

Discipline Policy

We believe that the primary source of discipline in a student's life is the responsibility of the parent(s). Furthermore as a developing member of society, every student must learn to take on the collective rules of that society. Just as everyone must concede some of their personal liberties for the good of the community at LCS, everyone must treat the rest of the community with the same dignity, respect, and care, as they would prefer to be treated.

Our discipline code is built on the framework of our Core Virtues:

- Generosity
- Honesty
- Responsibility
- Service
- Perseverance
- Loyalty
- Forgiveness
- Integrity
- Courage
- Humility
- Prudence
- Temperance

The teachers, classroom coordinators, and administrators of LCS will correct students who do not uphold these virtues.

Students may receive immediate referrals to the Assistant Principal for violation of classroom rules. It is up to the teachers to maintain proper order in the classroom and refer disruptive students at their discretion.

Students who continue to disrupt the classroom environment or do not abide by the code of conduct outlined below will not be allowed to return to school until a parent or legal guardian can attend class for the day with the child.

Expectations of Students

1. Be polite and attentive.
2. Attend school consistently, be on time, and take responsibility for making up any work promptly when absent. Each student will bear the responsibility for his own conduct. Each student will respect the school's atmosphere of learning by attending class and being prepared and punctual.

3. Follow directions when an LCS staff member gives them.
4. Follow all reasonable requests made by adults on the premises with a positive attitude, and show respect for self, others and property. Each student is expected to cooperate with and respect the faculty and staff, including administrators, teachers, secretaries, custodians, and any other people working in the school. Students are expected to communicate in an acceptable tone of voice using an acceptable choice of words.
5. Follow lunchroom, playground, field trip, lab, and individual classroom rules. Each student is expected to follow school rules when participating in school-related events.
6. Adhere to the dress code.
7. Not use threats or intimidation against any other person.
8. Respect the health and safety of others, safety rules, and not use tobacco, alcohol, or other illegal substances.
9. Be dismissed by the teacher, not the bell or the clock.
10. Not leave school grounds without signing out in the main office.
11. Students will not bring anything to school that could be used to harm another or that is illegal.

Students possess the right of privacy as well as freedom from unreasonable search and seizure as guaranteed by the Fourth Amendment of the U.S. Constitution. This individual right, however, is balanced by the school's responsibility to protect the health, safety, and welfare of all its students and to ensure compliance with school rules. School employees (usually administrators) may conduct searches of property or persons when they have reason to suspect that the health, safety, or welfare of students or staff may be endangered.

LCS is not responsible for loss, theft, or breakage of items brought to school. Fines will be levied on parents for vandalism or theft committed by their students. Fines will also be levied for lost or damaged school property. Students may also be required to be involved in the maintenance or repair of damaged property.

For purposes of handling discipline, LCS will consider infractions of rules as either major or minor.

Special note about dress code violations: Students must be strictly in code to attend class. Students in violation of the dress code will be sent to the office and must call a parent or guardian. Parents will either bring acceptable attire, or students will be sent home. These absences are NOT excused. Students out of code may do class work in the office or in an isolated workspace until dress is in code. The student may be required to serve a detention for the offense. Continued dress code violations will require stronger consequences including a conference with the parent and/or suspensions.

Examples of Minor Infractions include, but are not limited to the following: Yelling; slamming; kicking; throwing; running in halls; causing minor damage to personal property (without intent to injure others); losing school property*; disobeying school and classroom rules; clowning around in class or halls; continual patterns of misbehavior in or out of class; ridiculing others or

using profane language or gestures; showing disrespect to an adult through face, body, or action; three unexcused tardies per quarter; continual late arrivals to classes.

Examples of Major Infractions include, but are not limited to the following: Any minor infraction or pattern of activity that is detrimental to the welfare or safety of other students or repeatedly interferes with a school's ability to provide educational opportunities to other students; hitting, shoving, biting, or physically assaulting another student; verbal intimidation or threats, physical intimidation, or sexual intimidation or harassment; possession of matches or cigarette lighter (or other dangerous items); willful destruction or defacing of school property*; theft*; actions of continual willful disobedience or open persistent defiance of proper authority; cheating on a test; plagiarism; tampering with any document; providing false statements of any kind; leaving the school property without permission; truancy; or cutting class.

*Fines will be levied to parents for vandalism or theft. Fines will also be levied for lost or damaged school property. Students may also be required to be involved in the maintenance or repair of damaged property.

Discipline procedures

The foundation of our virtue system will be based off of Thomas Jefferson's meritocracy. Thomas Jefferson envisioned a republic which was built upon work ethic or merit. In Jefferson's world those who worked hard, thereby lifting up their communities, would achieve success, and those

who chose not to work hard or not do what was right/virtuous would fail. Students at LCS will be taught virtues in all three schools, as well as be provided with opportunities for them to display the virtues they learned in the classroom. The LCS staff will recognize virtuous behavior displayed by our students, as well as correct unvirtuous behavior through the virtue systems.

