



FAMILY HANDBOOK

Revised July, 2026

2026–2027

Home of the Royals

I. WELCOME.....	5
II. ABOUT US.....	6
A. Administrative Staff.....	6
B. Philosophy Statement.....	6
C. Mission Statement.....	6
D. Core Values.....	6
E. Cultivation of Character Attributes.....	7
F. Core Beliefs: We Believe That.....	8
III. PROGRAM OF INSTRUCTION.....	8
A. Introduction.....	8
B. Literacy.....	9
C. English Language Arts.....	9
D. Handwriting.....	10
E. Mathematics.....	10
F. History/Geography.....	10
G. Science.....	11
H. Latin.....	11
I. Spanish.....	11
J. Recitations.....	11
K. Special Areas: Art, Music, & P.E.....	12
L. English Learners (EL).....	12
M. Exceptional Scholar Services.....	13
IV. CLASSICAL EDUCATION MODEL.....	17
A. Trivium.....	17
B. Grammar Stage.....	17
C. Logic Stage.....	18
D. Rhetoric Stage.....	18
E. Charlotte Mason.....	18
V. GENERAL SCHOOL INFORMATION.....	19
A. Charter School Accountability.....	19
B. Governing Board.....	19
C. Fiscal Year.....	20
D. School Calendar.....	20

E. Compliance with Required Hours/Minutes of Instruction.....	21
F. Attendance and Open Enrollment Policies and Procedures.....	21
Tardiness Guidelines:.....	22
Enrollment Guidelines:.....	22
Enrollment Packet:.....	23
G. Procurement.....	24
H. School Ceremonies and Observations.....	25
I. Birthday Celebrations.....	25
J. Celebrations.....	25
K. Health Guidelines.....	26
VI. SCHOLAR INFORMATION.....	30
A. Scholar Code of Conduct.....	30
B. HABITS of the MIND & HEART.....	31
Care Through Accountability & Support.....	34
I. The LAE Philosophy of Accountability.....	34
A. The Scholar Study Team (SST) Process.....	34
B. Administrative Technicalities.....	35
C. Harassment and Bullying Prevention.....	35
D. Administrative Determination of Safety (Grades PK–2).....	35
II. Standardized Levels of Misconduct for Teacher/Administrative Action.....	35
LEVEL 1: Classroom-Managed Misconduct.....	35
LEVEL 2: Escalating Misconduct.....	36
LEVEL 3: High-Level Misconduct & Safety Risks.....	36
LEVEL 4: Severe Misconduct.....	36
III. Disciplinary Procedures, Due Process, & Legal Safeguards.....	37
A. Other Disciplinary Interventions.....	37
B. Suspension Procedures.....	37
C. Suspension from School.....	37
E. Suspension and Expulsion of Scholars with Disabilities (IDEA / Section 504).....	38
F. Scholar Dress Code & Uniform Standards.....	39
The Philosophy of Dress.....	39
General Guidelines.....	39
Footwear and Headwear.....	39
Monday–Thursday: Uniform Standards.....	40

Outdoor Wear.....	40
Friday Free Dress Day Guidelines.....	40
E. Safety.....	40
Fire Drill Exit Procedure.....	41
Lockdown Procedure.....	41
F. Grading Policy and Scale for Core Academic Subjects.....	41
G. Homework.....	43
H. Sports Program.....	44
Code of Ethics and Sportsmanship.....	44
Athletic Facilities.....	45
Athletic Fees.....	45
VII. SCHOLAR ANTI-HARASSMENT POLICY.....	46
A. Definitions and Prohibited Acts.....	46
B. Application of Anti-Harassment Policy.....	49
C. Prohibited Actions.....	49
D. What to Do if You Experience or Observe Harassment, Bullying or Intimidation.....	50
E. Where to Report Harassment, Bullying or Intimidation.....	50
F. Confidentiality.....	51
G. Protection Against Retaliation.....	51
H. Procedure for Investigation of a Complaint and Taking Corrective Action.....	51
Report Form: Complaints of Harassment, Bullying or Intimidation.....	52

