Absences related to a public health emergency, as identified in the Public Health Emergency Leave policy.
4. A public official who orders the closure of an employee's place of business or the school or place of care of an employee's child and the employee needs to care for the child
5. Closure of the employee's place of business by order of a public official due to a public health emergency or an employee's need to care for a child whose school or place of care has been closed by order of a public official due to a public health emergency, or care for oneself or a family member when it has been determined by the health authorities having jurisdiction or by a health care provider that the employee's or family member's presence in the community may jeopardize the health of others because of his or her exposure to a communicable disease, whether or not the employee or family member has actually contracted the communicable disease; or
6. Absence necessary due to domestic violence, sexual violence, abuse or stalking, provided the leave is to allow the employee to obtain for the employee or the employee's family member: (a) medical attention needed to recover from physical or psychological injury or disability caused by domestic violence, sexual violence, abuse or stalking; (b) services from a domestic violence or sexual violence program or victim services organization; (c) psychological or other counseling; (d) relocation or taking steps to secure an existing home due to the domestic violence, sexual violence, abuse or stalking; or (e) legal services, including but not limited to preparing for or participating in any civil or criminal legal proceeding related to or resulting from the domestic violence, sexual violence, abuse or stalking.
7. To grieve, attend funeral services or a memorial, or deal with financial and legal matters that arise after the death of a family member;
8. To care for a family member whose school or place of care has been closed due to inclement weather, loss of power, loss of heating, loss of water, or other unexpected events; or to evacuate the employee's place of residence due to inclement weather, loss of power, loss of heating, loss of water, or other unexpected events.

Paid HFWA leave can be used in one-hour increments. The School will not prohibit use of paid HFWA leave or retaliate against any employee for their lawful use of paid HFWA leave, if for a qualifying reason. When the need for leave is foreseeable, employees must make a good faith effort to provide advance notification and make a reasonable effort to schedule leave so as not to be unduly disruptive to their job requirements. If the need for leave is not foreseeable then the employees must provide notice as soon as practicable. The employee may be required to provide documentation of the reasons for taking the paid HFWA leave if for four or more consecutive days, in accordance with the HFWA.

Paid HFWA leave will not be counted as an "absence" that may result in firing or another kind of adverse action. An employee will not be required to find a "replacement worker" or job coverage when taking paid HFWA leave. If an employee separates from employment and is rehired within six months after the separation, the employee will have reinstated any paid HFWA leave that the employee had accrued but not used during the employee's previous employment. Employees are not entitled to any financial compensation at any time in exchange for any unused/accrued paid HFWA leave.

### Public Health Emergency Leave

In addition, on the date a federal, state or local public health emergency is declared and until four weeks after the official termination or suspension of the public health emergency, each employee's accrued paid HFWA leave will be supplemented, as necessary, to ensure that an employee may take the following amounts of paid HFWA leave for the additional purposes defined below:

1. For employees who normally work forty or more hours in a week, at least eighty hours of paid HFWA leave;
2. For employees who normally work fewer than forty hours in a week, at least the greater of either the amount of time the employee is scheduled to work in a fourteen-day period or the amount of time the employee actually works on average in a fourteen-day period.

Accrued paid HFWA leave counts toward the total described above, meaning the total described above is the new maximum and not in addition to existing, accrued paid HFWA leave. Employees may use supplemental leave before other forms of leave. Employees are only eligible for the supplemental paid HFWA leave in the amount described above once during the entirety of a public health emergency. Additional purposes for taking paid HFWA leave during a public health emergency include an employee who needs paid time off to:

1. Self-isolate and care for oneself because the employee is diagnosed with a communicable illness that is the cause of a public health emergency;
2. Self-isolate and care for oneself because the employee is experiencing symptoms of a communicable illness that is the cause of a public health emergency;
3. Seek or obtain medical diagnosis, care, or treatment if experiencing symptoms of a communicable illness that is the cause of a public health emergency;
4. Seek preventive care concerning a communicable illness that is the cause of a public health emergency; or
5. Care for a family member who is self-isolating after being diagnosed with a communicable illness that is the cause of a public health emergency; is self-isolating due to experiencing symptoms of a communicable illness that is the cause of a public health emergency; needs medical diagnosis, care, or treatment if experiencing symptoms of a communicable illness that is the cause of a public health emergency; or is seeking preventive care concerning a communicable illness that is the cause of a public health emergency; or
6. With respect to a communicable illness that is the cause of a public health emergency:
  - a. A local, state, or federal public official or health authority having jurisdiction over the location in which the School is located or the School determines that the employee's presence on the job or in the community would jeopardize the health of others because of the employee's exposure to the communicable illness or because the employee is exhibiting symptoms of the communicable illness, regardless of whether the employee has been diagnosed with the communicable illness;
  - b. Care of a family member after a local, state, or federal public official or health authority having jurisdiction over the location in which the family member's place of employment is located or the family member's employer determines that the family member's presence on the job or in the community would jeopardize the health of others because of the family member's exposure to the communicable illness or because the family member is exhibiting symptoms of

the communicable illness, regardless of whether the family member has been diagnosed with the communicable illness;

c. Care of a child or other family member when the individual's child care provider is unavailable due to a public health emergency, or if the child's or family member's school or place of care has been closed by a local, state, or federal public official or at the discretion of the school or place of care due to a public health emergency, including if a school or place of care is physically closed but providing instruction remotely; or

d. An employee's inability to work because the employee has a health condition that may increase susceptibility to or risk of a communicable illness that is the cause of the public health emergency.

After the four-week period following a public health emergency, any remaining supplemental paid HFWA leave will be removed from the employee's paid HFWA leave total.

#### HFWA Records

The School will retain records for each employee for a two-year period, documenting hours worked, paid HFWA leave accrued, and paid HFWA leave used. The School will provide documentation of the current amount of paid leave employees have (1) available for use, and (2) already used during the current benefit year, including any supplemental PHE leave. Information may be requested once per month or when the need for paid HFWA leave arises.

The School will not require disclosure of details relating to domestic violence, sexual assault, or stalking or the details of an employee's or an employee's family member's health information as a condition of providing paid HFWA leave. Any health or safety information possessed by the School regarding an employee or employee's family member will be maintained on a separate form and in a separate file from other personnel information; be treated as confidential medical records; and not be disclosed except to the affected employee or with the express permission of the affected employee.

#### The HFWA Precedence

This policy should be read and understood in conjunction with the entirety of the HFWA. Any definitions, requirements, or details of the HFWA shall supersede this policy.

The Colorado Department of Labor's contact information is as follows: 633 17th Street, Suite 201, Denver, CO 80202-3660 / 1-800-388-5515 / [www.colorado.gov](http://www.colorado.gov). Questions about rights and responsibilities under the law can be answered by Human Resources.

### **3-5. Lactation Breaks**

The School will provide a reasonable amount of break time to accommodate an employee desiring to express breast milk for her infant child, for two (2) years after the child's birth, in accordance with and to the extent required by applicable law. The break time, if possible, must run concurrently with rest and meal periods already provided to the employee. If the break time cannot run concurrently with rest and meal periods already provided to the employee, the break time will be unpaid, subject to applicable law.

The School will make reasonable efforts to provide the use of a functional room or location other than a toilet stall, for the employee to express milk in private that is free from intrusion from co-workers and the



public that includes access to an electrical outlet. This location may be the employee's private office, if applicable.

The School may not be able to provide additional break time if doing so would seriously disrupt the School's operations, subject to applicable law. Staff and Teachers should consult the Human Resources Department if they have questions regarding this policy.

Staff and Teachers should advise Senior Administration if they need break time and an area for this purpose. Staff and Teachers will not be discriminated against or retaliated against for exercising their rights under this policy.

### **3-6. Insurance Programs**

Leman Academy of Excellence, Inc. makes various benefits available to Staff and Teachers. To learn about them and to determine eligibility, Staff and Teachers should consult the Summary of Benefits and Coverage (SBC) and other material available for each plan.

### **3-7. Workers' Compensation**

On-the-job injuries are covered by Workers' Compensation Insurance, which is provided at no cost to Staff and Teachers. If an employee is injured on the job, no matter how slightly, the incident must be reported to the employee's supervisor within 24 hours. Failure to follow School procedures may affect the employee's ability to receive Workers' Compensation benefits.

Staff and Teachers who need to miss work due to a workplace injury may be placed on a leave of absence. Any leave of absence due to a workplace injury runs concurrently with all other School leaves of absence. Reinstatement of leave is guaranteed only if required by law. For more information, Staff and Teachers should refer to the Leaves of Absence section of this handbook.

### **3-8. Colorado PERA**

Colorado PERA provides retirement and other benefits to employees who provide valuable services to all of Colorado. To schedule an appointment with PERA please visit [copera.org](http://copera.org) or contact them at 1-800-759-7372.

## **Section 4 - Leaves of Absence**

In addition to the leave of absence policies listed in this section of the employee handbook, Employees may also be eligible for additional leave considerations under the Americans with Disabilities Act (ADA).

### **4-1. Family and Medical Leave**

Leman Academy of Excellence, Inc. complies with the Family and Medical Leave Act of 1993 (FMLA). The federal Family and Medical Leave Act of 1993, as amended in 2008, requires employers with 50 or more Employees to provide eligible Employees with unpaid leave. There are two types of leave available,

including the basic 12-week leave entitlement (Basic FMLA Leave), as well as the military family leave entitlements (Military Family Leave) described in this policy.

In addition to FMLA leave, Employees may also be eligible for leave under a similar state law. For information regarding eligibility, call the Human Resources Department.

#### *Eligibility for FMLA Leave*

Employees are eligible for FMLA leave if they:

1. Have worked for the School for at least 12 months; and
2. Have worked at least 1,250 hours for the School during the 12 calendar months immediately preceding the request for leave ; and
3. Are employed at a worksite that has 50 or more Employees within a 75-mile radius.

#### *Basic FMLA Leave*

Eligible Employees may take up to 12 weeks of leave during a 12 month period as specified herein under FMLA. We use a rolling 12-month period measured backwards from the date the employee uses FMLA leave when available FMLA is calculated. Employees who meet the eligibility requirements described above are eligible to take up to 12 weeks of unpaid leave during any 12-month period for one of the following reasons:

- The birth of a child and in order to care for that child (leave must be completed within one year of the child's birth);
- The placement of a child with you for adoption or foster care and in order to care for the newly placed child (leave must be completed within one year of the child's placement);
- To care for a spouse, child, or parent, or partners in a civil union or domestic partnership as defined under the Family Care Act with a serious health condition;
- To care for your own serious health condition, which makes you unable to perform any of the essential functions of your position; or
- A qualifying exigency of a spouse, child, or parent who is a military member on covered active duty or called to covered active duty status (or has been notified of an impending call or order to covered active duty).

#### *Married Couples*

Married couples who are eligible for FMLA leave and are employed by the same covered employer may be limited to a combined total of 12 weeks of leave during any 12-month period if the leave is taken for the placement of the employee's son or daughter or to care for the child after placement, for the birth of the employee's son or daughter or to care for the child after birth, or to care for the employee's parent with a serious health condition.

The definition of spouse is those individuals that are in a lawfully recognized opposite sex, same sex, or common law marriage, regardless of where they live.

### *Serious Health Condition*

A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three (3) consecutive calendar days combined with at least two (2) visits to a health care provider or one (1) visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

### *Military Family Leave*

There are two types of Military Family Leave available.

1.) **Qualifying Exigency Leave.** Staff and Teachers meeting the eligibility requirements described above may be entitled to use up to 12 weeks of their Basic FMLA Leave entitlement to address certain qualifying exigencies. Leave may be used if the employee's spouse, son, daughter or parent, is on covered active duty or called to covered active duty. "Covered active duty" generally applies to members of the Regular Armed Forces during deployment of the member with the Armed Forces to a foreign country, or for members of the Reserve components of the Armed Forces (members of the National Guard and Reserves) during deployment of the member with the Armed Forces to a foreign country under a call or order to active duty in support of a contingency operation. "Covered active duty" may also include other contingency operations as declared by Congress or the President pursuant to applicable law. "Deployment to a foreign country" includes deployment to international waters.

Qualifying exigencies may include:

- Short-notice deployment (up to seven (7) days of leave)
- Attending certain military events
- Arranging for alternative childcare or parental care
- Addressing certain financial and legal arrangements
- Periods of rest and recuperation for the service member (up to 15 days of leave)
- Attending certain counseling session
- Attending post-deployment activities (available for up to 90 days after the termination of the covered service members' active-duty status)
- Other activities arising out of the service member's active duty or call to active duty and agreed upon by the School and the employee

2. **Leave to Care for a Covered Service Member and/or Veterans.** There is also a special leave entitlement that permits Staff and Teachers who meet the eligibility requirements for FMLA leave to take up to 26 weeks of leave to care for a covered service member during a single 12-month period. A covered service member is either: (1) a current member of the Armed Forces (including a member of the National Guard or Reserves) who is undergoing medical treatment, recuperation, or therapy, is in outpatient status, or is

on the temporary disability retired list, for a serious injury or illness; or (2) a veteran of the Armed Forces (including the National Guard or Reserves) discharged within the five-year period before the family member first takes military caregiver leave to care for the veteran and who is undergoing medical treatment, recuperation, or therapy for a qualifying serious injury or illness. A veteran who was dishonorably discharged does not meet the FMLA definition of a covered service member. A “serious injury or illness” includes not only a serious injury or illness that was incurred by the member in line of duty on active duty but also a serious injury or illness that existed before the beginning of the member’s active duty and was aggravated by service in line of duty on active duty in the Armed Forces that may render the member medically unfit to perform the duties of the member’s office, grade, rank, or rating. For veterans, a “serious injury or illness” is generally a qualifying injury or illness that was incurred by the member in line of duty on active duty in the Armed Forces (or existed before the beginning of the member’s active duty and was aggravated by service in line of duty on active duty in the Armed Forces) and that manifested itself before or after the member became a veteran.

When both married individuals work for the same employer, the aggregate amount of leave that can be taken by the married individuals to care for a covered service member or veteran is 26 weeks in a single 12-month period.

#### *Use of Leave*

An employee does not need to use this leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. Staff and Teachers must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the employer’s operations.

Military Family Leave due to qualifying exigencies may also be taken on an intermittent basis. Leave may not be taken on an intermittent basis when used to care for the employee’s own child during the first year following birth, or to care for a child placed with the employee for foster care or adoption, unless both the employer and employee agree to such intermittent leave.

#### *Employee Responsibilities when Requesting FMLA Leave*

If the need to use FMLA leave is foreseeable, the employee must give the School at least 30 days’ prior notice of the need to take leave. When 30 days’ notice is not possible, the employee must give notice as soon as practicable (within 1 or 2 business days of learning of the need for leave, except in extenuating circumstances).

Failure to provide such notice may be grounds for delaying the start of the FMLA leave. Whenever possible, requests for FMLA leave should be submitted to the Human Resources Department using the Employee Application for Leave form available from Human Resources.

