



# **Leman Virtual Academy**

## **FAMILY HANDBOOK**

**Revised 08/04/2020**

**2020-2021**

## **Table of Contents**

<b><u>Welcome</u></b>	<b><u>3</u></b>
<b><u>Enrollment</u></b>	<b><u>5</u></b>
<b><u>Attendance</u></b>	<b><u>6</u></b>
<b><u>Parent Responsibilities</u></b>	<b><u>8</u></b>
<b><u>Course Requirements by Grade Level</u></b>	<b><u>9</u></b>
<b><u>Withdrawal</u></b>	<b><u>10</u></b>
<b><u>Materials</u></b>	<b><u>11</u></b>
<b><u>Technology Requirements</u></b>	<b><u>11</u></b>
<b><u>Scholar Hours</u></b>	<b><u>12</u></b>
<b><u>Lessons &amp; Assignments</u></b>	<b><u>12</u></b>
<b><u>Academic Concern</u></b>	<b><u>12</u></b>
<b><u>Promotion/Graduation</u></b>	<b><u>12</u></b>
<b><u>Grades</u></b>	<b><u>13</u></b>
<b><u>Late Work Policy</u></b>	<b><u>13</u></b>
<b><u>Family, Scholar, School Communication Policy</u></b>	<b><u>13</u></b>
<b><u>Scholar Code of Conduct</u></b>	<b><u>14</u></b>

<b><u>Habits of the Mind &amp; Heart</u></b>	<b><u>15</u></b>
<b><u>Discipline Policy</u></b>	<b><u>17</u></b>
<b><u>Foundation Character Attributes</u></b>	<b><u>18</u></b>
<b><u>Discipline with Vitamin “E” and Vitamin “N”</u></b>	<b><u>19</u></b>
<b><u>Levels of Misconduct and Discipline</u></b>	<b><u>20</u></b>
<b><u>Academic Dishonesty Policy</u></b>	<b><u>23</u></b>
<b><u>Harassment and Bullying</u></b>	<b><u>24</u></b>

## **WELCOME**

Dear Families of Lemman Academy:

The foundational principles for the educational philosophy of Lemman Academy of Excellence (LAE) have been formed and established by Dr. Kevin Lemman, the founder of the school, who dreamed of launching a school and learning environment for young people that willingly engages and embraces parents in the educational process, highlighting the parent-teacher-scholar relationship to bring out the best in each and every child. Our school's mission statement, core values, and beliefs are foundational to LAE, establishing a positive school culture and demonstrating an interconnectedness of enhanced academic outcomes with a school climate where scholars feel safe, supported, academically challenged, enthusiastic about learning and socially capable. Scholar success at LAE is based on our unwavering commitment to combining our classical educational program and its ancient view of learning and traditional teaching methods that promote critical thinking skills with the present-day methodology of data-centered based learning that involves rigorous assessments to measure scholar learning and achievement. Today's world demands that schools focus not on "what was taught" but rather on "what was learned." At LAE, we want to do all we can through the classical model of education to teach our scholars "how to learn and think critically" by providing them the tools of learning in order that our young people become life-long learners and difference makers in society. Welcome to LAE! It's a pleasure and privilege to have this opportunity to partner with you in the education of your child(ren).

*Dennis M. O'Reilly*

Head of Schools

doreilly@lemanacademy.org

520.639.8080, Ext. 1107

Lemman 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. Lemman Academy of Excellence abides by the procedures mandated by Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA) and will provide eligible scholars with disabilities a free appropriate public education (FAPE), including following Section 504 accommodation plans and Individualized Education Programs (IEPs). The following person has been designated to handle inquiries regarding non-discrimination policies, including inquiries from parents who suspect disability discrimination in admissions and enrollment. Name: Brenda Moseley, Director of Scholar Services Email: [bmosley@lemanacademy.org](mailto:bmosley@lemanacademy.org) Additional information about, or complaints concerning compliance with, service of scholars with disabilities may also be obtained by contacting: Arizona Department of Education, Office of Dispute Resolution (<http://www.azed.gov/disputeresolution/>) 1535 W. Jefferson St., Bin #62, Phoenix, AZ 85007, Telephone: (602) 542-3084

***Dear Lemman Virtual Academy Families:***

In 2017, the state of Arizona authorized Lemman Virtual Academy to begin enrollment. Lemman Virtual Academy was created for families who wanted the same rigorous, values-based curriculum, but in a virtual setting for families who need the flexibility to have class in an alternative setting.