Students in the middle and high schools receive immediate referrals to the Assistant Principal for violation of classroom rules. It is up to the teachers to maintain proper order in the classroom and refer disruptive students at their discretion. Students who continue to disrupt the classroom environment or do not abide by the code of conduct outlined below will not be allowed to return to school until a parent or legal guardian can attend class for the day with the child.

Formal Discipline Proceedings

Minor infractions are generally handled by a student's classroom teacher, but may also involve the Administration. Anytime a student is required to see Administration, a learning opportunity arises. Every student is encouraged to be responsible for his or her own actions, and students will be sent home with written documentation of disciplinary action. If and when necessary, the interaction between the student and the Administration will be followed up with a phone call or written communication to the parents as soon as possible after the incident.

The Principal, Assistant Principal, or faculty members may assign logical consequences. Depending on the nature of the offense, damages to others, and continued pattern of offenses, consequences may include detentions, service, student behavior plans, fair remuneration, relinquishing privileges, apologies, required extra work, and/or activity restrictions. Should a situation become more severe, a parent conference will be required immediately. For major infractions, suspension procedures will be followed.

All detentions for discipline will be served soon after the infraction. If the discipline situation warrants notification of the parents, an attempt will be made to notify them the day the detention is given. Students serving a detention or suspension on the same day as an after school activity will not be allowed to participate in the activity until the detention is served. Any change in the detention or suspension date(s) will be at the discretion of the Principal or Assistant Principal.

Major infractions may require an immediate parent conference prior to suspension, during which time appropriate follow-up actions are discussed. These actions may include activity restrictions, creation of remedial student discipline plans, and requirement of parent to attend class with student for a specified time or other plans.

Discipline referrals and suspensions become part of a student's permanent record.

If a student has been given an In-School Detention, In-School Suspension, or an Out-Of-School Suspension two or more times during the year, or if the student has received more than 8 tardies in a quarter, the Principal or Assistant Principal reserve the right to restrict the school events or field trips that the student may attend. All decisions concerning this matter will be made at the discretion of the Principal or Assistant Principal. Middle and High School discipline procedures will be developed separately.

Suspensions and Expulsions

According to CRS 22-33-105 2a) and b), a student may not be suspended for time exceeding 25 school days. Opportunities will be given for a student to make up schoolwork during suspension; however, the school will determine the amount of credit the student shall receive for this makeup work.

Suspensions at LCS can be assigned only by the Principal or Assistant Principal. Prior to suspension the student's parent will be notified, and a parent conference will be required before the student returns to class.

Notice of suspension shall be given in writing. Administration offers an informal hearing to a parent and student after receipt of notice of suspension lasting less than 10 days. A parent conference involving the administration, student, and student's parent(s) or guardian(s) may be required before a student will be readmitted following a suspension.

A suspension lasting more than 10 days will be given a formal hearing.

Step 1, Initial suspension:

An initial suspension will occur after a major infraction or a series of minor infractions, depending on the severity of the infraction(s). The initial suspension may require that a parent attend at least one full day of classes with the student, ensuring good behavior. A remedial student discipline plan may be created during a conference between parent, student, and administration depending on the severity of the infraction. A parent-student-Administration conference may be required before student re-admittance to the classroom.

Step 2, Secondary suspension with remedial discipline plan review and revision

A secondary suspension is the second step of formal discipline proceedings and will occur after one or two major infractions following initial suspension, depending on severity of offense, and/or as a result of the student's violation of his or her remedial discipline plan. Secondary suspensions may include a minimum of two days and a maximum of no more than ten days total suspension. A required parent-student Principal conference will be held before student is allowed to return to school. A parent may be required to attend classes daily with the student until it is ascertained the student can maintain proper decorum in the classroom. If a remedial student discipline plan already exists, it will be reviewed and revised. If a remedial student discipline plan has not been created as yet, one will be created for the student at this point.

The following outline is a partial listing of LCS Grounds for Suspension/Expulsion as it pertains to Habitual Disruption. However, this follows closely and discusses the TSD Board Discipline Policies JKD/JKE-E related to a "habitually disruptive student". For purposes of LCS discipline procedures, a "habitually disruptive student" means a child who is suspended three times in any one school year for one or more of the grounds stated here:

- Continued willful disobedience or open and persistent defiance of proper authority.
- Willful destruction or defacing of school property.
- Behavior on or off school property which is detrimental to the welfare or safety of other pupils or of school personnel, including behavior which creates a threat of physical harm to the child or other children.
- Serious violations in a school building or in or on school property for which suspension or expulsion shall be mandatory.

ESS Suspension/Expulsion Policy

Change of Placement

Students with disabilities may be suspended or removed from school for violations of the student code of conduct so long as the removal does not constitute a change in placement.