When submitting a request for leave, the employee must provide sufficient information for the School to determine if the leave might qualify as FMLA leave, and also provide information on the anticipated date when the leave would start as well as the duration of the leave. Sufficient information may include that the employee is unable to perform job functions; that a family member is unable to perform daily activities; that the employee or family member needs hospitalization or continuing treatment by a healthcare provider; or the circumstances supporting the need for military family leave. Staff and

Teachers also must inform the School if the requested leave is for a reason for which FMLA leave was previously taken or certified. Staff and Teachers also will be required to provide a certification and periodic recertification supporting the need for leave.

### *Medical Certification*

If the employee is requesting leave because of the employee's own or a covered relation's serious health condition, the employee and the relevant healthcare provider must supply appropriate medical certification. Staff and Teachers will obtain a Medical Certification form from the Human Resources Department. When the employee requests leave, HR will notify the employee of the requirement for medical certification and when it is due no more than five (5) days after the employee requests leave. If the employee provides at least 30 days' notice of medical leave, he/she should also provide the medical certification before the leave begins.

Failure to provide requested medical certification in a timely manner may result in denial of leave until it is provided. The School, at its expense, may require an examination by a second healthcare provider designated by the School, if it reasonably doubts the medical certification initially provided. If the second healthcare provider's opinion conflicts with the original medical certification, the School, at its expense, may require a third, mutually agreeable, healthcare provider to conduct an examination and provide a final and binding opinion. The School may require subsequent medical recertification. Failure to provide requested certification within 15 days, except in extenuating circumstances, may result in the delay of further leave until it is provided.

### *Employer Responsibilities*

When an employee requests leave, the School will inform the employee whether he/she is eligible. If the employee is eligible, the employee will be given a written notice that includes details of any additional information he/she will be required to provide. If the employee is not eligible under the FMLA, the School will provide the employee with a written notice indicating the reason for ineligibility. If leave is designated as FMLA-protected, the Human Resources Department will inform the employee in writing and provide information on the amount of leave that will be counted against their 12- or 26-week entitlement.

### *Pay, Benefits, and Protections during FMLA Leave*

**Leave is unpaid:** Family medical leave is unpaid if leave is taken because of an employee's own serious health condition (although Staff and Teachers may be eligible for short or long-term disability payments and/or workers' compensation benefits under those insurance plans).

**Substitution of paid time off for unpaid leave:** If an employee does not choose to substitute accumulated paid leave, the employer may require the employee to substitute accumulated paid leave for unpaid FMLA leave, as determined by the terms and conditions of the worksite employer's leave policy.

For leave taken for a qualifying exigency, an employee may elect, or the worksite employer may require substitution of paid personal, vacation, or family leave time for unpaid FMLA leave. The same rules apply as if the employee took FMLA leave to care for a family member with a serious health condition or for the birth or placement of a child.

For leave to care for a seriously injured or ill family member in the military, an employee may substitute paid personal, vacation, family leave, sick, or medical leave time for unpaid FMLA leave. The same rules apply as if the employee took leave for his/her own serious health condition. The worksite employer will not provide paid sick leave or paid medical leave in any situation in which the worksite employer would not normally provide any such paid leave.

Workers' compensation leave runs concurrent with FMLA. For a leave due to a workers' compensation injury the employee will be placed on FMLA leave automatically without a specific request from the employee (medical certification) if the injury meets FMLA criteria.

**Medical and other benefits:** During an approved FMLA leave, the School will maintain the employee's health benefits as if the employee continued to be actively employed. If paid leave is substituted for unpaid family medical leave, the School will deduct the employee's portion of the health plan premium as a regular payroll deduction. Health insurance benefits will not be maintained after the twelve (12) week FMLA period expires if the employee does not return to work; however, the employee will be entitled to his/her applicable rights under COBRA.

Seniority and employment benefits do not accumulate during an FMLA, but any such benefits that have accumulated before the leave is taken will not be lost.

**Return to work at the end of FMLA leave:** Upon return from FMLA leave, Staff and Teachers will be restored to their original or equivalent position with equivalent pay, benefits, and other employment terms.

If an employee fails to return to work on the day noted on the leave request (or on such date subsequently agreed to return), it will be considered a voluntary resignation by the employee. A leave request may be investigated at the discretion of the School and any deliberate falsification of an FMLA leave request or medical certification may result in disciplinary action, up to and including termination. Staff and Teachers with questions about their rights or responsibilities under the FMLA should ask their supervisor or contact the Human Resources Department.

#### *Intermittent and Reduced-Schedule Leave*

Leave because of a serious health condition, or either type of family military leave may be taken intermittently (in separate blocks of time due to a single health condition) or on a reduced schedule leave (reducing the usual number of hours worked per workweek or workday) if medically necessary. If the leave is unpaid, the School will reduce the employee's salary based on the amount of time actually worked. In addition, while an employee is on an intermittent or reduced schedule leave that is based on planned medical treatment, or period of recovery, for the employee, a family member, or a covered service member, or if the School agrees to permit intermittent or reduced schedule for the birth of a child or for placement of a child for adoption or foster care, the School may temporarily transfer the employee to an available alternative position that better accommodates the recurring leave and which has equivalent pay and benefits.

#### *Unlawful Acts by Employers*

FMLA makes it unlawful for any employer to:

- Interfere with, restrain, or deny the exercise of any right provided under FMLA;
- Terminate or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

### *Enforcement*

An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer.

FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement which provides greater family or medical leave rights.

Other leaves of absence, such as bereavement, personal, and sick (not considered under FMLA) are determined by the worksite employer. FMLA will run concurrently, where required, with any state mandated leave laws. This policy supersedes any policies that may have been issued prior to the revision date shown below.

## **4-2. Personal Leave**

### *Unpaid Personal Leave of Absence Policy*

An unpaid personal leave of absence may be granted upon request to regular full- and part-time employees for important pressing personal needs, at the discretion of the direct supervisor and human resources department.

### *Provisions*

- Individuals employed by Lemman Academy for a minimum of 90 days are eligible to apply for an unpaid personal leave of absence.
- Unpaid personal leave may only be requested after all other appropriate leave balances have been exhausted.
- Lemman Academy will attempt to hold an employee's position open for the period of unpaid personal leave, if such leave is 6 weeks or less. If leave is greater than 6 weeks, the employee, if qualified, will be entitled to the first reemployment opportunity available over the next six months.
- Employee health benefits will be continued in the same manner as received prior to the leave, if the leave is for 6 weeks or less, and the employee will be expected to remit payment for the employee's portion of the health insurance premium prior to departing for unpaid personal leave, and in an amount equivalent to the expected period of absence. If employee requests leave which extends beyond the 6-week period, the employee will be advised of COBRA continuation rights.
- Unpaid personal leaves are limited to one (1) per year on a 12-month rolling calendar.

- Accepting employment elsewhere is not a qualified reason for unpaid leave under this policy and may result in termination of employment at Lemman Academy.

#### *Procedure for applying for unpaid personal leave*

Requests for unpaid personal leave must be made in writing to the human resources department and should indicate the reason and the length of leave requested, for absences of 10 or more days.

Human resources shall review and act upon a request for unpaid personal leave in consideration of the following factors:

- The purpose for which the leave is requested.
- The length of time the employee will be away.
- The effect the leave will have on the ability of the department to carry out its responsibilities.
- The quality of the employee's performance prior to the submission of the request.

All unpaid personal leave must be approved by the human resources department and concurred with by the employee's direct supervisor.

#### *Procedure for returning from unpaid personal leave*

An employee who has been granted an unpaid personal leave of absence shall give the supervisor and human resources reasonable notification of the intent to return to work at least two weeks prior to the return date.

Upon receiving notification of the employee's availability, the supervisor will arrange to have the employee reinstated to the employee's previous position, if available.

If the previous position is no longer available, the employee may be considered for other open positions which the employee is qualified for as they become available.

If no position exists, the employee will remain on unpaid leave status until a suitable opening develops. If such an opening does not occur within a 60-day period, any obligation to reinstate the employee is discontinued and the employee's leave status is changed to a voluntary termination. Future reemployment would be as a rehire with only legally required reinstatement of applicable benefits.

### **4-3. Military Leave**

Staff and Teachers who are called into active military service or who enlist in the uniformed services will be eligible to receive an unpaid military leave of absence. To be eligible for military leave, Staff and Teachers must provide Senior Administration with advance notice of their service obligations unless prevented from providing such notice by military necessity or it is otherwise impossible or unreasonable for them to provide such notice. Provided their absence does not exceed applicable statutory limitations, Staff and Teachers will retain reemployment rights and accumulate seniority and benefits in accordance with applicable federal and state laws. Please ask Senior Administration for further information about eligibility for Military Leave.



Staff and Teachers who are required to attend yearly Reserves or National Guard duty can apply for an unpaid temporary military leave of absence not to exceed the number of days allowed by law (including travel). Staff and Teachers should give Senior Administration as much advance notice as possible of the need for military leave so that the School can maintain proper coverage while the employee is away.

#### **4-4. Jury Duty**

The School encourages staff members to fulfill their civic duties related to jury duty. If you are summoned for jury duty, notify your Supervisor as soon as possible to make scheduling arrangements. As required by applicable law, if you are summoned for jury duty, you will be paid your regular wage (not to exceed \$50 per day unless mutually agreed to) for the first three days of juror service or any part thereof. For any additional days, time spent on jury duty will be unpaid. You may opt to use PTO for school-year staff or vacation time for year-round staff in place of unpaid leave.

The School reserves the right to require staff members to provide proof of jury duty service to the extent authorized by law. The School will not retaliate against staff members who request or take leave under this policy..

#### **4-5. Witness Leave**

An employee called to serve as a witness in a judicial proceeding will be granted leave without pay. Staff and Teachers may use the available PTO to cover the period of absence.

Staff and Teachers subpoenaed for witness duty must notify their supervisor as soon as possible.

#### **4-6. Voting Leave**

Pursuant to CRS 1-7-102, eligible electors entitled to vote may take up to two hours of paid leave on the day of an election in order to vote. Application shall be made for the leave of leave at least one day prior to the day of election. The School may specify the hours during which the employee may be absent, but the hours shall be at the beginning or end of the work shift, if the employee so requests. This leave allowance shall not apply to any employee whose hours of employment on the day of the election are such that there are three or more hours between the time of opening and the time of closing of the polls during which the elector is not required to be on the job..

#### **4-7. Leave for Domestic Abuse**

Pursuant to CRS 24-34-402.7, the School will permit an employee to request or take up to three working days of leave from work in any twelve-month period, with or without pay, if the employee is the victim of domestic abuse, as that term is defined in section 13-14-101(2), C.R.S., the victim of stalking, as that crime is described in section 18-3-602, C.R.S., the victim of sexual assault, as that crime is defined in section 18-3-402, C.R.S., or the victim of any other crime, the underlying factual basis of which has been found by a court on the record to include an act of domestic violence, as that term is defined in section 18-6-800.3(1), C.R.S.

This policy shall only apply if the employee is using the leave from work to protect himself or herself by: Seeking a civil protection order to prevent domestic abuse pursuant to section 13-14-104.5, 13-14-106, or 13-14-108, C.R.S.; Obtaining medical care or mental health counseling or both for himself or herself or for his or her children to address physical or psychological injuries resulting from the act of domestic abuse, stalking, or sexual assault or other crime involving domestic violence; Making his or her home secure from the perpetrator of the act of domestic abuse, stalking, or sexual assault or other crime involving domestic violence or seeking new housing to escape said perpetrator; Seeking legal assistance to address issues arising from the act of domestic abuse, stalking, or sexual assault or other crime involving domestic violence and attending and preparing for court-related proceedings arising from said act or crime.

Domestic abuse leave shall only apply if the School employs fifty or more employees and to employees who have been employed with the School for twelve months or more.

Except in cases of imminent danger to the health or safety of the employee, an employee seeking leave from work pursuant to this policy shall provide the School with the appropriate advance notice of such leave and such documentation as may necessary to verify the reason for the leave. Prior to seeking this leave the employee must exhaust any and all annual or vacation leave, personal leave, and sick leave, if applicable, that may be available to the employee, unless the School waives this requirement.

All information related to the employee's leave pursuant to this policy shall be kept confidential by the School. The School will not interfere with, restrain, or deny the exercise of or any attempt to exercise any rights provided under this policy. The School will not terminate or in any other manner discriminate against any individual for exercising his or her rights under this policy.

#### **4-8. Bereavement Leave**

We know the death of a family member is a time when Staff and Teachers wish to be with the rest of their family. Paid bereavement leave will be granted according to the following schedule:

Employees are allowed up to four consecutive days off from regularly scheduled duty with regular pay in the event of the death of the employee's spouse, child, father, father-in-law, mother, mother-in-law, son-in-law, daughter-in-law, brother, sister, stepfather, stepmother, stepbrother, stepsister, stepson or stepdaughter. To be eligible for paid bereavement leave, the employee generally must attend the funeral of the deceased relative.

Employees are allowed two days off from regular scheduled duty with regular pay in the event of death of the employee's brother-in-law, sister-in-law, aunt, uncle, niece, nephew, grandparent, grandchild, or spouse's grandparents.

To be eligible for paid bereavement leave, the employee generally must attend the funeral of the deceased relative. Employees are allowed up to four hours of bereavement leave to attend the funeral of a fellow regular employee or retiree of the School, provided such absence from duty will not interfere with normal operations of the School. Verification of the need for the leave is required and must be submitted to the Human Resources Department before leave is paid.

Bereavement leave will normally be granted unless there are unusual business needs or staffing requirements. An employee may, with his or her supervisor's approval, use any available PTO for additional time off as necessary.

Bereavement pay is calculated based on the base pay rate at the time of absence, and it will not include any special forms of compensation such as incentives, commissions, bonuses, overtime or shift differential.

#### **4-9. FAMLI Leave**

As a local governmental entity, the School has opted out of the Colorado Family and Medical Leave Insurance ("FAMLI") program. Employees may, at their own cost, elect to enroll themselves in the FAMLI program in accordance with applicable regulations and requirements. Because the School has opted out of FAMLI, the use of FAMLI leave may not be job protected leave unless FMLA or other job protected leave simultaneously applies to the leave. FAMLI leave will run concurrently with an approved FMLA, Non-FMLA, or other allowable leave to the extent allowed by law. As required by applicable portions of FAMLI, an employee will not be required to use or exhaust any accrued vacation, sick/HFWA leave, or other paid time off prior to or while taking FAMLI leave or receiving FAMLI benefits.

## **Section 5 - General Standards of being a Lemman Employee**

### **5-1. Workplace Conduct**

Leman Academy of Excellence, Inc. endeavors to maintain an ethical, moral and positive work environment. Each employee plays a role in fostering this environment. Accordingly, we all must abide by certain rules of conduct, based on honesty, integrity, morality, common sense and fairness.

Because everyone may not have the same idea about proper workplace conduct, it is helpful to adopt and enforce rules all can follow. Unacceptable conduct may subject the offender to disciplinary action, up to and including termination, in the School's sole discretion. The following are examples of some, but not all, conduct which can be considered unacceptable:

- Obtaining employment on the basis of false or misleading information.
- Stealing, removing or defacing Lemman Academy of Excellence, Inc. property or a co-worker's property, and/or disclosure of confidential information.
- Completing another employee's time records.
- Dishonesty.
- Violation of safety rules and policies.
- Violation of the Lemman Academy of Excellence, Inc. Drug and Alcohol-Free Workplace Policy.
- Fighting on the job or serious breach of acceptable behavior, including but not limited to using obscene, abusive, or threatening language or gestures.
- Disrupting the work of others.
- Any violation of the Lemman Academy of Excellence, Inc. Workplace Violence Policy.
- Theft, attempted theft, unauthorized removal or unauthorized possession of the School's property or property of other Staff and Teachers or customers.
- Insubordination or disobedience of a lawful Senior Administration directive.