We embrace the same vision, mission, values, and rigorous curriculum as the brick and mortar campuses. We follow the district created curriculum map and are committed to offering a well-rounded, classically based education.

As with all Lemman Academy campuses, at Lemman Virtual Academy it is essential that parents are involved in their scholar's schooling. In the virtual setting, it is even more essential and a huge commitment on your part.

I would like to welcome you to Lemman Virtual Academy. I look forward to partnering with you as we work together to offer your scholar a rigorous, classical curriculum that encourages your scholar to be a critical thinker and a life-long learner.

All My Best,

*Beth Csiszer*

Lemman Virtual Academy Principal

[beth.csiszer@lemmanvirtualacademy.org](mailto:beth.csiszer@lemmanvirtualacademy.org)

520.600-4058

## **Enrollment**

- **Steps for Enrollment**
  - Create a Parent Vue account by clicking on our enrollment link online
  - Follow the directions for submitting both digital and printed documents
  - Virtual Orientation
    - Receive an email with Schoology login information
    - Complete the orientation class with your scholar in Schoology before your scholar's assigned start date.
    - Upon completion, you will receive login information for your scholar
  - Join a scheduled Virtual Orientation with your LVA teacher
- **Incoming Scholars**
  - Transferring from Lemman Academy of Excellence brick-and-mortar
    - Withdraw from LAE brick-and-mortar campus effective the Friday prior to the next available LVA start date
    - Enroll with LVA (you do NOT need to file a Homeschooling Affidavit with your county school superintendent)
    - Complete orientation
  - Incoming from Homeschool
    - Enroll with LVA
    - Complete orientation
    - Notify the county school superintendent in writing that you are enrolling in a public virtual charter school within 30 days of enrollment with LVA
  - Incoming from another school (including public, private, or out-of-state)
    - Withdraw from current school effective the Friday prior to the next available LVA start date
    - Enroll with LVA (you do NOT need to file a Homeschooling Affidavit with your county school superintendent)
    - Complete orientation

## **Attendance**

- As a virtual school, we are required by the state of Arizona to record minutes weekly for each scholar. Those minutes are audited by the state. It is imperative that you upload your scholar's minutes weekly, so he or she does not appear truant by the state.
- Attendance is crucial to the successful completion of our course work. Scholars may log hours on any day of the week, and at any time of the day, even during scheduled school breaks throughout the academic school year, which ends in May. Attendance may include the following:
  - Live Class Meetings
  - Time Completing School Work
  - Self-Reported Minutes

- Enrichment Opportunities
- Field Trips
- Extra-Curricular Opportunities
- **Regularly Scheduled School Breaks-** Leman Virtual Academy follows a traditional school calendar and observes the following breaks throughout the year. During this time, scholars will not have assigned work to complete, but may continue to work and record minutes for school-related activities:
  - Observed holidays as outlined on the school calendar
  - Fall Break
  - Thanksgiving Break
  - Winter Break
  - Spring Break
- **Attendance in live classes-** Scholars are required to attend live classes for instruction during their scheduled meetings. A schedule of the live class meetings will be provided to the families prior to enrolling. These live class meetings allow time for scholars to interact with the teacher and scholars. The schedule varies per grade level, but families should expect their scholar to receive live instruction from their scholars' teachers approximately one hour a day, three to four days a week.
- **Absences-** At LVA, we believe that consistent attendance in class is vital, especially given the nature of our program and the fact that lessons are condensed. However, we realize there will be times when your child may be unable to attend class. We ask that when your child is absent from one of our live class sessions, you contact the teacher before class that day. We also ask that your scholar view the recorded class session that day, and contact the teacher for scholar hours, if needed, to go over missed content.
  - *Excused Absences Include:*
    - Personal illness. The specific illness must be identified, (toothache, cold, flu, pink eye, etc.).
    - Serious illness of a family member.
    - Doctor or dental appointment.
    - Death of a family member.
    - Required court appearance.
    - Religious Holiday.
    - Suspension.
- **Tardies-** Teachers and scholars depend on the structure and routines of the day. When scholars are tardy to class, these routines are disrupted. Children who are late have trouble settling in and mastering routines. Scholars often find themselves trying "to catch up" from being 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 anticipates he or she will be late for class, an email should be sent to the teacher prior to class indicating the reason.
- **Self-Reported Attendance**