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

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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

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

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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 (Bayou Gulch)
Vice Principal	Emily Maddock (Stroh)
Vice Principal	Ashley Faye (Stroh)
Office Manager	Sydelle Allington
School Nurse	Kristin Fiest
Dean of Scholar Life	Shaun D'Arcy (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 5th 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 2nd Grade will participate through in-class instruction of Spanish. Kindergarten is the perfect time to introduce learning of Spanish, for at this age scholars are able to listen and understand, building a foundation enabling scholars to start speaking a second language. Scholars will learn common phrases, colors, numbers and greetings.

J. Recitations

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

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

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

L. English Learners (EL)

In accordance with the Colorado Department of Education, scholars who have been identified as second language learners on the Primary Home Language Other Than English Survey (PHLOTE) will take the WIDA ACCESS Placement Test (W-APT), 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

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.

C. Logic Stage

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

A scholar is ready for the logic stage when the capacity for abstract thought begins to mature. During the middle school years, the scholar begins the study of 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.

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.

E. Charlotte Mason

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

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

V. GENERAL SCHOOL INFORMATION

A. Charter School Accountability

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

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

B. Governing Board

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

1. Responsibilities of the School Governing Board

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

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

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

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

2. Governing Board General Practices

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

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

- Are able to legally serve on 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–June 30.

D. School Calendar

The 2026-2027 school year begins August 13, 2026 for 6th-8th grade scholars, August 19, 2026 for Kindergarten scholars, and August 20, 2026 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.

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.

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.

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
 - Scholars successfully completing Leman Academy's Pre-K program, not to exceed 60% the maximum capacity available in Kindergarten.
 - 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 Form
- Colorado Residency Documentation Form or Affidavit of Shared Residency
- Scholar's Birth Certificate
- Immunization Records
- Emergency Contact
- Emergency Information
- Immunization Form
- Administering Medication at School Forms (optional)
- Proof of Residency
- Verification of Scholar Birth Form (K & 1st only)
- McKinney Vento Form

Additional Documents

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

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

Entrance Age Requirements:

- 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.

Care Through Accountability & Support

I. The LAE Philosophy of Accountability

Leman Academy of Excellence (LAE) is built upon the dual pillars of Academic Excellence and Relational Discipline. We hold that a safe, orderly, and beautiful environment is an absolute prerequisite for classical learning; therefore, accountability is fundamentally an expression of care. School leadership and faculty are empowered to protect the learning environment by removing any scholar whose behavior impedes the physical safety or the educational rights of the collective community.

A. The Scholar Study Team (SST) Process

The SST serves as the vital mechanism that bridges character formation and targeted intervention. Following any significant behavioral incident or the development of a persistent pattern of misconduct, the SST will convene to execute the following directives:

1. **Antecedent:** Analyze environmental, academic, or internal triggers that preceded the behavior.
2. **Behavior Pattern:** Objectively document the frequency, intensity, severity, and duration of the conduct.

3. Interventions: Implement research-based, targeted supports (e.g., structured check-in/check-out systems, sensory regulation breaks, visual schedules) tailored directly to the root causes of the scholar's struggle.

B. Administrative Technicalities

- 1) Academic Continuity: Parents or legal guardians must coordinate the receipt and return of all academic assignments with the front office.
- 2) Calculation of Suspension Days: A disciplinary removal is counted as a full day of suspension if the scholar is denied participation in the general educational environment prior to 12:00 PM. Official school holidays, weather cancellations, or emergency closures do not count toward the fulfillment of a suspension.

C. Harassment and Bullying Prevention

LAE strictly prohibits all forms of bullying. Bullying is defined as any written or oral expression, or physical or electronic act or gesture, or a pattern thereof, that is intended to coerce, intimidate, or cause any physical, mental, or emotional harm to any student.