- Deliberate omission, falsification, or fraudulent alteration of any document or record.
- Immorality: defined as a course of conduct that offends the morals of the community diminishes or sets a bad example to the scholars in the community we serve. This is to further mean extra marital affairs that are known to Senior Administration specifically when they are with co-workers or affect the organization in a negative manner.
- Fraternization; to further mean a relationship that is formed by two employees that creates a negative work environment because of relational problems, or supervisors dating their employees leading to favoritism.
- Failure to report to work after the expiration of a leave of absence.
- Use of foul or inappropriate language.
- Loitering, sleeping or loafing during work time, or leaving a work area without the permission of Senior Administration.
- Violation of the Punctuality and Attendance Policy, including but not limited to irregular attendance, habitual lateness or unexcused absences.
- Gambling on School property.
- Stopping work prior to the end of any shift without Senior Administration permission.
- Willful or careless destruction or damage to School assets or to the equipment or possessions of another employee.
- Excessive, unnecessary, or unauthorized use of the School's property and supplies, particularly for personal purposes.
- Performing work of a personal nature during working time.
- Aiding a competitor or any act that intends to inflict injury upon the School.
- Lack of scholar supervisor and/or leaving scholars unattended.
- Violation of the Solicitation and Distribution Policy.
- Violation of the Leman Academy of Excellence, Inc. Discrimination, Harassment and Retaliation or Equal Employment Opportunity Policies.
- Violation of the Communication and Computer Systems Policy.
- Unsatisfactory job performance.
- Any other violation of School policy.

Not every type of misconduct can be listed. Note that all Staff and Teachers are employed at will, and Leman Academy of Excellence, Inc. reserves the right to impose whatever discipline it chooses, or none, in a particular instance. The School will deal with each situation individually and nothing in this handbook should be construed as a promise of specific treatment in a given situation. However, Leman Academy of Excellence, Inc. will endeavor to utilize progressive discipline but reserves the right in its sole discretion to terminate an employee at any time for any reason.

The observance of these rules will help to ensure that our workplace remains a safe and desirable place to work.

## **5.2 Employee Dating Policy**

Leman Academy of Excellence strongly believes that a work environment where employees maintain clear boundaries between employee personal and business interactions is necessary for effective business operations. Although this policy does not prevent the development of friendships or romantic

relationships between co-workers, it does establish boundaries as to how relationships are conducted during working hours and within the working environment.

Individuals in supervisory or managerial roles, and those with authority over others' terms and conditions of employment, are subject to more stringent requirements under this policy due to their status as role models, their access to sensitive information, and their ability to affect the employment of individuals in subordinate positions.

This policy does not preclude or interfere with the rights of employees protected by the National Labor Relations Act or any other applicable statute concerning the employment relationship.

### *Procedures*

- During working time and in working areas, employees are expected to conduct themselves in an appropriate workplace manner that does not interfere with others or with overall productivity.
- During nonworking time, such as lunches, breaks, and before and after work periods, employees engaging in personal exchanges in nonwork areas should observe an appropriate workplace manner to avoid offending other workers or putting others in an uncomfortable position.
- Employees are strictly prohibited from engaging in physical contact that would in any way be deemed inappropriate in the workplace by a reasonable person while anywhere on company premises, whether during working hours or not.
- Employees who allow personal relationships with co-workers to adversely affect the work environment will be subject to Lemman Academy's disciplinary policy. Failure to change behavior and maintain expected work responsibilities is viewed as a serious disciplinary matter.
- Employee off-duty conduct is generally regarded as private, as long as such conduct does not create problems within the workplace. An exception to this principle, however, is romantic or sexual relationships between supervisors and subordinates.
- Any supervisor, manager, executive or other company official in a sensitive or influential position with Lemman Academy must disclose the existence of a romantic or sexual relationship with another co-worker. Disclosure may be made to the individual's immediate supervisor and/or the director of human resources (HR). Lemman Academy will review the circumstances to determine whether any conflict of interest exists.
- When a conflict-of-interest or potential risk is identified due to a company official's relationship with a co-worker, Lemman Academy will work with the parties involved to consider options for resolving the problem. The initial solution may be to make sure the parties no longer work together on matters where one is able to influence the other or take action for the other. Matters such as hiring, firing, promotions, performance management, compensation decisions and financial transactions are examples of situations that may require reallocation of duties to avoid any actual or perceived reward or disadvantage. In some cases, other measures may be necessary, such as transfer of one or both parties to other positions, departments, or locations. If one or both parties refuse to accept a reasonable solution, such refusal will be deemed a voluntary resignation.

- Failure to cooperate with Lemman Academy to resolve a conflict or problem caused by a romantic or sexual relationship between co-workers or among managers, supervisors, or others in positions of authority in a mutually agreeable fashion may be deemed insubordination and result in disciplinary action up to and including termination.
- The provisions of this policy apply regardless of the sexual orientation of the parties involved.
- Where doubts exist as to the specific meaning of the terms used above, employees should make judgments based on the overall spirit and intent of this policy.
- Any concerns about the administration of this policy should be addressed to the director of HR.

### **5-3. Scholar Interaction Policy**

Leman Academy of Excellence, Inc recognizes its responsibility to make and enforce all rules and regulations governing Scholar and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment Corporal punishment shall not be used as a disciplinary measure against any Scholar. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a Scholar. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, Scholars, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

#### **A. Examples of PERMITTED actions (NOT corporal punishment)**

1. Stopping a Scholar from fighting with another Scholar.
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a Scholar;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

#### **B. Examples of PROHIBITED actions (corporal punishment)**

1. Hitting, shoving, pushing, or physically restraining a Scholar as a means of control;
2. Making unruly Scholars do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

### *Acceptable and Unacceptable Staff/Scholar Behavior*

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between Scholars and staff. Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, Scholars, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a Scholar. Trespassing the boundaries of a Scholar/teacher relationship is deemed an abuse of power and a betrayal of public trust. Some activities may seem innocent from a staff member's perspective but can be perceived as flirtation or sexual insinuation from a Scholar or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and Scholars, but to prevent relationships that could lead to, or may be perceived as sexual misconduct. Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes.

Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with Scholars certainly fosters learning, Scholar/staff interactions must have boundaries surrounding potential activities, locations and intentions. **Duty to Report Suspected Misconduct** When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential.

It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of Scholar behavior that crosses boundaries or where a Scholar appears to be at risk for sexual abuse.

### **Unacceptable Staff/Scholar Behaviors (Violations of this Policy)**

- a. Giving gifts to an individual Scholar that are of a personal and intimate nature.
- b. Kissing of any kind.
- c. Any type of unnecessary physical contact with a Scholar in a private situation.

- d. Intentionally being alone with a Scholar away from the school.
- e. Making or participating in sexually inappropriate comments.
- f. Sexual jokes.
- g. Seeking emotional involvement with a Scholar for your benefit.
- h. Listening to or telling stories that are sexually oriented.
- i. Discussing inappropriate personal troubles or intimate issues with a Scholar in an attempt to gain their support and understanding.
- j. Becoming involved with a Scholar so that a reasonable person may suspect inappropriate behavior.
- k. Unacceptable Staff/Scholar Behaviors without Parent and Supervisor Permission (These behaviors should only be exercised when a staff member has parent and supervisor's permission.)
- l. Giving Scholars a ride to/from school or school activities.
- m. Being alone in a room with a Scholar at school with the door closed.
- n. Allowing Scholars in your home.

**Cautionary Staff/Scholar Behaviors** (These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- a. Remarks about the physical attributes or development of anyone.
- b. Excessive attention toward a particular Scholar.
- c. Sending emails, text messages or letters to Scholars if the content is not about school activities

**Acceptable and Recommended Staff/Scholar Behaviors**

- a. Getting parents' written consent for any after-school activity.
- b. Obtaining formal approval to take Scholars off school property for activities such as field trips or competitions.
- c. E-mails, text, phone and instant messages to Scholars must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- d. Keeping the door open when alone with a Scholar.
- e. Keeping reasonable space between you and your Scholars.
- f. Stopping and correcting Scholars if they cross your own personal boundaries.
- g. Keeping parents informed when a significant issue develops about a Scholar.



- h. Keeping after-class discussions with a Scholar professional and brief.
- i. Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- j. Involving your supervisor if a conflict arises with the Scholar.
- k. Informing the Principal about situations that have the potential to become more severe.
- l. Making detailed notes about an incident that could evolve into a more serious situation later.
- m. Recognizing the responsibility to stop unacceptable behavior of Scholars or coworkers.
- n. Asking another staff member to be present if you will be alone with any type of special needs Scholar.
- o. Asking another staff member to be present when you must be alone with a Scholar after regular school hours.
- p. Giving Scholars praise and recognition without touching them.
- q. Pats on the back, high fives and handshakes are acceptable.
- r. Keeping your professional conduct a high priority.
- s. Asking yourself if your actions are worth your job and career.

#### *Inappropriate Interaction with a Scholar Reporting Procedure*

As stated in the above policy outline, one viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, “Would I be engaged in this conduct if my family or colleagues were standing next to me?” The additional question to ask yourself is, “Would I be comfortable with the interaction if it were a stranger and my child?”

Reporting inappropriate interaction is not only necessary but mandated to all employees. Reporting procedures are to be followed regardless of whether it be a colleague, supervisor, Administrator or Senior Administrator. The safety of our scholars has to be the highest priority. As such, reporting procedures and investigative procedures are as below:

#### *Inappropriate Scholar Interaction Grievance Reported by a Parent*

- 1) Immediately send a “notice of grievance” email to: Supervisor, Site Principal and Human Resources.
- 2) If you are in a Leadership position, including Vice Principal, Principal, HR position, or other supervisory role, interview the Parent with at least one other individual in the room.
- 3) DO NOT ask probing questions, allow that to be the Principal, Human Resources or Senior Administration to ask those questions.
- 4) Write a detailed report that includes how it was reported, any person that is involved and all that was stated.

- 5) Send a report to your Site Principal, Human Resources and CEO

*Inappropriate Scholar Interaction Grievance Reported by a Scholar*

- 1) Immediately send a “notice of grievance” to: Supervisor, Site Principal and Human Resources
- 2) Immediately after that “notice of grievance” call the Scholar’s parents and notify them of the allegations. Ask them to come to the school immediately so that the report can be taken asap.
- 3) Wait for the parents to question the child
- 4) If you are in a Leadership position, including Vice Principal, Principal, HR position, or other supervisory role, interview the Parent and Scholar with at least one other individual in the room.
- 5) DO NOT ask probing questions, allow that to be the Principal, Human Resources or Senior Administration to ask those questions.
- 6) Should the grievance be founded, follow “must Report” laws in reporting the conduct to the authorities.
- 7) Write a detailed report that includes how it was reported, any person that is involved and all that was stated.
- 8) Send a report to your Site Principal, Human Resources and CEO
- 9) Inappropriate Scholar Interaction Grievance Reported by another Teacher
- 10) Immediately send a “notice of grievance” email to: Supervisor, Site Principal and Human Resources Director.
- 11) If you are in a Leadership position, including Vice Principal, Principal, HR position, or other supervisory role, interview the Teacher with at least one other individual in the room.
- 12) DO NOT ask probing questions, allow that to be the Principal, Vice Principal or Human Resources to ask those questions.
- 13) Should the grievance be founded, follow “must Report” laws in reporting the conduct to the authorities and Parents before interviewing the Scholar.
- 14) Write a detailed report that includes how it was reported, any person that is involved and all that was stated.
- 15) Send a report to your Site Principal, Human Resources and the CEO

*Inappropriate Scholar Interaction Grievance Reported by an Administrator*

- 1) Immediately send a “notice of grievance” contact Human Resources and the CEO immediately
- 2) Write a detailed report that includes what was seen and why you felt it necessary to report.
- 3) Send a report to Human Resources and the CEO

We all play an integral role in keeping our scholars safe on our campus. Any violations of this policy will lead to discipline, up to and including termination.

#### **5-4. School Safety Reporting**

All employees of Lemman Academy of Excellence are expected to conduct themselves in a manner consistent with effective and orderly education and to protect scholars and Lemman Academy property. No employee shall, by action or inaction, interfere with, or disrupt any Lemman Academy activity, or encourage any such disruption. No employee, other than one who has obtained authorization from the Chief Executive Officer (CEO), shall carry or possess a weapon on school grounds. All employees shall at all times attempt to maintain order, abide by the policies, rules, and regulations of Lemman Academy, and carry out all applicable orders issued by the CEO.

Potential consequences to employees of Lemman Academy who violate these rules may include, but are not limited to:

- Removal from school grounds
- Both civil and criminal sanctions, which may include, but are not limited to, criminal proceedings.
- Warning
- Reprimand
- Suspension
- Dismissal
- Having consideration given to any such violations in the determination of or establishment of any pay or salary in later employment agreements or employment, if any.

#### *Reporting Suspected Crimes or Incidents*

Staff members are to report to local law enforcement any suspected crime against a person or property that is a serious offense, involves a deadly weapon or dangerous instrument or that could pose a threat of death or serious physical injury to employees, scholars or others on school property.

All such reports shall be communicated to the School Principal, Vice Principal, and Head of Schools who shall be responsible for reporting to local law enforcement.

The School Principal or Head of Schools shall notify the parent or guardian of each scholar who is involved in a suspected crime, or any conduct described above.

Employees of Lemman Academy are required to comply with reporting requirements, to maintain a record regarding any employee who is disciplined under the policy, and, on request, make that record available to any public school that is considering hiring that person. These records will be kept in the Human Resources department.

#### *Use of Physical Force by Supervisory Personnel*

Any administrator, teacher, or other school employee entrusted with the care and supervision of a minor may use reasonable and appropriate physical force upon the minor to the extent reasonably necessary and appropriate to keep scholars safe and protect minors. Reasonable physical force may be appropriate in self-defense, in the defense of other scholars and school personnel, and to prevent or terminate the commission of theft or criminal damage to the property of the District or the property of persons lawfully on the premises of the District.

The threat or use of physical force is not justified as a response to verbal provocation alone, nor when the degree of physical force used is disproportionate to the circumstances or exceeds that necessary to avoid injury to oneself or to others or to preserve property at risk.

### **5-5. Child Abuse and Safety**

Leman Academy of Excellence has zero tolerance for abuse in school programs and activities. It is the responsibility of every teacher staff member to act in the best interest of each child in every school program.

In the event that a teacher staff members observe any inappropriate behaviors (i.e. policy violations, neglectful supervision, poor role-modeling, etc.) or suspected abuse (physical, emotional, or sexual) it is their responsibility to immediately report the information to an immediate supervisor, the Principal or the Head of Schools.