- Parents must submit a weekly log of minutes spent to comply with Arizona state regulations. Failure to log minutes will result in the scholar being considered truant by the state.
  - Attendance is due each Monday morning by 8:00 AM for the previous week.
    - Parents and Scholars must personally keep track of time spent per subject per day
    - A reminder with a link to the Attendance Form will be sent out every Friday at 12:00 PM to the scholar's email address.
- Minimum weekly requirements vary by grade band. Below are suggested minimums:
  - **Kindergarten:** 10 Hours (600 minutes) per week
  - **1st through 3rd Grade:** 20 Hours (1,200 minutes) per week
  - **4th through 6th Grade:** 25 Hours (1,500 minutes) per week
  - **7th and 8th Grade:** 30 Hours (1,650 minutes) per week
- If Attendance is NOT recorded by 10:00 AM on Monday, an email will be sent informing parents, requesting that they log their minutes before the following Monday.
- Failure to comply
  - Failure to comply with our Attendance Policy one time will result in one week's worth of suggested academic hours towards a **No Show Withdrawal**.
  - Failure to comply with our Attendance Policy two (2) consecutive times will result in a **No Show Withdrawal**.
  - Failure to comply with our Attendance Policy three (3) times within a semester will result in a **conference** with the principal to determine continuation with the program.
  - Failure to log attendance, but showing evidence of work in Schoology, or other LVA digital programs will result in a **parent/scholar conference** with the principal.

### **Parental Responsibilities**

Parent partnership is vitally important for your scholar's success at Lemman Virtual Academy. Because of the uniqueness of the virtual environment, parents assume much of the responsibilities which are traditionally held by the teachers in a brick and mortar setting. Below are the responsibilities of the parents/guardians. By enrolling in Lemman Virtual Academy, you are assuming these responsibilities.

**It is the responsibility of parents/guardians to:**

- Play an active role in the education of your scholar through spending the time needed to assist your child with his or her educational needs (these times may vary according to each scholar's individual needs).
  - **K-2: about 4 hours each day (of parent involvement)**
    - Scholars will need help reading, navigating, finding resources, completing schoolwork, submitting assignments, etc.
  - **3-5: about 2-3 hours each day (of parent involvement)**
    - Scholars will need help reading, navigating, finding resources, completing schoolwork, submitting assignments, managing time, etc. As the school year progresses, and as the scholars get older, this time will lessen.
  - **6-8: about 1 hour each day (of parent involvement)**
    - Scholars will need accountability at home to complete and turn in assignments.
    - Providing access to a computer and the internet
    - Providing Novels (grades 4-8)
    - Conducting Read Alouds
    - Practicing Recitations
    - Pacing the school day
    - Providing individualized help
    - Other activities as needed throughout the year
  
- Be aware of the school calendar as well as meeting times and ensure your scholar attends class meetings.
- Ensure your scholar is ready for school by having had proper rest and nutrition.
  
- Facilitate the academic day:
  - Ensure the scholar is spending adequate time on assignments.
  - Encourage the scholar to dig deeper into areas of interest through provided resources and/or through additional research.
  - Arrange a schedule for the scholar to have access to the teacher during Scholar Hours.
- Submit weekly attendance logs.
- Attend scheduled conferences.
- Ensure your scholar participates in benchmark assessments throughout the year.
- Ensure your scholar participates in state assessments (AzMERIT and AIMS, if applicable) on a Lemman Campus in April.
- Read, review, and support the Scholar Code of Conduct.
- Review scholar's assignments and assessments in a timely fashion.
- Allow scholars to accept responsibility for their behavior and actions.

- Contact the school to share thoughts, questions, or concerns.
- Read and appropriately respond to school communications sent from school personnel (i.e. teachers, principal, other district staff)
- Take advantage of parent trainings offered virtually or on campus.

### **Course Requirements by Grade Level**

Each grade level has a required number of minutes in order to meet state requirements, as outlined above. Scholars will be expected to complete projects, participate in virtual live classes, and complete assigned coursework throughout the week. To meet the expected minutes per grade level, scholars should expect to complete work in each subject to equal the required number of minutes. An estimate of the amount of minutes to be required per grade level, per subject is listed below, however, many scholars exceed the minimum requirement.