- To constitute a pattern of bullying, behavior must be demonstrated as continued and unwanted. However, an egregious first offense may be immediately escalated and categorized as Level 2 Misconduct.
- Parents and/or scholars must formally document suspected or alleged incidents on the LAE Bullying/Harassment Report Form.
- Staff will apply disciplinary sanctions against any scholar who acts in a retaliatory manner against a reporter, witness, or victim.

D. Administrative Determination of Safety (Grades PK–2)

In strict alignment with C.R.S. § 22-33-106.1, out-of-school suspension for scholars in Preschool through Second Grade (PK-2) is strictly reserved for incidents involving dangerous weapons, controlled substances, or conduct that directly endangers the health or safety of others. Consistent with Douglas County School District (DCSD) grounds for removal, LAE explicitly defines an "Endangerment of Safety" as:

- Intentional hitting, kicking, biting, scratching, or throwing dangerous objects at scholars or staff.
- Extreme, volatile incidents that require an emergency classroom evacuation ("Clear the Classroom") to preserve peer safety.
- Behavior that endangers the health or safety of others and entirely prevents staff from maintaining a physically safe, supervised environment.

When a school administrator determines that a safety risk exists which cannot be mitigated by immediate in-school resources, an out-of-school suspension will be issued. This determination constitutes a final administrative safety decision.

II. Standardized Levels of Misconduct for Teacher/Administrative Action

LEVEL 1: Classroom-Managed Misconduct

- Examples (including, but not limited to): classroom disruptions, uniform/dress code infractions, disrespectful behavior, etc.
- Grades K–8 Intervention: Handled via staff discretion, proximity, and verbal "Friendly Reminders." Staff

applies timely logical consequences, including the loss of personal scholar time (e.g., structured recess or lunch reflection) to complete missing work or restore order.

- These operational decisions are final disciplinary decisions. Chronic patterns will trigger a formal SST referral.

LEVEL 2: Escalating Misconduct

- Examples (including, but not limited to): a documented pattern of willful defiance, repeated disrespectful behavior, chronic classroom disruption, defacing or damaging school property, etc.
- Grades K–2 Intervention: Mandatory administrative referral to the SST for behavioral tracking, root-cause identification, and intervention implementation. If a behavior escalates to a Level 3 Safety Risk, then (only) out-of-school suspension is appropriate.
- Grades 3–8 Intervention: Timely administrative referral. Administrators may issue In-School Suspension (ISS) or a short-term out-of-school suspension lasting one to two (1-2) school days.
- These operational decisions are final disciplinary decisions. Chronic patterns will trigger a formal SST referral.

LEVEL 3: High-Level Misconduct & Safety Risks

- Examples (including, but not limited to): Fighting, physical aggression, repeated disruption to learning, repeated defiance of authority, or actions deemed dangerous by staff, or a singular flagrant misconduct.
- Grades K–2 Intervention: The administrator will evaluate the behavior against the statutory "Endangerment of Safety" metrics. Disciplinary interventions will be considered by the administrator which may include a short-term suspension for a maximum of three (3) school days.
- Grades 3–8 Intervention: Disciplinary interventions will be considered by the administrator which may include a short-term suspension for three to five (3-5) school days.
- These operational decisions are final disciplinary decisions. Chronic patterns will trigger a formal SST referral.
- The administration has the power to suspend a scholar for not more than five school days on the grounds stated in C.R.S. 22-33-106 (1)(a), (1)(b), (1)(c) or (1)(e).

LEVEL 4: Severe Misconduct

- Examples (including, but not limited to): Possession of weapons, distribution or possession of controlled substances, or aggravated assault.
- Administrative Action: Out-of-school suspension of six or more (6+) school days. For incidents requiring permanent removal to protect the public charter community, LAE may formally request an expulsion hearing from our charter authorizer, the Douglas County School District (DCSD).
- All Level 4 suspension decisions are final disciplinary determinations, subject to review procedures required by law, the charter contract, or authorizer policy.
- The administration has the power to suspend a scholar for not more than 10 school days on the grounds stated in C.R.S. 22-33-106 (1)(d) unless an expulsion hearing is mandatory under law. The total period of suspension shall not exceed 25 school days.