#### *Reporting Suspicions or Inappropriate Behaviors*

Leman Academy of Excellence is committed to providing a safe, secure environment for scholars and their families. To this end, any report of inappropriate behaviors or suspicions of abuse will be taken seriously and will be reported, in accordance with this policy and state law, to the Principal, Head of Schools and the Police Department, Child Protective Services, or other appropriate agency.

Leman Academy of Excellence supports and encourages a culture of communication related to abuse or suspected abuse of children. If you see or suspect inappropriate interaction with or between scholars, it is your responsibility to report the inappropriate interaction to a supervisor or a member of Administration. This includes partial or inconclusive information concerning behavior, which may or may not be blameless.

Because sexual abusers ‘groom’ children for abuse, it is possible a staff member or volunteer may witness behavior intended to ‘groom’ a child for sexual abuse. Staff members and volunteers are asked to report ‘grooming’ behavior, any policy violations, or any suspicious behaviors to a supervisor or a member of Administration.

#### *Enforcement*

Teachers, staff members and volunteers who supervise other staff members or volunteers are charged with the diligent enforcement of all Leman Academy of Excellences policies. Violations of these policies are grounds for immediate dismissal, disciplinary action, or reassignment from positions for both volunteers and staff members.

### *Reporting Violations*

In order to maintain a safe environment for our scholars, Lemman Academy of Excellence teachers, staff members and volunteers must be aware of their individual responsibility to report any questionable circumstance, observation, act, omission, or situation that is a violation of these policies. All questions or concerns related to abuse or should be directed to an immediate supervisor, Principal or Head of Schools.

### *Consequences of Violations*

Any person accused of committing a prohibited act or any act considered by the school to be harmful to a child will be immediately suspended from all child interaction and school related activities. This suspension will continue during any investigation by law enforcement or child protective agencies.

Any person found to have committed a prohibited act may be prohibited from future participation as a teacher, staff member or volunteer in all activities and programming that involves children, students or vulnerable populations at MySchool. If the person is a teacher, staff member or employee, such conduct may also result in termination of employment from Lemman Academy of Excellence.

Failure to report a prohibited act to supervisory personnel as designated in this policy is a violation of this policy and grounds for termination of employment of any employee. Volunteers who fail to report a prohibited act may be restricted from participation in any activities involving children, students or vulnerable populations at MySchool.

### *Reporting Suspicions of Abuse To Law Enforcement Agencies*

Protecting the health and welfare of students is the most important and fundamental responsibility of every professional educator. Consequently, it is imperative that all school personnel be educated and hold fast to Colorado's laws regarding the safety of children in Colorado's classrooms. These laws include important guidelines on reporting allegations of child abuse and professional misconduct. Failure to comply with these laws can, above all, result in the needless victimization of children, and may also lead to criminal and administrative proceedings against those who fail to make the required reports. **WHEN IN DOUBT, REPORT!**

### *Response to Reporting Abuse*

Lemman Academy of Excellence will take appropriate action on behalf of the school when a report of abuse occurs.

### *When a Scholar has been Victimized*

If a teacher, staff member or volunteer has knowledge or a suspicion that a child is a victim of sexual abuse or other maltreatment, the information will be reported to supervisory staff and the appropriate authorities as outlined above.

## 5-6. Punctuality and Attendance

Each employee is hired to perform an important function at Lemman Academy of Excellence, Inc., as with any group effort, operating effectively takes cooperation and commitment from everyone. Therefore, attendance and punctuality are very important. Unnecessary absences and lateness are expensive, disruptive and place an unfair burden on an employee's co-workers and supervisor. We expect excellent attendance from each employee. Excessive absenteeism or tardiness will result in disciplinary action, up to and including termination.

### Attendance Policy:

The purpose of this policy is to set forth Lemman Academy of Excellence's policy and procedures for handling employee absences and tardiness to promote the efficient operation of the company and minimize unscheduled absences.

Punctual and regular attendance is an essential responsibility of each employee at Lemman Academy of Excellence. Employees are expected to report to work as scheduled, on time and prepared to start working. Employees also are expected to remain at work for their entire work schedule. Late arrival, early departure or other absences from scheduled hours are disruptive and must be avoided.

This policy does not apply to absences covered by the Family and Medical Leave Act (FMLA) or leave provided as a reasonable accommodation under the Americans with Disabilities Act (ADA). These types of leaves of absence are described in separate policies.

### *Absence*

"Absence" is defined as the failure of an employee to report for work when he or she is scheduled to work. The two types of absences are defined below:

- *Excused absence* occurs when all the following conditions are met:
  - o The employee provides to his or her supervisor sufficient notice as outlined in the company's time off policy (e.g., vacation, PTO, sick)
  - o The absence request is approved in advance by the employee's supervisor.
  - o The employee has sufficient accrued paid time off (e.g., vacation, PTO, sick) to cover the absence.
  
- *Unexcused absence* occurs when any of the above conditions are not met. If it is necessary for an employee to be absent or late for work because of an illness or an emergency, the employee must notify his or her supervisor as far in advance as possible, but no later than 1 hour before the start of the employee's scheduled starting time on that same day (email is not an approved method to report an absence). In an extenuating circumstance, if the employee is unable to notify their supervisor prior to 1 hour before the start of their scheduled workday, he or she may have someone else notify their supervisor, and/or must notify their supervisor of the absence as soon as possible.

An unexcused absence counts as one (1) occurrence for the purposes of discipline under this policy.

Employees with three or more consecutive days of excused absences because of illness or injury must give Lemman Academy of Excellence proof of physician's care and a fitness for duty release prior to returning to work. Failure to submit such proof upon request may result in corrective action.

Employees must take earned paid time off (e.g., vacation, PTO, sick) for every absence unless otherwise allowed by company policy (e.g., leave of absence, bereavement, jury duty).

### *Tardiness and Early Departures*

“Tardiness” is defined as the failure of an employee to report to their assigned work area and be prepared to start work at his or her scheduled start time, including returning from breaks and meal periods.

“Early Departure” is defined as the failure of an employee to work a complete workday due to an early departure without a prior written and/or approved time off request.

Employees are expected to report to work and return from scheduled breaks on time. If employees cannot report to work as scheduled, they must notify their supervisor no later than 1 hour before their regular starting time. This notification does not excuse the tardiness but simply notifies the supervisor that a schedule change may be necessary.

Employees who must leave work before the end of their scheduled shift must notify a supervisor as far in advance as possible.

Tardiness and early departures are each one-half (1/2) an occurrence for the purpose of discipline under this policy. However, if the employee leaves before half their shift is completed, the early departure will be counted as an unexcused absence at one (1) occurrence.

### *Disciplinary Action*

Excessive absenteeism is defined as two or more occurrences of unexcused absence, tardiness, or early departure in a 30-day period and will result in disciplinary action. Five (5) occurrences of unexcused absence, tardiness, or early departure in a rolling 12-month period are considered grounds for termination.

Supervisors should follow the corrective action progression described below to address unscheduled absences, tardiness, and unscheduled early departures. When an employee has accumulated two occurrences, each occurrence thereafter will advance the corrective action process, up to and including termination of employment.

However, Lemman Academy of Excellence reserves the right, in its sole discretion, to accelerate, skip, repeat, modify, or take out of sequence, these disciplinary measures, and can affect immediate termination should it be warranted.

- Verbal warning upon two (2) occurrences.
- Written warning upon three (3) occurrences.
- Final warning upon four (4) occurrences.
- Termination of employment upon five (5) occurrences

### *Job Abandonment*

Any employee who fails to report to work for a period of two (2) days or more without notifying his or her supervisor will be considered to have abandoned the job and voluntarily terminated the employment relationship.

## **5-7. Use of Communication, Computer Systems**

### *Computer Usage and Computer*

The communication and computer systems are intended for business purposes; however limited personal usage, during non-working time, is permitted if it does not hinder performance of job duties or violate any other School policy. This includes voicemail, email and Internet systems. Users have no legitimate expectation of privacy regarding their use of the systems.

Leman Academy of Excellence, Inc. may access the voicemail and email systems and obtain the communications within the systems, including past voicemail and email messages, without notice to users of the system, in the ordinary course of business when the School deems it appropriate to do so. The reasons for which the School may obtain such access include but are not limited to maintaining the system; preventing or investigating allegations of system abuse or misuse; assuring compliance with software copyright laws; complying with legal and regulatory requests for information; and ensuring that School operations continue appropriately during an employee's absence.

Further, Leman Academy of Excellence, Inc. may review Internet usage to ensure that such use with School property, or communications sent via the Internet with School property, are appropriate. The reasons for which the School may review Staff and Teachers' use of the Internet with School property include but are not limited to maintaining the system; preventing or investigating allegations of system abuse or misuse; assuring compliance with software copyright laws; complying with legal and regulatory requests for information; and ensuring that School operations continue appropriately during an employee's absence.

The School may store electronic communications for a period after the communication is created. From time to time, copies of communications may be deleted.

The School's policies prohibiting harassment, in their entirety, apply to the use of the School's communication and computer systems. No one may use any communication or computer system in a manner that may be construed by others as harassing or offensive based on race, national origin, sex, sexual orientation, age, disability, religious beliefs or any other characteristic protected by federal, state or local law.

Further, since the School's communication and computer systems are intended for business use, all Staff and Teachers, upon request, must inform Senior Administration of any private access codes or passwords.

Unauthorized duplication of copyrighted computer software violates the law and is strictly prohibited.

No employee may access or attempt to obtain access to another employee's computer systems without appropriate authorization.



## **5-8. Use of Social Media**

Leman Academy of Excellence, Inc. respects the right of any employee to maintain a blog or web page or to participate in a social networking, Twitter or similar site, including but not limited to Facebook and LinkedIn. However, to protect School interests and ensure Staff and Teachers focus on their job duties, Staff and Teachers must adhere to the following rules:

- A. Staff and Teachers may not post on a blog or web page or participate on a social networking, Twitter or similar sites during working time or at any time with School equipment or property, unless those activities are part of an employee's job responsibilities.
- B. All rules regarding confidential and proprietary business information apply in full to blogs, web pages, and social networking platforms, such as Twitter, Facebook, LinkedIn, or similar sites. Any information that cannot be disclosed through a conversation, a note, or an e-mail also cannot be disclosed in a blog, web page, or social networking site.
- C. Before posting personal photographs, thought should be given as to whether the images reflect on your professionalism.
- D. Photographs relating to alcohol or tobacco use may be deemed inappropriate. Remember, your social networking site is an extension of your personality, and an extension of your professional life and classroom. If it would seem inappropriate to put a certain photograph on the wall, then it should be considered inappropriate to post online.
- E. Staff and Teachers are not permitted to solicit or accept "Friend" Requests from enrolled students on any personal Social Media Account. This includes scholars accounts and Leman Academy of Excellence employee personal accounts.
- F. Staff and Teacher are not permitted to encourage students enrolled at Leman Academy of Excellence to create Social Media Accounts of any kind.
- G. Whether an employee is posting something on his/her own blog, web page, social networking, Twitter or similar site or on someone else's, if the employee mentions the School and also expresses either a political opinion or an opinion regarding the School's actions that could pose an actual or potential conflict of interest with the School, the poster must include a disclaimer. The poster should specifically state that the opinion expressed is his/her personal opinion and not the School's position. This is necessary to preserve the School's good will in the marketplace.
- H. Any conduct that is impermissible under the law if expressed in any other form or forum is impermissible if expressed through a blog, web page, and/or social networking, Twitter or similar site. For example, posted material that is discriminatory, obscene, defamatory, libelous, or violent is forbidden. School policies apply equally to employee social media usage.

## **Misconduct**

Social media and electronic communication can be used inappropriately. (e.g., emotional abuse, sexual abuse, bullying, harassment, and hazing). Such communication by staff, teachers, volunteers, administrators, officials, will not be tolerated.

Electronic communication should not contain or relate to any of the following:

- 1) Drugs or alcohol use;
- 2) Sexually oriented conversation, sexually explicit language or sexual activity;
- 3) An adult's personal life, social activities, relationship or family issues, or personal problems; and
- 4) Inappropriate or sexually explicit pictures.

Any communication concerning a scholar's personal life, social activities, relationships, family issues or personal problems must be transparent, accessible and professional.

Leman Academy of Excellence, Inc. encourages all Staff and Teachers to keep in mind the speed and manner in which information posted on a blog, web page, and/or social networking site is received and often misunderstood by readers. Staff and Teachers must use their best judgment. Staff and Teachers with any questions should review the guidelines above and/or consult with their manager. Failure to follow these guidelines may result in discipline, up to and including termination. Nothing in the policy is intended to conflict with any rights contained in the National Labor Relations Act.

### **5-9. Personal and School-Provided Portable Communication Devices**

School-provided portable communication devices (PCDs), including cell phones, Chromebook, personal digital assistants or Personal Computers, should be used primarily for business purposes. Staff and Teachers have no reasonable expectation of privacy in regard to the use of such devices, and all use is subject to monitoring, to the maximum extent permitted by applicable law. This includes, as permitted, the right to monitor personal communications as necessary. Any misuse of company equipment including inappropriate web searches, inappropriate emails, browsing websites that would violate our "workplace conduct policy" or other forms or misuse of company property will result in immediate termination.

Some Staff and Teachers may be authorized to use their own PCD/Chromebooks/Personal Computers for business purposes. These Staff and Teachers should work with the IT department to configure their PCD for business use. Communications sent via a personal PCD/Chromebooks/Personal Computers also may be subject to monitoring if sent through the School's networks and the PCD/Chromebooks/Personal Computers must be provided for inspection and review upon request.

All conversations, text messages, emails and online searches must be professional. When sending a text message or using a PCD/Chromebooks/Personal Computers for business purposes, whether it is a School-provided or personal device, Staff and Teachers must comply with applicable School guidelines, including policies on sexual harassment, discrimination, conduct, confidentiality, equipment use and operation of vehicles.

If an employee who uses a personal PCD/Chromebooks/Personal Computers for business resigns or is terminated, the employee will be required to submit the device to the IT department for resetting on or before his/her last day of work. At that time, the IT department will reset and remove all information from the device, including but not limited to, School information and personal data (such as contacts, e-mails and photographs). The IT department will make efforts to provide Staff and Teachers with the personal data in another form (e.g., on a disk) to the extent practicable; however, the employee may lose some or all personal data saved on the device.

Staff and Teachers may not use their personal PCD/Chromebooks/Personal Computers for business unless they agree to submit the device to the IT department on or before their last day of work for resetting and removal of School information. This is the only way currently possible to ensure that all School information is removed from the device at the time of termination. The removal of School information is crucial to ensure compliance with the School's confidentiality and proprietary information policies and objectives.

Please note that whether Staff and Teachers use their personal PCD/Chromebooks/Personal Computers or a School-issued device, the School's electronic communications policies, including but not limited to, proper use of communications and computer systems, remain in effect.

#### *Disciplinary Action*

Improper use of computers and cell phones may result in disciplinary action. Continued use of computers or cell phones at inappropriate times or in ways that distract from work may lead to having cell phone privileges revoked. Computer or cell phone usage for illegal or dangerous activity, for purposes of harassment, or in ways that violate the company confidentiality policy may result in employee termination.