***Kindergarten: 10 Hours (600 minutes) per week; 2 hours (120 minutes) per day***

- 45 Minutes of Math Daily
- 45 Minutes of English Language Arts (ELA) Daily
- 15 Minutes of History Daily
- 15 Minutes of Science Daily
- Minutes for Art, Music & PE may vary

***1st-3rd Grade: 20 Hours (1,200 minutes) per week; 4 hours (240 minutes) per day***

- 60 Minutes of Math Daily
- 60 Minutes of English Language Arts (ELA) Daily
- 55 Minutes of History Daily
- 55 Minutes of Science Daily
- Minutes for Art, Music & PE may vary

***4th-6th Grade: 25 Hours (1,500 minutes) per week; 5 hours (300 minutes) per day***

- 70 Minutes of Math Daily
- 70 Minutes of English Language Arts (ELA) Daily
- 70 Minutes of History Daily
- 70 Minutes of Science Daily
- Minutes for Art, Music & PE may vary

***7th-8th Grade: 30 Hours (1,650 minutes) per week; 5.5 hours (330 minutes) per day***

- 80 Minutes of Math Daily
- 80 Minutes of English Language Arts (ELA) Daily
- 80 Minutes of History Daily
- 80 Minutes of Science Daily
- Minutes for Art, Music & PE may vary

## **Withdrawal**

- **Regular Withdrawal**
  - If a family decides to withdraw from Lemman Virtual Academy (including transferring to a Lemman Academy brick-and-mortar campus), the official withdrawal process begins with communication to the office staff, who will follow up with withdrawal forms.
  - If a family chooses to withdraw from Lemman Virtual Academy, a parent must contact the office to be officially withdrawn. Scholars will be responsible for all assigned work up until the date of the official withdrawals.
  - A family who withdraws prior to the end of the school year is responsible for returning all materials ***at their own expense***, or dropping off the materials at the Lemman Virtual Academy Campus. Families will receive an invoice for any unreturned books one week after the scholar is withdrawn.
- **No Show Withdrawal**
  - Lemman Virtual Academy reserves the right to withdraw any scholar based on our “No Show” policy. If parents fail to report regular hours, or if scholars and/or parents are unresponsive to our attempts to contact them, LVA can withdraw a scholar after two consecutive weeks, or the following amount of unaccounted academic hours:
    - Kindergarten: 20 hours
    - 1st through 3rd Grade: 40 hours
    - 4th through 6th Grade: 50 hours
    - 7th and 8th Grade: 60 hours
  - If a scholar is withdrawn from LVA and wishes to return, they must reapply, and complete the Orientation Course again before resuming course work.
  - After two (2) No Show withdrawals, a scholar may NOT re-enroll during the same academic year.

## **Materials**

- **Receiving Materials**
  - Scholars will receive from Lemman Virtual Academy all materials necessary for the completion of our program, with the exception of the novels, which is the parent’s responsibility to provide. If a family lives within 30 miles of the Lemman Academy District office, it is the responsibility of the family to pick up print materials upon enrollment. If a family lives beyond 30 miles of Lemman Academy District office, materials will be shipped to a valid mailing address on file for the family.
- **Returning Materials**

- Families who live beyond 30 miles of Lemman Academy district office, and who complete the academic year, will receive a shipping label to send back required materials.
- Families who chose to withdraw prior to the end of the academic year must return required materials at their own cost, or may return them to the district office.
- Materials must also be returned for the prior year before the current year's materials are distributed to returning scholars.

### **Technology Requirements**

Because we are a virtual school, families are expected to provide the technology needed for the scholar to be successful.

At a minimum, the following pieces of technology are **required**:

- **A Chromebook or a computer:** If there are multiple scholars in the family, each scholar should have his or her own device.
- **A camera:** If the Chromebook or laptop does not have a camera, the family is expected to provide the scholar with an external camera so that he/she can interact with the other scholars and the teacher in class. The use of a camera in class is mandatory so that the teacher can monitor the scholars in class as well.
- **A microphone:** If a microphone is not built into the machine, it is recommended that a headset is purchased for the scholar so that he/she can speak and hear the content being taught clearly.
- **A printer:** Assignments may need to be printed for class in order for the scholar to complete them.
- **A scanner:** Assignments will need to be uploaded into Schoology. This can be done using a scanner, the Schoology App, which can take a picture of the assignment and upload it.