The following removals result in a disciplinary change of placement:

1. Removal of more than 10 consecutive school days.
2. A series of removals up to 10 days each that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each removal, the total number of days of the removals and the proximity of the removals to one another.
3. Placement in an interim alternative educational setting by the district for up to 45 days for causing serious bodily injury, drug or weapons violations.
4. Placement in an interim alternative educational setting by a hearing officer for up to 45 days.

During any removal beyond 10 days in any given school year, services shall be provided to the extent necessary to enable the student to continue to appropriately progress in the general curriculum and appropriately advance toward the goals of the IEP. Once a child has been removed from school beyond 10 days, the school shall conduct a functional behavioral assessment or review and modify an existing behavior intervention plan and review and modify the IEP, if appropriate.

Manifestation Determination

When a disciplinary change in placement is being considered as a result of a disabled student's behavior, the student's parents, relevant members of the IEP team, and others who are knowledgeable of the student's disability and behavior shall review all relevant information in the student's file. Such a review must take place immediately, if possible, but no later than 10 school days from the date of the decision to take disciplinary action.

The team will determine whether the student's behavior is a manifestation of the disability and whether the student's disability impaired his or her ability to control or understand the impact and consequences of the behavior.

Disciplinary Action for Behavior that is Not a Manifestation

If the team determines that the behavior was not a manifestation of the disability, disciplinary procedures shall be applied to the student in the same manner as applied to non-disabled students, and services shall be provided consistent with this policy.

Disciplinary Action and/or Alternative Placement for Behavior that is a Manifestation

If the team determines that the behavior was a manifestation of the disability, the student may not be disciplined for such behavior but will be treated in accordance with his or her IEP, any behavioral intervention plan and this policy.

Disabled students carrying weapons, knowingly possessing or using illegal drugs or selling or soliciting the sale of a controlled substance, or inflicting serious bodily injury upon another person at school or at a school function may be unilaterally removed to an alternative educational setting for the same amount of time as would be applied to a non-disabled student, but not more than 45 calendar days in any given school year.

A CDE-appointed hearing officer may order removal to an interim alternative setting for up to 45 calendar days when the school/district demonstrates by substantial evidence that

maintaining the student's current placement is substantially likely to result in injury to the student or others.

The interim alternative educational setting and services to be provided shall be determined by the IEP team and will enable the student to progress in the general curriculum and receive the services, including those on the IEP that will enable the student to meet his or her IEP goals and including services designed to prevent the behavior from recurring.

Expedited Hearings

An expedited due process hearing with a final decision due in no more than 45 days is required or with

1. The parent/guardian disagrees with the IEP team's manifestation determination or with any decision regarding placement.
2. The parent/guardian disagrees with the proposed new placement following an interim alternative educational placement.

An expedited due process hearing with a final decision due in no more than 10 days is required when the district believes it is dangerous for the student to be returned to the previous placement.

During any challenge to a manifestation determination or a placement that is not an interim alternative educational placement; the student will stay in his or her current educational placement.

During any challenge to a placement in an interim alternative educational placement, or to a manifestation determination related to behavior that led to such placement, the student will stay in the interim alternative educational setting pending the decision of the hearing officer but no longer than 45 days unless the hearing officer orders additional days or unless the district and parents agree to additional days.

Students who are not identified as disabled but are entitled to the protections of IDEA after discipline is proposed, are subject to the same disciplinary measures applied to children without disabilities unless the school had "knowledge" of the potential disability.

The school is deemed to have "knowledge" when:

1. The parent/guardian has expressed concern in writing that the student needs special education or requested an initial evaluation.
2. The student's behavior or performance has demonstrated a need for special education.
3. The student's teacher or other district personnel have expressed concern about the student's behavior or performance to the director of special education or other personnel through the referral process.

If one of the bases for knowledge existed and the school either conducted an evaluation and determined that the student is not a student with disabilities or determined that an evaluation was not required and provided notice to the parent, the school will not be considered to have knowledge of the potential disability.

If a request for evaluation is made during the period the student is subject to disciplinary measures, the evaluation will be expedited. If the student is determined to be eligible for special education services the school/district must develop an IEP which provides FAPE (Free Appropriate Public Education), and determine if the alleged behavior is a manifestation of the student's disability. Pending results of the evaluation the student remains in the educational placement determined by school authorities.

Bullying Policy

Bullying is defined as repeated harassment by one party onto a "weaker" party who is unable to defend themselves. It is not one occasion of inappropriate behavior, but repeated acts of cowardice which do not have a place at Loveland Classical Schools, with consequences as determined by administration upon investigation into the incident(s). When administration is informed about an incident or bullying claim, the involved students' parents may be notified by the end of that school day.

Administration undertakes the investigation by individually asking the students involved questions similar to what had occurred and if there were any witnesses whom could also provide details.

Once a clearer account of what had transpired is available, a decision on the best course of action is made and the students' parents are contacted.

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