#### **5-10. Camera Phones/Recording Devices**

Staff and Teachers are prohibited from taking photographs, video, or audio that reasonably could be viewed as malicious, threatening or intimidating, that disparage customers, Staff and Teachers, associates, or suppliers, or that might constitute harassment or bullying. The School reserves the right to apply corrective action, up to and including termination, to remedy any actions, content or images that are pornographic, harassing, and libelous or for anything that creates a hostile work environment based on race, sex, religion or any other protected class.

Staff and Teachers must not disclose or misuse confidential information that is not otherwise available to persons or companies outside of Lemman Academy of Excellence, Inc.

#### **5-11. Inspections**

Lemman Academy of Excellence, Inc. reserves the right, as permitted by law and dictated by the circumstances at hand, to require Staff and Teachers while on School property, or on client property, to agree to the inspection of their persons, personal possessions and property, personal vehicles parked on School or client property, and work areas.

This includes, as permitted by law and dictated by the circumstances at hand, lockers, vehicles, desks, cabinets, workstations, packages, handbags, briefcases and other personal possessions or places of concealment, as well as personal mail sent to the School or to its clients. Staff and Teachers are expected to cooperate in the conduct of any search or inspection.

### **5-12. Smoking**

In keeping with the intent of Lemman Academy of Excellence, Inc. to provide a safe and healthful work environment, smoking, including use of e-cigarettes and vaping is prohibited throughout the workplace.

This policy applies equally to all Staff and Teachers, customers, and visitors. To ensure our workplace is a safe and healthy environment violation of this policy will lead to discipline, up to and including termination.

### **5-13. Telephone Calls, Postage and Personal Visits**

Staff and Teachers should practice discretion when making local personal calls. Personal use of the telephone for long-distance and toll calls is not permitted. Violation of this policy may result in disciplinary action, up to and including termination and reimbursement of charges to Lemman Academy of Excellence, Inc.

To ensure effective telephone communications, Staff and Teachers should always use the approved greeting and speak in a courteous and professional manner. Please confirm information received from the caller and hang up only after the caller has done so.

The use of School-paid postage for personal correspondence is not permitted.

To provide for the safety and security of Employees and the facilities at Lemman Academy of Excellence, Inc., only authorized visitors are allowed in the workplace. Restricting unauthorized visitors helps maintain safety standards, protects against theft, ensures the security of equipment, protects confidential information, safeguards employee welfare, and avoids potential distractions and disturbances. Employee spouses and guests are not considered authorized visitors and must wait in the front office lobby. The employee will meet the guest once notified. If an unauthorized individual is observed on the School's premises, Employees should immediately notify their supervisor or, if necessary, direct the individual to the reception area.

### **5-14. Solicitation and Distribution**

To avoid distractions, solicitation by an employee of another employee is prohibited while either employee is on working time. "Working time" is the time an employee is engaged or should be engaged in performing his/her work tasks for Lemman Academy of Excellence, Inc. Solicitation of any kind by non-Staff and Teachers on School premises is prohibited at all times.

Distribution of advertising material, handbills, printed or written literature of any kind in working areas of the School is prohibited at all times. Distribution of literature by non-Staff and Teachers on School premises is prohibited at all times.

### **5-15. Bulletin Boards**

Important notices and items of general interest are continually posted on our bulletin board. Staff and Teachers should make it a practice to review it frequently. This will assist Staff and Teachers in keeping up with what is current at Lemman Academy of Excellence, Inc. To avoid confusion, please do not post or remove any material from the bulletin board.

### **5-16. Confidentiality/Non-Disclosure**

During the course of work, an employee may become aware of confidential information about the business of Lemman Academy of Excellence, Inc. An employee also may become aware of similar confidential information belonging to the School's families. It is extremely important that all such information will remain confidential, and particularly not be disclosed to anyone. Any employee who improperly copies, removes (whether physically or electronically), uses or discloses confidential information to anyone outside of the School may be subject to disciplinary action up to and including termination. Staff and Teachers may be required to sign an agreement reiterating these obligations.

The protection of confidential business information and trade secrets is vital to the interests and success of Lemman Academy. Such confidential information includes, but is not limited to, the following:

- Student Records or Information
- Family Information
- Computer Processes
- Computer Programs and Codes Financial Information regarding Lemman Academy of Excellence Marketing Strategies
- Educational Strategies

Staff and Teachers who improperly use or disclose trade secrets or confidential business information will be terminated and may be subject to legal action, even if they do not actually benefit from the disclosed information.

### **FERPA**

The Family Educational Rights and Privacy Act (FERPA) was enacted to protect the privacy interests of student records. All Staff and Teachers must fulfill the requirements set forth in FERPA. FERPA establishes:

- The right for parents to access and review the education records of their children, and the right for eligible scholars to inspect and review their own records;

- The right for parents and eligible scholars to challenge any records that they feel are inaccurate, misleading, or in violation of their privacy rights;
- The rights for parents and eligible scholars to give prior consent before a third party can have access to any education records; and
- The right to be informed of the rights granted by FERPA and the procedures for exercising those rights

Pursuant to FERPA, personally identifiable information generally cannot be disclosed to others without the prior consent of the parent. Consent must be obtained in writing and should be signed and dated, specify the records to be disclosed, state the purpose of the disclosure, and identify the parties to whom the disclosure is to be made.

FERPA allows for the disclosure of student records without parental consent in the following circumstances:

- Directory information,
- Teachers or other school officials,
- Officials of another school system where the student seeks to enroll,
- State juvenile justice systems or their officials,
- State and federal educational authorities,
- In compliance with a judicial order or lawfully issued subpoena,
- In connection with the receipt or application of financial aid,
- Organizations conducting educational studies,
- Accrediting organizations, or
- Health and safety emergency

School officials must also maintain records of all requests for student information, except requests made by parents or school officials with a legitimate educational interest. Parents have the right to access and review these records to see who has had access to their child's records.

This policy does not preclude an individual's right to immunity for disclosing a trade secret to his/her attorney, a court, or a government official in certain specified circumstances, as set forth in the Defend Trade Secrets Act (DTSA) of 2016.

### **5-17. Conflict of Interest and Business Ethics**

It is the policy of Lemman Academy of Excellence, Inc. that all Staff and Teachers avoid any conflict between their personal interests and those of the School. The purpose of this policy is to ensure that the School's honesty and integrity, and therefore its reputation, are not compromised. The fundamental

principle guiding this policy is that no employee should have, or appear to have, personal interests or relationships that actually or potentially conflict with the best interests of the School.

It is not possible to give an exhaustive list of situations that might involve violations of this policy. However, the situations that would constitute a conflict in most cases include but are not limited to:

- Holding an interest in or accepting free or discounted goods from any organization that does, or is seeking to do, business with the School, by any employee who is in a position to directly or indirectly influence either the School's decision to do business, or the terms upon which business would be done with such organization.
- Holding any interest in an organization that competes with the interest of the School.
- Being employed by (including as a consultant) or serving on the board of any organization which does, or is seeking to do, business with the School or which competes with the interest of the School.
- Profiting personally, e.g., through commissions, loans, expense reimbursements or other payments, from any organization seeking to do business with the School.

A conflict of interest would also exist when a member of an employee's immediate family is involved in situations such as those above.

This policy is not intended to prohibit the acceptance of modest courtesies, openly given and accepted as part of the usual business amenities, for example, occasional business-related meals or promotional items of nominal or minor value.

It is the employee's responsibility to report any actual or potential conflict that may exist between him/her (and his/her immediate family) and the School.

### **5-18. Use of Facilities, Equipment and Property, Including Intellectual Property**

Equipment essential in accomplishing job duties is often expensive and may be difficult to replace. When using School property, Staff and Teachers are expected to exercise care, perform required maintenance, and follow all operating instructions, safety standards and guidelines.

Staff and Teachers must notify their supervisor if any equipment, machines, or tools appear to be damaged, defective, or in need of repair. Prompt reporting of loss, damage, defects, and the need for repairs could prevent deterioration of equipment and possible injury to Staff and Teachers or others. A supervisor can answer any questions about an employee's responsibility for maintenance and care of equipment used on the job.

As mentioned in the "approved deductions policy", employees are responsible for broken or lost items that are given to them for the year including their Chromebook, keys and key fobs.

*Google Chromebook Rules & Regulations:*

Please read over the information below. In order to use the Google Chromebook for required class activities, you must be responsible for adhering to these rules and policies at all times. Remember, the device is at all times the property of Lemman Academy of Excellence, not your personal device. Violation of these regulations can result in loss of the device &/or void the warranty.

- Only use the device that is assigned specifically to you; do not let other **Faculty or Scholars** use or borrow your device.
- Do not place books or other items on top or inside of the device ever!
- Never leave your device unattended.
- Shutdown the device completely before charging the device for the next day. This should occur at the end of every school day; do not plug in the device to charge in between classes.
- Only use the device for schoolwork.
- Follow the administrations' instructions about labeling documents prior to sharing or printing.
- If you notice that something is wrong with the device, report to your support staff immediately.
- No food or drinks allowed around the devices.
- Do not pull, jam or force cords/plugs into ports. This damages wall ports, cords and Chromebooks which have become quite costly to replace.

Staff and Teachers also are prohibited from any unauthorized use of the School's intellectual property, such as digital media, print materials and software.

Improper, careless, negligent, destructive, or unsafe use or operation of equipment can result in discipline, up to and including termination and will result in the employee paying the full replacement costs of the equipment (Chromebook \$150) and school issued laptops (\$600).

Further, the School is not responsible for any damage to Staff and Teachers' personal belongings.

### **Intellectual Property**

This policy relates to the disclosure of Confidential Information and assignment of Work Products created during Staff and Teachers' employment with the School. In consideration of, and in connection with employment with Lemman Academy, all Work Products created in connection with employment with the School are and shall remain the sole and exclusive property of the School.

Staff and Teachers are prohibited from any unauthorized use of the School's intellectual property, such as digital media, curriculum, print materials and software.

All Confidential Information learned by an employee while working for the School, whether Work Products or otherwise, to which Staff and Teachers are exposed or which Staff and Teachers generate during the normal course of employment, must be used only as instructed, and returned to the School upon request or termination of employment for any reason.



Confidential Information is information or Work Products disclosed to Staff and Teachers, or generated by Staff and Teachers as a consequence through employment by the School, which information is not generally known to the public about the School, its operations, functions, academic programs, projects, administration, finances, writings, policies, procedures, human resources, products, processes and services, including information relating to methods, know-how, technology, ideas, research, development, manufacture. Patents, Trademarks, Service Marks, Copyrights, Trade Secrets, purchasing and engineering, notes, email, electronic media, records, planners, information in journals and the like.

Intellectual Property is any and all Patents, Trade Secrets, know-how, technology, Confidential Information, ideas, Copyrights, trademarks, and Service Marks, and any and all rights applications, and registrations relating to them.

Work Products are all employee-generated materials, including, but not limited to, all Intellectual Property or part thereof conceived, developed, reduced to practice, produced or created by you or another person including, but not limited to, memos papers, letters, records, reports, summaries, recorded tapes, lesson plans, curricula, written materials, graphics, artistic or musical creations, theatrical scripts or productions, architectural designs or plans, computer programs or codes, or any other work, including all materials which are conceived developed, reduced to practice, produced or created:

- A. within the scope of the employee's employment as assigned or requested;
- B. on the School's time; or
- C. with the aid, assistance, or use of any of the School's property, equipment, facilities, supplies, resources, or Intellectual Property;
- D. the result of any work. services or duties performed by Staff and Teachers for the School, the recording of instruction or meetings, or the notes from meeting experiences related to work or working environment; or
- E. related to the current or demonstrably anticipated operation, programs functions, organization, procedures, administration, academic activity or practice, business, research, development, industry, or trade of the School.

## **5-19. Health and Safety**

The health and safety of Employees and others on School property are of critical concern to Lemman Academy of Excellence, Inc. The School intends to comply with all health and safety laws applicable to our business. To this end, we must rely upon Staff and Teachers to ensure that work areas are kept safe and free of hazardous conditions.

Employees are required to be conscientious about workplace safety, including proper operating methods, and recognize dangerous conditions or hazards. Any unsafe conditions or potential hazards should be reported to the Senior Administration and the Human Resource Department immediately, even if the problem appears to be corrected. Any suspicion of a concealed danger present on the School's premises,

or in a product, facility, piece of equipment, process or business practice for which the School is responsible should be brought to the attention of Senior Administration immediately.

Periodically, the School may issue rules and guidelines governing workplace safety and health. The School may also issue rules and guidelines regarding the handling and disposal of hazardous substances and waste. All Employees should familiarize themselves with these rules and guidelines, as strict compliance will be expected.

Any workplace injury, accident, or illness must be reported to the employee's supervisor as soon as possible, regardless of the severity of the injury or accident.

## **5-20. Employee Dress and Personal Appearance**

Employee appearance contributes to Lemman Academy of Excellence's culture and reputation. Employees are expected to present themselves in a professional manner that results in a favorable impression by our community.

Our general guidelines for dress code are "business casual". This attire is to offer the correct perception of our organization which is professional, clean, and expecting of rigor from all Lemman Staff. All staff are expected to report to work well groomed, clean, and dressed according to the requirements of their positions. Some staff may be required to wear uniforms or safety equipment/clothing.

Employees and volunteers are expected to project a professional image that sets positive dress and grooming examples for scholars and shall adhere to standards of dress and appearance that are compatible with an effective learning environment. School based personnel shall follow this Policy on ALL day's scholars are in attendance. Principals may designate additional days when reasonable modifications to this policy may be made and must notify the Human Resources Department when implementing any modifications to this policy.

Appropriate Dress for Staff:

- All Attire should be modest and professional. No hair color, hairstyle, piercings, tattoos, jewelry, or outerwear will be permitted that may be considered a distraction, disruption, or interference to the learning environment.
- Dresses and skirts should be no shorter than 3" above the knee.
- Pants and slacks should be free from rips, holes, and frays. Bottoms should not be form fitting, see-through or elastic in nature, which includes athletic leggings.
- Jeans are only allowed on Fridays and at the principal/administration's discretion.
- All blouses/shirts must have appropriate necklines, no spaghetti straps, see-through clothing, halters, tank tops, clothing that reveals the midriff, or graphic t-shirts.
- All undergarments should be fully covered.

- All footwear must be secured to foot. No "flip-flops" or "Birkenstock" type footwear is permitted.
- Hats are not to be worn inside.
- Earrings and a small nose stud are the ONLY visible piercings allowed.
- To promote a learning environment that is free from distraction, disruption, and interference, clothing and accessories shall not contain any obscene, offensive, harassing, discriminatory, vulgar, or inappropriate slogans, words, or images, including but not limited to references to cigarettes, alcohol, drugs, sexual content, or profanity.
- To promote a learning environment that is free from distraction, disruption, and interference, tattoos that contain any obscene, offensive, harassing, discriminatory, vulgar, or inappropriate slogans, words, or images, including but not limited to references to cigarettes, alcohol, drugs, sexual content, gangs, or profanity may not be visible.
- Facial hair must be kept neat and clean. Hair length should not impair vision.
- Physical Education Teachers, Coaches, Lunch Staff, and athletic volunteers should wear appropriate attire that is not form fitting and necessary to meet the requirements of their job responsibilities. On non-instructional days Physical Education teachers and coaches should follow the staff dress code. Facilities and Lunch Staff should wear appropriate attire that is necessary to meet the requirements of their job responsibilities.
- If an article of clothing is "borderline" or "debatable," it should not be worn. A general rule of thumb is to maintain a conservative, neat appearance.