### **Scholar Hours**

- Scholar Hours are office hours that a teacher holds for scholars to get extra help with their school work.
- Teachers will post a schedule of weekly Scholar Hours, and will be available during those times for academic support.
- Mandatory Scholar Hours
  - A teacher may assign mandatory Scholar Hours to any scholar who has missed regularly scheduled Class Meetings.

### **Lessons & Assignments**

- Lessons and Assignments for the week will be posted in Schoology by Monday mornings at 8:00 AM
  - Scholars are expected to complete all required assignments within that week.
    - We allow flexibility in submitting daily assignments within each school week.
    - Scholars are expected to meet due dates for Projects (i.e. Recitations, Copybooks, Book Reports, etc.).

### **Academic Concern**

Families will receive communication at the first sign of a scholar's struggle. Academic concerns include but are not limited to:

- Not completing course work
- Failing attempted assignments
- Failure to log the minimum number of minutes required by the state
- The possibility of retention
- Not attending class meetings

### **Promotion/Graduation**

- **Hours**
  - Scholars must complete the minimum number of hours AND the required assignments in all core courses in order to receive a promotion to the next grade level.
    - Kindergarten: 346 Hours
    - 1st-3rd Grade: 712 Hours
    - 4th-6th Grade: 890 Hours
    - 7th-8th Grade: 1,000 Hours
  - 8th Grade scholars must complete the minimum number of hours AND the required assignments in all core courses in order to graduate from 8th Grade at Lemman Virtual Academy.

### **Grades**

- Scholars must have above at least a **60%** in **3 out of 4 core classes** in order to be recommended for promotion to the next grade level.
- If a scholar has less than **60%** in **2 core classes**, they must successfully complete a summer program in order to be recommended for promotion to the next grade level.
  - 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 ELA or math will be advised to seek summer tutoring, participate in summer school or participate in an intensive reading/math summer program as recommended by the teacher and/or administration.

### **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

### **Family, Scholar, School Communication Policy**

At Lemman, we recognize the importance of a partnership between the family and the school in order to help your scholar to be successful. At times, you may feel the need to communicate a concern or question with the school. We ask that you always first communicate your concern with your scholar's teacher. If you feel your concern has not been addressed, you may then communicate it with the school administrator. Likewise, teachers will communicate concerns with the families first, then with the school administrator.

## **SCHOLAR INFORMATION**

## **Scholar Code of Conduct**

*Administration, Faculty and Staff of LVA Expect our Scholars will:*

1. Be polite and courteous. Scholars should communicate in an acceptable tone of voice using an acceptable choice of words and be 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 will 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 will respect the school's atmosphere of learning by being prepared and punctual and 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 will follow directions when they are given as well as follow all requests made by adults on the premises with a positive attitude and are being attentive and respectful to that individual.
6. Scholars are expected to follow all classroom procedures and routines.
7. Scholars are expected to follow school procedures when participating in school related events.
8. Scholars may not use threats or intimidation against any other person. No harassment or bullying will be permitted at LVA.
9. Scholars are expected to respect the health and safety of others as well as safety rules and procedures.
10. Scholars are to be dismissed by the teacher, not the clock.
11. 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.
12. 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.

## **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 worthwhile.” - 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 well-being 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 the 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."

## **GROWING THE MIND AND HEART**

## Discipline Policy

### Our Mission

LVA 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 LVA'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."* LVA'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, LVA 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 LVA focuses on encouraging the scholar and utilizing relational discipline and natural consequences in the disciplinary process, LVA 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. LVA 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.

## Discipline With Vitamin “E” and Vitamin “N”

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

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

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

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

## Levels of Misconduct and Discipline

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

### **LEVEL 1 Misconduct**

***Level 1 misconduct is dealt within the setting the behavior took place in. Staff discretion regarding natural consequences and/or referral to administration or communicating with parents is afforded. If a pattern of Level 1 misconduct develops, it escalates the misconduct to a Level 2 and is dealt with accordingly.***

*Examples (not limited to):*

- Minor class disruption
- Dishonesty
- Disrespect to staff, scholars, visitors and property (first incident)
- Profanity and/or inappropriate language or gestures
- Insubordination
- Irresponsible in learning: incomplete homework, lack of effort and attentiveness