III. Disciplinary Procedures, Due Process, & Legal Safeguards

A. Other Disciplinary Interventions

1. In lieu of an out-of-school suspension or expulsion and in accordance with applicable law, the administrator or designee may consider the use of available interventions to address the scholar's misconduct.
2. The use of such interventions will vary, depending upon the facts and circumstances of an individual case. Such interventions shall be at the administrator's or designee's sole discretion and include but are not limited to: detention; in-school suspension; counseling; restorative justice practices; or other approaches to address the scholar's misconduct that do not involve an out-of-school suspension.

B. Suspension Procedures

- a. Parents shall be notified on the day on which the administrators communicate with the scholar about their suspension.
- b. Scholars serving a suspension (either in-school and out-of-school) are restricted from participating in the general school community. This includes exclusion from field trips, after-school activities, electives/communal classes (e.g., Physical Education, Art, Music), athletics, and the cafeteria.
- c. Parents may be required to attend an in-person or phone conference.

C. Suspension from School

When a scholar misconducts themselves in one or more ways that violate the school's expectations, a school principal, vice principal, Dean of Scholar Life, or Head of Schools may then suspend or recommend the expulsion of a scholar.

One or more of the following misconducts in the nature of the activities below (not limited to this list) are considered the jurisdiction of the school: when the scholar is in school or district buildings, on school or district grounds, in school-chartered or district vehicles, or during a school sponsored activity and in certain cases when the behavior occurs off of school property and the conduct has a nexus to school or any district curricular or non-curricular event.

1. Causing or attempting to cause damage to school property or stealing or attempting to steal school property.
2. Causing or attempting to cause damage to private property or stealing or attempting to steal private property.
3. Commission of any act which if committed by an adult would be robbery or assault as defined by state law.
4. Destruction or defacing of school property.
5. Committing extortion, coercion, or blackmail, i.e., obtaining money or other objects of value from an unwilling person or forcing an individual to act through the use of force or threat of force.
6. Engaging in verbal abuse, i.e., name calling, ethnic or racial slurs, or derogatory statements addressed publicly to an individual or group that precipitate disruption of the school program or incite violence.
7. Engaging in "hazing" activities, i.e., forced prolonged physical activity, forcing excessive consumption

of any substance, forcing prolonged deprivation of sleep, food, or drink, or any other behavior which recklessly endangers the health or safety of an individual for purposes of initiation into any student group.

8. Bullying/harassment.
9. Violation of criminal law affecting the school or the safety or welfare of students or staff.
10. Violation of building regulations (e.g. misuse of elevator, staircase, etc).
11. Possession of dangerous weapons in schools. An expulsion hearing shall be mandatory for bringing or possessing a firearm, in accordance with federal law.
12. Violation of the Family handbook involving drugs and alcohol.
13. Violent and aggressive behavior.
14. Violation of tobacco-free schools legislation.
15. Violation of policies regarding sexual or other harassment is prohibited.
16. Violation of policies on nondiscrimination.
17. Gangs-related activities.
18. Violation of policies on dress code.
19. Throwing objects, unless part of a supervised school activity, can cause bodily injury or damage to property.
20. Profanity, vulgar language or obscene gestures toward other students, school personnel, or visitors to the school.
21. Lying or giving false information, either verbally or in writing, to a school employee.
22. Engaging in scholastic dishonesty which includes but is not limited to cheating on a test, plagiarism, or unauthorized collaboration with another person in preparing written work.
23. Making a false accusation of criminal activity against a district employee to law enforcement or to the district.
24. Behavior on or off school property which is detrimental to the welfare or safety of other students or school personnel.
25. Repeated interference with the school's ability to provide educational opportunities to other students.
26. Continued willful disobedience or open and persistent defiance of proper authority, including deliberate refusal to obey a member of the school staff.
27. Violation of policies on scholars' use of cell phones.