Staff and Teachers should contact their supervisor for specific information regarding acceptable attire for their position. Any staff member who does not meet the attire or grooming standards will be subject to corrective action and may be asked to leave the premises to change clothing. Hourly paid staff members will not be compensated for any work time missed because of failure to comply with designated workplace attire and grooming standards.

### ***Reasonable accommodation of religious beliefs***

The Lemman Academy of Excellence recognizes the importance of individually held religious beliefs to persons within its workforce. Lemman Academy of Excellence will reasonably accommodate a staff member's religious beliefs in terms of workplace attire unless the accommodation creates an undue hardship. Accommodation of religious beliefs in terms of attire may be difficult considering safety issues for staff members. Those requesting workplace attire accommodation based on religious beliefs should be referred to the human resources department.

### ***Casual or dress-down days***

Casual or dress-down days will be permitted on Fridays only. The following is a list of items, including but not limited to, attire that is deemed Appropriate or Inappropriate. You may use this guideline to help define appropriate casual attire:

Appropriate	Inappropriate
<b>Slacks</b>	
<ul style="list-style-type: none"> <li>• Khakis or corduroys</li> <li>• Jeans (must be clean and free of rips, tears, and fraying; may not be excessively tight or revealing)</li> <li>• Capris</li> </ul>	<ul style="list-style-type: none"> <li>• Sweatpants, leggings, exercise wear, yoga pants</li> <li>• Shorts, low-rise or hip-hugger pants or jeans</li> </ul>
<b>Shirts</b>	
<ul style="list-style-type: none"> <li>• Polo collar knit or golf shirts</li> <li>• Oxford shirts</li> <li>• Company logo wear</li> <li>• Short-sleeved blouses or shirts</li> <li>• Turtlenecks</li> <li>• Blazers or sport coats</li> <li>• Jackets or sweaters</li> </ul>	<ul style="list-style-type: none"> <li>• Shirts with writing (other than company logo)</li> <li>• Basic T-shirts or sweatshirts</li> <li>• Beachwear</li> <li>• Tank tops/Muscle tops</li> <li>• Exercise wear</li> <li>• Crop tops, clothing showing midribs, spaghetti straps</li> </ul>
<b>Shoes</b>	
<ul style="list-style-type: none"> <li>• Boating or deck shoes</li> <li>• Casual, low-heel, open-back shoes (e.g., mules, sling backs)</li> <li>• Casual shoes including clean athletic shoes</li> <li>• Dressy sandals</li> </ul>	<ul style="list-style-type: none"> <li>• Thong-like sandals, flip-flops</li> <li>• Croc-like footwear</li> <li>• Birkenstock-like sandals</li> </ul>

*Addressing workplace attire and hygiene problems*

Violations of the policy can range from inappropriate clothing items to offensive perfumes and body odor. If a staff member comes to work in inappropriate dress, he or she will be required to go home, change into conforming attire, or properly groom, and return to work.

If a staff member's poor hygiene or use of too much perfume/cologne is an issue, their supervisor will discuss the problem with the staff member in private and point out the specific areas to be corrected. If the problem persists, employees may be subject to corrective action.

**5-21. Operation of Vehicles**

*Policy overview*

The School's vehicle policy gives employees guidelines for obtaining, qualifying for, and using a company vehicle. A "company vehicle" is any vehicle Lemman Academy of Excellence assigns to employees. This policy applies to all employees who use a company vehicle, and applies during and outside of working hours. Employees will be required to pass an MVR check, take required employer driver training, and sign a driving agreement.

#### *Qualifying for a company vehicle*

To be eligible for a company vehicle, employees must complete a Colorado MVR form, submit a copy of their driver's license, take required employer driver training, and sign a driving agreement. Employees are only allowed to drive a company car if they have a valid driver's license and a clean driving record for at least 3 years and are 25 years of age or older.

A clean driving record means the employee has not been held at fault for a car accident or arrested on charges of violating vehicle and traffic laws. The Lemman Academy of Excellence can assign and revoke access to company vehicles at its discretion.

#### *Company vehicles for employees with disabilities*

Lemman Academy of Excellence will make reasonable accommodations to facilitate company vehicle use for eligible employees with disabilities.

#### *Lemman Academy of Excellence Responsibilities*

- Ensuring vehicles are safe before assigning them.
- Scheduling regular maintenance.
- Providing car insurance.
- Retiring and replacing cars as needed.
- 

#### *What Lemman Academy of Excellence is not responsible for:*

- Paying fines employees receive while driving company vehicles they are responsible for.
- Making bail for employees who are arrested while driving company cars.
- 

#### **Company Fleet Usage and Driver Safety Policy**

The purpose of this policy is to ensure the safety of those individuals who drive company vehicles and to provide guidance on the proper use of company fleet vehicles. Vehicle accidents are costly to our company, but more importantly, they may result in injury to you or others. It is the driver's responsibility to operate the vehicle in a safe manner and to drive defensively to prevent injuries and property damage. As such, employers endorse all applicable state motor vehicle regulations relating to driver responsibility. The employer expects each driver to drive in a safe and courteous manner pursuant to the following safety rules. The attitude you take when behind the wheel is the single most important factor in driving safely.

The Business Manager and Human Resources Manager are responsible for:

- Reviewing accidents and employer's overall driver safety record to determine if there should be changes in policy or procedure; or if other corrective action (such as training, equipment changes, etc.), should be implemented to enhance the safe operation of company vehicles, and/or personal vehicles on company business.
- Reviewing driving records of individual employees and making recommendations on when driving privileges should be suspended or revoked.
- Reviewing all other issues that arise with respect to compliance with this policy.

#### *Driver Guidelines and Reporting Requirements*

- 1) Company vehicles are to be driven by authorized employees only, except in case of repair testing by a mechanic.
- 2) Any employee who has a driver's license revoked or suspended shall immediately notify the Business Manager or Human Resources Manager as soon as possible, but no later than 8am the next business day, and immediately discontinue operation of the company vehicle. Failure to do so may result in disciplinary action, including termination of employment.
- 3) All accidents in company vehicles, regardless of severity, must be reported to the police and to the Business Manager and Human Resources Manager. Accidents are to be reported immediately (from the scene, during the same day, or as soon as practicable if immediate or same day reporting is not possible). Accidents in personal vehicles while on company business\* must follow these same accident procedures. Accidents involving the employee's personal injury must be reported to Human Resources for Worker's Compensation purposes. Failing to stop after an accident and/or failure to report an accident may result in disciplinary action, up to and including termination of employment.
- 4) Drivers must report all ticket violations received during the operation of a company vehicle, or while driving a personal vehicle on company business\*, within 24 hours to the Business Manager.
- 5) Motor Vehicle Records will be obtained on all drivers prior to employment and no less than every six months. A driving record that fails to meet the criteria stated in this policy or is considered to be in violation of the intent of this policy by the Business Manager or Human Resources Manager, will result in a loss of the privilege of driving a company vehicle.

*\*Company business is defined as driving at the direction, or for the benefit, of the employer. It does not include normal commuting to and from work.*

#### *Driver Criteria & Administration*

Employees must have a valid and current Driver's license to operate a company vehicle, and/or a personal vehicle with current auto insurance while on company business.

Employees are expected to drive in a safe and responsible manner and to maintain a good driving record. The Business Manager and Human Resources Manager are responsible for reviewing records, including accidents, moving violations, etc., to determine if an employee's driving record indicates a pattern of unsafe or irresponsible driving, and to make a recommendation for suspension or revocation of driving privileges.

Criteria that may indicate an unacceptable record includes, but is not limited to:

- Two (2) or more moving violations\* in a year
- One (1) or more chargeable accidents within 3 years. Chargeable means that the driver is determined to be the primary cause of the accident through speeding, inattention, etc.\*Contributing factors, such as weather or mechanical problems, will be taken into consideration.
- Any combination of accidents and/or moving violations. \* Violations include any ticket, charge, or other law enforcement proceeding relating to these, as well as independent evidence of violations deemed relevant

#### *Driver Safety Rules*

- 1) Driving on company business and/or driving a company vehicle while under the influence of intoxicants and other drugs (which could impair driving ability) is forbidden and is sufficient cause for termination of employment.
- 2) Cell phone use while driving should be kept to a minimum. Drivers need to be aware when cell phone use is creating a distraction from safe driving and adjust their usage accordingly, including pulling off the road to use the cell phone when needed. Whenever possible, Drivers should complete calls while the vehicle is parked and/or use the phone in a "hands free" mode via a headset or speaker. While driving, attention to the road and safety should always take precedence over conducting business over the phone.
- 3) No driver shall operate a company vehicle when his/her ability to do so safely has been impaired by illness, fatigue, injury, or prescription medication.
- 4) All drivers and passengers operating or riding in a company vehicle must wear seat belts, even if airbags are available.
- 5) No unauthorized personnel are allowed to ride in company vehicles.
- 6) Drivers are responsible for the security of company vehicles. The vehicle engine must be shut off, ignition keys removed, and vehicle doors locked whenever the vehicle is left unattended.
- 7) Headlights shall be used 2 hours before sunset and until 2 hours after sunrise, or during inclement weather or at any time when a distance of 500 feet ahead of the vehicle cannot be clearly seen.
- 8) All State and Local laws must be obeyed.

#### *Defensive Driving Guidelines*

- Drivers are required to always maintain a safe following distance. Drivers should keep a two second interval between their vehicle and the vehicle immediately ahead. During slippery road conditions, the following distance should be increased to at least four seconds.
- Drivers must yield the right of way at all traffic control signals and signs requiring them to do so. Drivers should also be prepared to yield for safety's sake at any time. Pedestrians and bicycles in the roadway always have the right of way.

- Drivers must honor posted speed limits. In adverse driving conditions, reduce speed to a safe operating speed that is consistent with the conditions of the road, weather, lighting, and volume of traffic. Tires can hydroplane on wet pavement at speeds as low as 40 mph.
- Radar Detectors are strictly prohibited in company vehicles. Drivers are to drive at the speed of traffic but never to exceed the posted speed limit.
- Turn signals must be used to show where you are heading; while going into traffic and before every turn or lane change.
- When passing or changing lanes, view the entire vehicle in your rear-view mirror before pulling back into that lane.
- Be alert of other vehicles, pedestrians, and bicyclists when approaching intersections. Never speed through an intersection on a caution light. When the traffic light turns green, look both ways for oncoming traffic before proceeding.
- When waiting to make left turns, keep your wheels facing straight ahead. If rear ended, you will not be pushed into the lane of oncoming traffic.
- When stopping behind another vehicle, leave enough space so you can see the rear wheels of the car in front. This allows room to go around the vehicle if necessary and may prevent you from being pushed into the car in front of you if you are rear-ended.
- Avoid backing where possible, but, when necessary, keep the distance traveled to a minimum and be particularly careful.

\*Check behind your vehicle before backing.

\*Back to the driver's side. Do not back around a corner or into an area of no visibility.

### ***Accident Procedures***

1. In an attempt to minimize the results of an accident, the driver must prevent further damages or injuries and obtain all pertinent information and report it accurately.
  - a. Call for medical aid if necessary.
  - b. Call the police. All accidents, regardless of severity, must be reported to the police. If the driver cannot get to a phone, he should write a note giving location to a reliable appearing motorist and ask him to notify the police.
  - c. Record names and addresses of driver, witnesses, and occupants of the other vehicles and any medical personnel who may arrive at the scene.
  - d. Pertinent information to obtain includes: license number of other drivers; insurance company names and policy numbers of other vehicles; make, model, and year of other vehicles; date and time of accident; and overall road and weather conditions.
2. Do not discuss the accident with anyone at the scene except the police. Do not accept any responsibility for the accident. Don't argue with anyone.
3. Provide the other party with your name, address, drivers license number, and insurance information.
4. Immediately report the accident to the HR Department and/or Business Office. Provide a copy of the accident report and/or your written description of the accident ASAP.
5. There will be a formal accident review conducted on each accident to determine the cause and how the accident could have been prevented.

### ***Portable Communication Device Use While Driving***



Staff and Teachers who drive on Company business must abide by all state or local laws prohibiting or limiting portable communication device (PCD) use, including cell phones or personal digital assistants, while driving. Further, even if use is permitted, Staff and Teachers may choose to refrain from using any PCD while driving. "Use" includes, but is not limited to, talking or listening to another person or sending an electronic or text message via the PCD.

Regardless of the circumstances, including slow or stopped traffic, if any use is permitted while driving, Staff and Teachers should proceed to a safe location off the road and safely stop the vehicle before placing or accepting a call. If acceptance of a call is necessary while the employee is driving, and permitted by law, the employee must use a hands-free option and advise the caller that he/she is unable to speak at that time and will return the call shortly.

Under no circumstances should Staff and Teachers feel that they need to place themselves at risk to fulfill business needs.

Since this policy does not require any employee to use a PCD while driving, Staff and Teachers who are charged with traffic violations resulting from the use of their PCDs while driving will be solely responsible for all liabilities that result from such actions.

Texting and emailing while driving is prohibited in all circumstances.

## **5-22. Travel and Expense Reimbursements**

The Governing Board of Lemman Academy of Excellence, Inc. recognizes that board members, officers, and Staff and Teachers ("Personnel") of Lemman Academy of Excellence may be required to travel or incur other expenses from time to time to conduct Company business and to further the mission of this non-profit organization. The purpose of this policy is to ensure that:

- Adequate cost controls are in place.
- Travel and other expenditures are appropriate
- To provide a uniform and consistent approach for the timely reimbursement of authorized expenses incurred by Staff and Teachers. It is the policy of Lemman Academy of Excellence to reimburse only reasonable and necessary expenses actually incurred by employees.

When incurring business expenses, Lemman Academy of Excellence expects Personnel to:

- Exercise discretion and good business judgment with respect to those expenses.
- Be cost conscious and spend Lemman Academy of Excellence's money as carefully and judiciously as the individual would spend his or her own funds.
- Report expenses, supported by required documentation, as they were actually spent.

### **Expense Reimbursement**

Expenses will not be reimbursed unless the individual requesting reimbursement submits a written Expense Reimbursement Request with supervisor signature. The Expense Reimbursement Request, which shall be submitted at least monthly or within two weeks of the completion of travel if travel expense reimbursement is requested, must include the following:

- The individual's name.
- If reimbursement for travel is requested, the date, origin, destination and purpose of the trip, including a description of each Company-related activity during the trip.

- The name and affiliation of all people for whom expenses are claimed (i.e., people on whom money is spent in order to conduct business).
- An itemized list of all expenses for which reimbursement is requested.

Receipts are required for all expenditures billed directly to Lemman Academy of Excellence such as airfare and hotel charges. No expense in excess of \$25.00 will be reimbursed to Staff unless the individual requesting reimbursement submits with the Expense Report written receipts from each vendor (not a credit card receipt or statement) showing the vendor's name, a description of the services provided (if not otherwise obvious), the date, and the total expenses, including tips (if applicable).