***Level 1 Natural and Logical Consequences - Responsible Party: Teacher/Staff Member Natural consequences occur without any enforcement on the part of the adult. Often, allowing the natural consequence to occur will prevent a teacher/scholar argument and the child will learn the right lesson. Logical consequences involve action taken by the adult. Level 1 misconduct will result in a scholar filling out a Habits of the Heart Reflection Form and Level 1 teacher-given consequences. The teacher will keep a copy of the form in the scholar's folder.***

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

- *Friendly Reminder*
- *Practice following directions during Scholar Hour*
- *Make up wasted time during Scholar Hours.*
- *Uniform violation results in loss of dress down*
- *Create plan for behavior refinement on scholar's own time*
- *Make up missed work due to tardies, on scholar's own time*
- *Complete incomplete homework, receive no credit*

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

**LEVEL 2 Misconduct**

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

*Examples of Level 2 Misconduct (not limited to):*

- *Level 1 misconduct with staff referral*
- *Inappropriate clothing*
- *Plagiarism (Grades K – 4 th)*
- *Racial slurs or derogatory comments*
- *Defiance*
- *Misconduct during events that include community participation*

**Level 2 Natural and Logical Consequences- Responsible Party: Administration**

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

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

- *Any Level 1 consequence for an extended period*
- *Restorative circle*
- *Short-term out-of-school suspension (1-2) days*

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

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

**LEVEL 3 Misconduct**

**Level 3 misconduct will result in an IMMEDIATE referral to school administration and inquiry completed by administration designee to verify misconduct and determine consequence. The Teacher will meet with the scholar and parent will meet with an administrator present to inform of misconduct and possible consequences.**

*Examples of Level 3 Misconduct (not limited to):*

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

- Sexual behavior or intimations of such

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

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

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

- Behavior contract upon return (at discretion of Principal)
- Required Scholar Hours to make up time missed because of the behavior

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

**Level 4 Misconduct**

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

*Examples of Level 4 Misconduct (not limited to):*

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

**Level 4 Natural and Logical Consequences- Responsible Party: Administration**

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

*Examples (not limited to):*

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

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

## Academic Dishonesty Policy

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

2. By being accepted into Lemman Virtual Academy every scholar agrees to abide by an Honor Code that embraces honesty, truth and integrity. Examples of Honor Code violations include, but are not limited to: plagiarism or cheating.

3. A teacher or staff member who suspects a scholar of academic dishonesty must discuss the situation with administration. A decision will be made based upon the discussion and the evidence as to whether academic dishonesty has occurred.

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

### 1st Offense

a. With intentional dishonest conduct (vs. careless), the scholar will receive a numerical grade of 50%, which constitutes a final grade of F, on any document containing false information (e.g., homework assignments, test, quiz, lab reports, etc.) The administrator will be given latitude regarding the consequence when the dishonest conduct appears to be of a careless nature.

b. His/her custodial parents/legal guardian will be notified of the Honor Code violation.

### 2nd Offense

a. The scholar will receive a numerical grade of zero (0%) on any document containing false information.

b. Both the teacher and administration will meet with his/her custodial parents/legal guardian to discuss the Honor Code violation.

c. The scholar will be ineligible to participate in any extra-curricular activities including: Sports, Honor Choir, After School Program Offerings, etc. for the remainder of the semester.

### 3rd Offense

a. The scholar will receive a numerical grade of zero (0%) on any document containing false information.

b. Administration will meet with his/her custodial parents/legal guardian to discuss the Honor Code violation.

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

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

## **HARASSMENT AND BULLYING**

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

- **Systematic and/or Continued:** A first offense qualifies as physical or verbal abuse, not harassment, and may be considered a Level 2 Misconduct. If the offense continues, severe disciplinary consequences may ensue.
- **Unwanted and Annoying:** The victim must inform a staff member of the first offense and that he/she considers the offense to be bullying the staff member must immediately report this to the Principal. The incident must be documented on the Bullying/Harassment Report Form with documentation of the investigation. As a result, the Principal decides upon the Level of Misconduct based upon her/his conclusion from the investigation and assigned the appropriate Level of Misconduct and aligned consequences.
- **Staff members make every effort to ensure the confidentiality of a scholar who reports misconduct by a classmate, and invoke appropriate sanctions against any scholar who responds to another in a retaliatory manner.**