When scholars make mistakes, they are expected to tell the truth immediately, show care, self-reflect, learn from one's mistakes, and take steps to make it right.

3. Expulsion Hearing

LAE will formally request that DCSD convene an official expulsion hearing. An independent, district-appointed Hearing Officer will preside over the proceedings, review the evidence, and issue a formal determination.

E. Suspension and Expulsion of Scholars with Disabilities (IDEA / Section 504)

LAE operates consistent with applicable federal and state law including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. Federal safeguards and DCSD policy strictly

supersede standard school disciplinary procedures:

- Before executing any disciplinary removal that constitutes a "change of placement" (accumulating greater than ten (10) cumulative school days of suspension), an MDR must be conducted by the scholar's IEP or 504 team.
- If the MDR team determines that the conduct was a manifestation of the scholar's disability, the disciplinary process must immediately cease. The SST and IEP/504 team will pivot entirely to modifying or creating a formal Behavior Intervention Plan (BIP).
- In accordance with federal law, if the infraction involves dangerous weapons, illegal drugs, or the infliction of serious bodily injury, school administration may unilaterally place the scholar in an Interim Alternative Educational Setting (IAES) for not more than forty-five (45) school days, regardless of the outcome of the Manifestation Determination Review.
- A designated staff member will collaborate with classroom teachers to ensure all academic assignments align with the scholar's learning trajectory and that any pre-existing, vetted accommodations are maintained.

F. Scholar Dress Code & Uniform Standards

The Philosophy of Dress

At Leman Academy of Excellence (LAE), we believe that a scholar's appearance reflects their respect for the pursuit of truth, goodness, and beauty. The dress code is designed to minimize distraction, foster a focused academic atmosphere, and promote a sense of unity and equality within our community. Clothing must be modest, neat, clean, and in good repair. We view the dress code as a partnership between the school and the home. While the school provides the standard, we rely on parents to ensure their scholars leave for school each morning in proper attire. In all matters of personal appearance, the LAE Administration serves as the final authority on what is appropriate for the learning environment.

General Guidelines

Clothing must be modestly loose at all times. Midribs and all undergarments, including camisoles, must be fully covered, and sheer fabrics are strictly prohibited. Pants, capris, shorts, skirts, and skorts must be worn at the natural waist. Scholars are permitted to wear socks of their choosing, including solid colors, bright colors, and patterns, provided they do not feature unwholesome messaging. Hair should be neatly styled, kept out of the eyes, and maintained in natural colors. Hair accessories such as bows and headbands are permitted as long as they do not create a distraction. Similarly, jewelry and makeup should be minimal and consistent with a professional academic environment.

Footwear and Headwear

Shoes must be worn at all times and must be secured to the heel for safety. Acceptable footwear includes athletic, casual, or dress shoes worn with socks, as well as sandals that adhere securely at the heel. For safety and professionalism, "flip-flops," clogs (including Crocs), slides, slippers, heels exceeding two inches, or "rollers" are not permitted. On P.E. days, scholars must wear shoes appropriate for physical activity. Regarding headwear, hats, caps, bandanas, and sunglasses are for outdoor use only, though administration may make exceptions for specific headwear on a case-by-case basis.

Monday–Thursday: Uniform Standards

During the standard school week, scholars must wear traditional, uniform-style clothing in solid colors. For bottoms, scholars may wear pants, capris, shorts, skirts, or skorts. Athletic-style bottoms are not permitted (i.e. gym shorts without belt loops). Shorts, skorts, and jumpers must have a minimum five-inch inseam, and skirts must be at least fingertip length. Jumpers must always be worn over a collared shirt. For tops, scholars must wear solid-colored polo shirts, either short or long-sleeved, which must have a collar and cover the midriff. While polos may be any brand, they should not have writing other than a small logo (no larger than a credit card). Note: No jeans (in any color) or athletic wear is permitted except for on Fridays (see below).