### *General Travel Requirements*

In order to obtain the necessary approval for travel the following must be completed:

All trips involving air travel or at least one overnight stay must be approved in advance by the Business Office and Human Resources Department in conjunction with the Principal or Principal designee.

In determining the reasonableness and necessity of travel expenses, Staff and the person authorizing the travel shall consider the ways in which Lemman Academy of Excellence will benefit from the travel and weigh those benefits against the anticipated costs of the travel. The same considerations shall be considered in deciding whether a particular individual's presence on a trip is necessary. In determining whether the benefits to Lemman Academy of Excellence outweigh the costs, less expensive alternatives, such as participation by telephone or video conferencing, or the availability of local programs or training opportunities, shall be considered.

Individuals traveling on behalf of Lemman Academy of Excellence may incorporate personal travel or business with their Company-related trips; however, Staff shall not arrange Company travel at a time that is less advantageous to or involving greater expense to Lemman Academy of Excellence in order to accommodate personal travel plans.

Any additional expenses incurred because of personal travel, including but not limited to extra hotel nights, additional stopovers, meals or transportation, are the sole responsibility of the individual and will not be reimbursed by Lemman Academy of Excellence. Expenses associated with the travel of an individual's spouse, family or friends will not be reimbursed by Lemman Academy of Excellence.

### *Travel Accommodations*

Staff are not required to stay on Saturday nights in order to reduce the price of travel. An individual who chooses to stay over a Saturday night shall be reimbursed for reasonable lodging and meal expenses incurred over the weekend to the extent the expenses incurred do not exceed the difference between the price of the Saturday night stay ticket and the price of the lowest price available ticket that would not include a Saturday night stay. To receive reimbursement for such lodging and meal expenses, the individual must supply, along with the Expense Report, documentation of the amount of the difference between the price of the Saturday stay and non-Saturday stay.

Staff traveling on behalf of Lemman Academy of Excellence may accept and retain frequent flyer miles and compensation for denied boarding for their personal use. Individuals may not deliberately patronize a single airline to accumulate frequent flyer miles if less expensive comparable tickets are available on another airline.

Personnel traveling on behalf of Lemman Academy of Excellence may be reimbursed at the single room rate for the reasonable cost of hotel accommodation. Convenience, the cost of staying in the city in which the hotel is located, and proximity to other venues on the individual's itinerary should be considered in determining reasonableness. Staff shall make use of available corporate and discount rates for hotels. "Deluxe" or "luxury" hotel rates will not be reimbursed.

Personnel traveling on behalf of Lemman Academy of Excellence are reimbursed for the reasonable and actual cost of meals (including tips, alcohol not included) subject to a maximum per diem meal allowance of \$40 per day and the terms and conditions established by Lemman Academy of Excellence relating to the per diem meal allowance.

#### *Travel Transportation*

Staff and Teachers are expected to use the most economical ground transportation appropriate under the circumstances and should generally use the following, in this order of desirability: (Courtesy Cars, Airport Shuttle/Bus, Taxis, and Rental Cars.)

Staff are compensated for the use of their personal cars when used for Company business. When individuals use their personal car for such travel, including travel to and from the airport, mileage will be allowed at the IRS standard mileage rate per mile. In the case of individuals using their personal cars to take a trip that would normally be made by air, e.g., Minneapolis to Milwaukee, mileage will be allowed at the currently approved rate; however, the total mileage reimbursement will not exceed the sum of the lowest available round-trip coach airfare.

Parking and toll expenses, including charges for hotel parking, incurred by Personnel traveling on Company business will be reimbursed. The costs of parking tickets, fines, car washes, valet service, etc., are the responsibility of the employee and will not be reimbursed.

On-airport parking is permitted for short business trips. For extended trips, Personnel should use off-airport facilities.

#### *Other Travel Expenses*

Reasonable expenses incurred for business meetings or other types of business-related entertainment will be reimbursed only if the expenditures are approved in advance by the Business Office of Lemman Academy of Excellence and qualify as tax deductible expenses. Detailed documentation for any such expense must be provided, including: (date and place of entertainment, nature of expense, names, titles and corporate affiliation of those entertained, a complete description of the business purpose and vendor receipts).

Reasonable Lemman Academy of Excellence-related telephone and fax charges due to absence of Staff from the individual's place of business are reimbursable. In addition, reasonable and necessary gratuities that are not covered under meals may be reimbursed. Finally, emergency work and Administrative Assistance postal charges incurred are reimbursable for the purpose of work on behalf of Lemman Academy of Excellence.

#### *Non-Reimbursable Travel Expenditures*

Lemman Academy of Excellence maintains a strict policy that expenses in any category that could be perceived as lavish or excessive will not be reimbursed, as such expenses are inappropriate for

reimbursement by a nonprofit, charitable organization. Expenses that are not reimbursable include, but are not limited to:

- Travel insurance.
- First class tickets or upgrades.
- When lodging accommodations have been arranged by Lemman Academy of Excellence and the individual elects to stay elsewhere, reimbursement is made at an amount no higher than the rate negotiated by Lemman Academy of Excellence. Reimbursement shall not be made for transportation between the alternate lodging and the meeting site.
- Limousine travel.
- Movies, liquor or bar costs.
- Membership dues at any country club, private club, athletic club, golf club, tennis club or similar recreational organization
- Purchase of golf clubs or any other sporting equipment.
- Clothing purchases.
- Business conferences and entertainment which are not approved by Lemman Academy of Excellence
- Valet service.
- Car washes
- Toiletry articles
- Expenses for spouses, friends or relatives. If a spouse, friend or relative accompanies Personnel on a trip, it is the responsibility of the Human Resources Department to determine any added cost for double occupancy and related expenses and to make the appropriate adjustments in the reimbursement request.
- Overnight retreats without the prior approval of Lemman Academy of Excellence.

### **5-23. References and Employment Verifications**

Lemman Academy of Excellence, Inc. will respond to employment verification requests through the Human Resources Department. Human Resources will provide general information concerning the employee such as date of hire, date of termination, and position(s) held. Requests for employment verification information must be in writing and responses will be in writing. Please refer all requests for employment verifications to the Human Resources Department - [HR@lemanacademy.org](mailto:HR@lemanacademy.org).

All recommendation letters must be approved through Human Resources.

### **5-24. Resignation Policy**

Although Lemman Academy hopes that employment with the company will be a mutually rewarding experience, it is understood that varying circumstances do cause employees to voluntarily resign from employment. Employees are asked to follow the guidelines below regarding notice and exit procedures when voluntarily resigning.

#### *Procedures*

**Notice of resignation.** Employees are encouraged, but are not required, to provide two weeks' notice to facilitate a smooth transition out of the organization. If an employee provides less notice than requested, the employer may deem the individual to be ineligible for rehire depending on the circumstances.

**Form of resignation notice.** All resignations must be confirmed in writing. Employees should submit written notice that must include the reason for leaving and the effective date. Employees who verbally resign will receive a confirmation of resignation notice within 24 hours.

**Pay in lieu of notice.** Management reserves the right to provide an employee with two weeks' pay in lieu of notice in situations where job or business needs warrant. Such a decision should not be perceived as reflecting negatively on the employee, given that it may be due to a variety of reasons not known to the individual or other employees.

**Resignation for failure to report to work.** Employees who fail to report to work for two consecutive days without properly communicating to their supervisor or manager the reasons for their absence will be viewed as voluntarily resigning their employment as of the second day.

**Rescission of resignation.** Employees will not be allowed to rescind a resignation, whether given verbally or in writing, once the resignation has been confirmed by the employer. Employees who wish to discuss concerns about their continued employment before making a final decision to resign are encouraged to do so.

**Reporting of employee departures.** Departing employees, regardless of the circumstances surrounding their departure, will be reported to all staff by site and district leadership, as needed. Those with a need to know (e.g., supervisors, payroll, IT, etc.) will be advised of the last day of actual work for the company.

**Exit interview.** Resigning employees will be asked to complete an exit interview to ensure that all materials and equipment are returned and to provide an opportunity to discuss any questions or concerns related to employment with Lemman Academy. Employees who fail to return any company property, including keys, electronic key card, cellular phones, laptops, and other equipment, will be deemed ineligible for rehire and subject to payroll deduction to recover the replacement cost of the school property.

**Forwarding address and final pay.** Departing employees will be asked to confirm their forwarding address to ensure that benefits and tax information are received in a timely manner. Voluntary terminations will receive final pay, via mail or direct deposited to the method elected in the HRIS, on the next regular pay period. Involuntary terminations will be paid within 24 hours from the start of the next business day, unless state law or other procedures dictate otherwise. Accrued but unused PTO will be paid out consistent with company policy and state law requirements.

## **5-25. Rest and Meal Period Policy**

It is the policy of Lemman Academy of Excellence to comply with State and Federal laws regarding meals and breaks. This policy addresses what qualifies as a meal and rest period, and when such periods are required under the Colorado Overtime and Minimum Pay Standards Order.

### *Rest Periods*

All employees are permitted a 10-minute paid rest break for each four-hour work period, or the major fraction of this period (i.e., more than 2 hours). An additional rest period is required for any period thereafter that rounds up to four hours. Breaks are not permitted at either the beginning or end of the workday to offset arrival and departure times. Rest periods must not include work, but employers don't have to let employees leave the work site. Rest periods should be in the middle of each 4-hour work

period, to the extent practical. Employees who voluntarily work through their rest breaks will not be paid additional compensation.

#### *Meal Periods*

Employees who work more than five consecutive hours in a day are required to take an unpaid meal break of 30 minutes. Meal periods must be at least 1 hour after starting and 1 hour before ending a shift, to the extent practical. Meal breaks are not counted toward hours worked.

Employees are to be completely relieved from duty during their meal break. If a nonexempt employee is required to perform any work duties while on his or her meal break period, the employee must be compensated for the time spent performing work duties. The time spent working during the meal break will be counted toward the total hours worked.

#### *Enforcement*

Supervisors are responsible for the scheduling of meal and rest periods. Employees who fail to return on time from breaks or lunch will be subject to disciplinary action and docking of pay for time missed.

*\*Salaried Supervisors, Administrative employees, Professional employees, and Teachers are exempt from this policy under the COMPS Order.*

### **5-26. Fragrance Free Workplace Policy**

Leman Academy of Excellence strives to maintain a workplace environment that is conducive to efficiency and productivity and free from unnecessary distractions and annoyances. Recognizing that employees, scholars, and visitors to our schools may have sensitivity or allergic reactions to various fragrant products, Leman Academy is a fragrance-free workplace.

#### *Policy*

To ensure that Leman Academy is a fragrance-free workplace, employees are prohibited from bringing onto the premises artificial scents that could be distracting or irritating to others. Scented personal products (such as fragrances, colognes, and lotions) that are perceptible to others should not be worn by employees. Other scented products (candles, diffusers, potpourri and similar items) are also not permitted in the workplace.

Any employee with a concern about scents or odors should contact a manager or the HR department.

### **5-27. A Few Closing Words**

This handbook is intended to give employees a broad summary of things they should know about Leman Academy of Excellence, Inc. The information in this handbook is general in nature and should questions arise, contact the Human Resources Department or any member of the Senior Administration for complete details. While we intend to continue the policies, rules and benefits described in this handbook, Leman Academy of Excellence, Inc., in its sole discretion, may always amend, add to, delete from or modify the provisions of this handbook and/or change its interpretation of any provision set forth in this handbook except for the rights of the parties to terminate employment at will. Please do not hesitate to speak to Senior Administration regarding any questions about the School or its personnel policies and practices.





## **FAMILY HANDBOOK**

*Revised 7/8/2023*

**2024-2025**



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## I. WELCOME

Dear Royals,

Our desire is that through this classical education, our scholars will learn to love what is lovely. May such love be a source of strength to these precious “adults-becoming” for the rest of their lives.

Every day we see them growing as scientists, artists, senators, poets, thinkers, athletes, friends, and classically trained, civil, young leaders. We are raising up a generation that is rooted in history, guided by wisdom, and governed by virtue.

The partnership we enjoy in carrying out this worthy mission together with you is wind in our sails. Let’s press on, moving upward together in this worthy mission.

Hail, Hail, Royals!

Alongside,

Jason Edwards, Head of Schools – Colorado

[jason.edwards@lemanacademy.org](mailto:jason.edwards@lemanacademy.org)

Jennifer Luedtke, Principal – Stroh Campus

[jennifer.luedtke@lemanacademy.org](mailto:jennifer.luedtke@lemanacademy.org)

Trustin Thompson, Principal- Bayou Gulch Campus

[trustin.thompson@lemanacademy.org](mailto:trustin.thompson@lemanacademy.org)

720.767.1600

*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: Jason Edwards, Head of Schools*

*Email: [jason.edwards@lemanacademy.org](mailto:jason.edwards@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](mailto:OCR.Denver@ed.gov)*

## II. ABOUT US

### A. Administrative Staff

#### ADMINISTRATION

Head of Schools	Jason Edwards
Principal	Jennifer Luedtke (Stroh)
Principal	Trustin Thompson (Bayou Gulch)
Vice Principal	Sean Mundt (Stroh)
Vice Principal	Ashley Faye (Stroh)
Office Manager	
School Nurse	Jacenta Wirth (Bayou Gulch)
School Nurse	Kristin Fiest (Stroh)

### 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. Scholars may participate in special events, activities and experiences once all school fees are paid in full. You may also propose a payment plan if this is ever helpful to your family. Contact the school Principal if your family qualifies for Free or Reduced Lunch through Douglas County School District and we will work with you. Teachers are the authority of the classroom. The teacher may provide volunteer opportunities equitably to all parents or guardians. All volunteers must be supportive of the school's values, expectations and parameters and adhere to the volunteer norms and parameters. The school reserves the right to limit the involvement of any unsupportive volunteer.
- 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 in 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. Literacy

- Scholars in Kindergarten and 1st grade master foundational literacy skills following a balanced, age-appropriate approach to phonics and reading, with a serious focus on correct pencil grip and letter formation.
- Explicit instruction of foundational literacy skills continues in Second through Third Grade with the use of the Traditional Spelling program: a comprehensive, phonetic approach to teaching spelling.
- 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-alouds and content specific words. I.e. Science and History

### **C. English Language Arts**

Our classical philosophy seeks to improve the ability of young children to memorize basic facts and fundamental rules, and to absorb information and knowledge more readily at a younger age.

- 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**

In Kindergarten, scholars will practice correct pencil grip and accurate letter formation. Scholars are also provided with copywork opportunities, where they will imitate beautiful writing, soaking in rich language along the way. Attentiveness to detail, correct formation and overall neatness is emphasized at each grade level.

### **E. Mathematics**

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. The mathematics program at Leman Academy is designed to align with the trivium and support long-term mastery and real-life applications that will prepare them to be successful critical and independent thinkers, problem solvers, and to approach mathematics with curiosity and determination.

- Scholars will focus on solidifying their understanding of numbers and operations, data and statistics, algebra, and geometry through explicit instruction and a gradual release model of instruction.
- Practice and assessments will align with the Colorado State Standards, the Standards of Mathematical Practice and will 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.

## 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 using reference books, source texts, and encyclopedias, but endeavor to use living biographies as their main source. Scholars enter key historical figure’s names and events into a Book of Centuries (a copybook for older scholars), which is like a timeline but bound in a scholar-accessible book. History is taught in sequence through a historical timeline, so learning is not fragmented for scholars and therefore makes sense and fosters the ability to make connections.

- 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 5<sup>th</sup> Grade. Leman Academy’s approach with Latin is to train 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 6-8 in what is the “Logic Stage” of the Trivium, as scholars delve deeper into the structure and meaning of language through the study of Latin roots, suffixes and prefixes. Research supports the study of Latin greatly enhances vocabulary, reading, comprehension and study skills as well as advances math problem solving abilities.

## I. Spanish

Scholars in Kindergarten through 2<sup>nd</sup> 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), 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 positions have been designated to handle inquiries regarding non-discrimination policies, including inquiries from parents who suspect disability discrimination in admissions and enrollment:

- Leman Academy's administrator who directly supervises Exceptional Scholar Services
  - Douglas County School District's Special Education Coordinator, Ponderosa
- (please email the principal to obtain the current contact information for these positions)*

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](mailto:OCR.Denver@ed.gov)

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## N. INTERVENTION POLICY

LAE has rigorous and engaging curricula in place that is taught through the Classical approach of educating young minds. We ensure 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 data from classroom and curriculum assessments, **diagnostic assessments, benchmark assessments** and mandatory state testing will guide teachers in planning specific, differentiated instruction for individuals or groups based on need.

#### ***Scholar Hours***

Each classroom teacher may schedule 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, study strategies, note taking skills, completing long term projects, specific skill instruction, etc. This intervention is available on a short or long term basis, **at the teacher’s discretion.**

#### ***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 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 ELLP) 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.

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 – diagnostic assessment and benchmark assessment meetings
- Professional Development – Curriculum, Charlotte Mason, Dr. Leman, Classical Model
- Parent Partnering Hours
- Scholar Hours – offered to scholars at the discretion of the classroom teacher.
- 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 or Math 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 ELLP
- 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, called the scholar study team), along with parents and any related service providers, will meet and determine whether a referral to evaluate for special education 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 English Language Learner Plan (ELLP).
- 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 English 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 **general education** 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 Academy's administrator supervising the Exceptional Scholar Services department.

## 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 6<sup>th</sup> 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 algebraic skills 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.

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## 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 the 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, 2024 – June 30, 2024.

### D. School Calendar

2024-2025 school year begins for August 6, 2024 for 6th-8th grade scholars, August 14, 2024 for Kindergarten scholars, and August 15, 2024 for 1st-5th grade scholars.

## 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 line. 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, (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/unexcused. Attendance is essential to student success at all grade levels. Colorado law directly connected to attendance focuses on compulsory school attendance, truancy and school finance. Important student attendance definition of rates and terms include:

- **Truancy:** Truancy is defined as an unexcused absence. The rate is calculated by dividing the reported Total Student Days Unexcused Absences by the Total Student Days Possible.
- **Habitually Truant (Student Count):** A student is counted as habitually truant if the student has four unexcused absences in one month and/or 10 absences in one school year.
- **Chronically Absent:** A student absent 10 percent or more of the days enrolled during the school year is chronically absent. All absences are included – unexcused, excused and suspensions. The rate is the percentage of students enrolled who are chronically absent.

#### CHRONIC ABSENTEEISM:

Attendance is important at all levels within the K-12 education system. For preschool, students with good attendance develop skills and good attendance habits to prepare for kindergarten. By third grade, children who missed too much of kindergarten and 1st grade fall behind in reading. Chronic absenteeism in middle school is a warning sign that students are on a path to disengagement and dropping out. In ninth grade, attendance is a clear predictor, more than test scores that a student will leave before completing high school.

Improving school attendance and addressing chronic absenteeism aligns with Colorado Department of Education (CDE) mission and **strategic plan**. In Colorado in 2021-22, 1 in 3 students was chronically absent.

#### EVERY STUDENT SUCCEEDS ACT (ESSA):

As part of Colorado’s state ESSA plan, chronic absenteeism rates are collected as part of the CDE School Discipline and Attendance data submission. The submission includes the reporting of the number of chronically absent students by school, overall and disaggregated by ethnicity/race, gender, special education, English language learner status, homeless status and free-and-reduced lunch status. To learn more about ESSA in Colorado, please click [here](#).

[CDE Compulsory School Attendance Law](#)  
[DCSD Attendance Guidance](#)

#### 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:

Leman Academy participates in the annual Douglas County School District (DCSD) online Open Enrollment process to fill K-8 openings and as such, does not maintain a wait list.

Parents interested in K-8 enrollment at Leman Academy need to complete DCSD Open Enrollment for their child to be eligible for openings. Open Enrollment can only be completed online through the DCSD's Open Enrollment tool during the Open Enrollment windows. Parents wishing to Open Enroll need a DCSD EngageEd Parent Portal account. Please see the Douglas County Website for detailed information and dates.

- Open Enrollment through DCSD must be completed every year -- previous years' Open Enrollment lists do not "roll forward".
- Open enrollment is only for families who wish to move their scholar(s) to a school that is different from their assigned neighborhood school.
- Scholars who are currently enrolled at Leman Academy do not need to complete the Open Enrollment process.

Enrollment preferences will be given to scholars who meet the following criteria in the order listed:

- 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:
  - Employees of the school
  - Employees of the charter holder
  - Members of the governing body of the school,
  - Directors, officers, partners, or board members of the charter holder, or
  - Founding Family members. These students will not exceed 20% of the school population.
- Transferring scholars moving from one Leman school to another Leman school.
- In-District (DCSD) Scholars.

## 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 & 1<sup>st</sup> 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. Scholars at Leman Academy must be fully potty trained.

#### **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).

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. Celebrations**

The last week of each semester may include one in-class celebration. In-class celebrations shall not exceed 60 minutes during the school day. Teachers must submit requests for in-class celebrations

using the school's internal form. Written approval on the form must be received before a celebration may be communicated to parents and scholars.

Leman Academy acknowledges National Holidays and celebration plans are based upon the makeup of each classroom, guided by the LAE administration. Store-bought food with ingredient labels may be included in these celebrations, pending approval by the school's Health Team.

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 vomits, 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 is 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.
- All visitors shall dress modestly while on school property.
- 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 any type of marijuana, tobacco, or vaping 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, or 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) Bordetella, rabies. Miniature horse requests must provide proof of the following vaccinations: Equine Infectious Anemia (Coggins Test), rabies, tetanus, encephalomyelitis, rhinopneumonitis, 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.

## **O. Sex Offenders**

It is the obligation of any sex offender to notify the school principal. Sex offenders are not permitted on school grounds. Any access, if conditionally granted will require a written and signed plan, with special arrangements being made writing prior to any visit, confirmed in writing by the school's Principal and School Resource Officer.



## 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 HEART AND 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.***

*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 may 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 – 4<sup>th</sup>)
- 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: Teacher, Staff Member or Administration**

**Level 2 misconduct may result in administrative referral and a phone call home to inform parent of misconduct and the consequence.**

*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)
- Vulgarity or swearing
- Plagiarism (Grades 5<sup>th</sup> – 8<sup>th</sup>)
- Theft of significant value or pattern developing
- Vandalism
- Safety concern of a dangerous nature
- Sexual behavior, private bodily functions, or intimations of such

### **Level 3 Natural and Logical Consequences- Responsible Party: Administration**

***Level 3 misconduct will result in administrative referral and a phone call home to inform parent of misconduct and the consequence.***

*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 administrative referral and a phone call home to inform parent of misconduct and the consequence.***

*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 3<sup>rd</sup> 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 3<sup>rd</sup> 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 for 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. 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. Leman Academy Dress Code is applicable all through the school year up to and including 8th Grade Commencement. Please see administration if you have any questions pertaining to the Dress Code.

Clothing should be modest, neat, clean and in good repair. By all accounts, clothing must be modestly loose, covering midriff and all undergarments including camisoles. Clothing may not be sheer. 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 or unsafe.

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.

### **Dress Code Guidelines**

- Scholars DO NOT have to keep their shirt tucked in through the school day.
- Any print or solid leggings are allowed for young ladies under their skorts, skirts or shorts. Leggings alone are not permitted, except on Fridays with a shirt or top at least fingertip length that covers 360°.
- Hats, caps, bandanas, and/or sunglasses may ONLY be worn outside. NOTE: Exceptions for specific headwear may be made by administration on a case-by-case basis.
- Pants, Capris, Shorts, Skirts and Skorts must be worn at the waist
- 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.
- Outside of the building, scholars are permitted to wear outdoor coats, jackets and sweatshirts with patterns and designs as long as they do not include inappropriate, scary, political, or offensive language or images on them. They shall be removed upon entering class. Any sweaters, jackets or sweatshirts worn inside the building must follow the specific guidelines listed below.
- 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", clogs (including Crocs clogs), slides, slippers, cleats or "rollers" may be worn to school.
- Hair should be neatly styled, out of the eyes, 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 may be a distraction to the learning environment.
- No jewelry, extreme make-up, or outerwear will be permitted that may be a distraction to the learning environment.

## **Monday - Thursday**

### **PANTS, CAPRIS, SHORTS, SKIRTS, SKORTS, JUMPERS**

Solid colors only. Traditional uniform style. No halter, off shoulder, strapless, one-strap, bare-back or partial bare-back styles. Cargo, plain, or pleated are acceptable. Shorts, skorts, and jumpers must have a minimum of a 5" inseam. Jumpers must be worn over a collared shirt. Skirts must be an appropriate length for the height of the scholar, and should be at least fingertip length.

NOTE: No Jeans (in any color) or athletic wear except for on Fridays for Free Dress (see below). Skirts and dresses may be worn with leggings on PE days.

### **POLO SHIRTS**

Solid colors only. May be short or long sleeve, but must have a collar, and cover the scholar's midriff. Polos may be any brand, but have no writing other than a logo. NOTE: No T-Shirts may be worn except for on Fridays for Free Dress (see below).

### **SHOES**

Shoes must be worn at all times. Acceptable footwear may be athletic, casual or dress, and they must be attached at the back of the feet for safety reasons. Sandals (that adhere securely at the heel) are also permitted with or without socks. Shoes should be appropriate for participating in PE on PE days. NOTE: No "flip-flops," clogs (including Crocs clogs), slides, slippers, cleats or "rollers" may be worn to school.

**SWEATERS:** Scholars are permitted to wear any plain, solid-color sweaters that are a pullover, button-up, half-zip or zipper front style. Sweaters need to be worn over a dress code shirt. Small logo of a brand name is acceptable.

**NON-HOODED SWEATSHIRTS/JACKETS:** Scholars are permitted to wear any plain, solid-color, non-hooded sweatshirts that are pullover, button, half-zip or zipper front. Sweatshirts need to be worn over a dress code shirt. Small logo of a brand name is acceptable.

NOTE: Sweatshirts/Jackets that are not solid-color, plain, or non-hooded may only be worn outside of the building.

### **OUTDOOR WEAR**

- Outside of the building, scholars are permitted to wear outdoor coats, jackets and sweatshirts with patterns and designs as long as they do not include inappropriate, scary, political, or offensive language or images on them. They shall be removed upon entering class. Any sweaters, jackets or sweatshirts worn inside the building must follow the specific guidelines listed above.

## **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.

- Shirt must fall over the pants' waistband and not show skin when you raise your arms.
- Shirts must have regulation length sleeves and length (i.e. - no tank tops, no sleeveless shirts, no spaghetti strap shirts, no halter-tops or crop tops).
- No sheer materials allowed.
- 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).
- Pants or shorts must not fit extremely tight. All pants, jeans and shorts must be properly hemmed and be free from holes and rips. No "low-rider" jeans will be allowed. Jeans should fit properly and appropriately.
- Athletic pants, athletic shorts or basketball shorts are allowed on Fridays.
- Leggings are permitted on Fridays with an appropriate top that is fingertip length and covers 360°.
- No spandex or skin-tight clothing.

## 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 7:30 a.m. until 3:30 p.m., and 8:30 a.m. until 3:30 a.m. on late start Wednesdays. 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...**

- **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.
- Assignments will be meaningful and helpful to the scholar.
- 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 <sup>th</sup> & 8 <sup>th</sup> 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, and Winter 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 shall not schedule tests nor make assignments due on Mondays or the first day back from a break.
- 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. Behavior in class and within the school community must be exemplary in order for scholars to be permitted to represent this school as scholar-athletes. 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 board-approved player's fee that allows any of our 6<sup>th</sup> – 8<sup>th</sup> 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 according to Leman Academy’s Late Pick-Up Fee policy.

### 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 6–8 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.

### 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 Exam within the last year.
3. Academic eligibility requirements are met (maintain a passing grade of 70% in each class).
4. Upon making the team, the sports fee is paid.
5. Scholar-athletes will be required to ask each of their teachers to sign off on their eligibility form regularly.
6. If a scholar is ineligible, they shall be permitted to practice but not play until the next regular eligibility checkpoint.
7. If a scholar is ineligible on two grade checkpoints in a row, they shall not be permitted to practice until they are eligible again at the next regular checkpoint.

The Athletic Director and school administration have the right to make an administrative decision based on extenuating circumstances.

### 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:

**ADMINISTRATION**

Head of Schools	Jason Edwards	<a href="mailto:jason.edwards@lemanacademy.org">jason.edwards@lemanacademy.org</a>
Principal	Jenny Luedtke	<a href="mailto:jennifer.luedtke@lemanacademy.org">jennifer.luedtke@lemanacademy.org</a>
Principal	Trustin Thompson	<a href="mailto:trustin.thompson@lemanacademy.org">trustin.thompson@lemanacademy.org</a>
Vice Principal	Sean Mundt	<a href="mailto:sean.mundt@lemanacademy.org">sean.mundt@lemanacademy.org</a>
Vice Principal	Ashley Faye	<a href="mailto:ashley.faye@lemanacademy.org">ashley.faye@lemanacademy.org</a>

**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.

### **REPORT FORM**

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

### **SUPPORTIVE PARENT FORM**

**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?

- c Sexual Harassment
- c Disability Harassment
- c Racial Harassment
- c Age Harassment
- c National or Ethnic Origin 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 \_\_\_\_\_

## Supportive Parent Agreement Letter

Our Mission States: "...We purpose to partner with supportive parents..."

Purpose: It is expected of all enrolled families to show support of the teacher, school and staff in these specific ways.

As a parent, guardian, or family member of a Leman Academy scholar, we agree to:

- safely get my child to the school door each morning.
- pick my child up on time according to school schedules and plans.
- provide my child breakfast, snacks, food, and adequate clothing for all seasons.
- model respect of the school, staff, scholars, and other community members.
- hold my scholar accountable for their words and actions, for their good.
- support the school's expectations regarding behavior and dress code.
- always be dressed modestly myself, while on school property.
- bring any concerns I have directly to the staff member closest to that situation first.
- think the best of others when I have concerns, until I hear the other person's side.
- collect my scholar's belongings from Lost and Found at least monthly.
- check the online gradebook software at least bi-weekly.
- keep my scholar responsible for turning in all their work.
- participate in conferences and meetings that the school schedules for my scholar.

By enrolling at Leman Academy, my family consents to be supportive in these ways.