For layering inside the building, scholars may wear plain, solid-color sweaters—including pullovers, cardigans, or half-zips—as well as non-hooded sweatshirts or jackets. All sweaters and indoor jackets must be worn over a dress-code-compliant collared shirt. Any leggings worn under skirts or dresses may be solid or patterned. Please note that jeans and athletic wear are not permitted from Monday through Thursday.

Outdoor Wear

When outside the building, scholars are permitted to wear outdoor coats, jackets, and sweatshirts that feature patterns or designs, provided they do not include scary, political, or offensive language or images. However, these items must be removed immediately upon entering the classroom. Any outerwear worn inside the building during the instructional day must adhere to the solid-color, non-hooded guidelines mentioned above.

Friday Free Dress Day Guidelines

Fridays are designated as Free Dress Days, allowing scholars to wear a favorite T-shirt with blue jeans, cargo pants, or athletic shorts. All T-shirts must be modest and not low cut. Tank tops, sleeveless shirts, and crop tops are not permitted. Shirts must be long enough to cover the waistband when arms are raised. If a shirt features a message or image, it must be appropriate for the LAE learning environment, such as college logos or sports teams.

Denim and athletic pants must fit properly, be free of holes or rips, and should not be "low-riders" or extremely tight. Leggings are permitted to be worn as pants only on Fridays, provided they are paired with a top that is at least fingertip length and covers the scholar 360° around. If you have any questions regarding specific items, please contact the main office prior to purchase.

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 of...

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

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

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

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

Accommodations for exceptional scholars are implemented, as appropriate.

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

- Grade level consistency in assignments (an avg. of 2 per week per subject)
- These assignments should evidence the expected scholar outcomes
 - Big Ideas NOT busy work (see below)
 - Checks for understanding in practice/written work
 - Active participation in lesson and learning
- Teachers will offer a variety of assessment types and options for scholars, when possible, particularly for assessing the learning of any scholars with an Individualized Education Program (IEP).
- Teachers must also demonstrate equitable flexibility in grading as needed to meet the needs of exceptional scholars.
- 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 th & 8 th Grade	70-100 minutes

1. Additional Homework Guidelines

- No homework assignments will be given over any of the major school breaks including: Fall and Spring Break, Thanksgiving, 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

Our Leman sports program operates as a non-profit, meaning all fees directly support the program's expenses. Once a scholar has been placed on a team, fees are non-refundable as coaches are hired and referees are scheduled based on the number of scholars committing to the season.

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 athletic events (games and practices).

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 non-refundable 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	jason.edwards@lemanacademy.org
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Principal	Jenny Luedtke	jennifer.luedtke@lemanacademy.org
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Principal	Trustin Thompson trustin.thompson@lemanacademy.org
Vice Principal	Sean Mundt sean.mundt@lemanacademy.org
Vice Principal	Ashley Faye ashley.faye@lemanacademy.org
Vice Principal	Emily Maddock emily.maddock@lemanacademy.org
Dean of Scholar Life	Shaun D'Arcy shaun.darcy@lemanacademy.org

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

The person with a concern shall fill out the Refort Form to ensure all relevant details are provided for a complete investigation to be possible. Upon receipt of a Report Form the administrator supervising that department, or whomever the principal delegates, shall then 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: 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 Agreements

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.
- hold my scholar accountable for their words and actions, for their good.
- support the school's expectations regarding behavior and dress code.
- 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.
- always be dressed modestly myself, while on school property.
- bring any concerns I have directly to the staff member closest to that situation first.
- model respect of the school, staff, scholars, and other community members.
- respect the right of staff to fulfill their roles in a healthy (never hostile) work environment.
- think the best of others when I have concerns, until I hear the other person's side.

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