



LAKE LURE

Classical Academy

**Parent & Student Handbook
2025 - 2026**

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*Lake Lure Classical Academy's (LLCA) mission is to offer
a classical, knowledge-based education
that fosters critical thinking, civic responsibilities, and virtue for all.*

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Academic Program Overview

Purpose: This policy is in place to address the process for handling admissions at School. The goal of this admissions policy is to declare the process and methods that will be used to admit students in a fair and consistent way that does not offer priority to any student except those specifically noted as required by North Carolina law.

LLCA is a nonprofit, tuition-free charter school authorized by the state of North Carolina. As a charter school, School will be open to all students who would otherwise qualify for enrollment in North Carolina Public Schools. The school will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. School will open enrollment on November 1. The open enrollment period will end on February 10. If needed, the lottery will occur in February. The lottery date, time and location will be published on the school's website by January 15th of each year.

Lottery Applications

During the open enrollment period the school will have four available applications. These include the sibling application, the weighted lottery application, the individual application and the family application. No criteria for admission will be used except the completed application. The applications may be completed online through our website unless a family is unable to access the site. In that case, we will provide a paper application to parents when requested. The application will include the student's name, parent/guardian names, current address of student, phone number of parent/guardian, email of parent/guardian, county of residence, current grade level, their grade level for the coming year, student's date of birth, the name of any siblings already enrolled at the school, declaration of the student's residence in the state of North Carolina, confirmation of access

to email, parent email address and an indication as to how the family would like their children entered into the lottery. If a student is selected in the lottery with a weighted lottery application, they will be required to submit the required supporting documentation at the time of enrollment. No specific eligibility information will be retained on any of the enrollment applications.

Single or Family Application

Each family will be offered the choice to either enter all of their children into the lottery with one surname or enter each child separately in the lottery. When a family application (all siblings on one application) is pulled during the lottery, all of the students listed on the application will be pulled at the same time. If there are spots available in the appropriate grade levels, the children will be admitted. If there are no spots available, they will be placed on the wait list for those grades at that time.

Grade Level for the Lottery Application

Parents will be asked to confirm both their student's current grade as well as the grade for the coming year. Parents may not choose which grade they would like their child enrolled in for the coming year, they must enter the actual current grade and the next year's grade as confirmation. Parents wishing to have their child considered for retention must still submit their student for the subsequent grade level and then if admitted the student will be evaluated by the Executive Director and child's teacher before a retention decision is made. If the student's current school recommends a student for retention and has it documented in the student's file, the student will be moved to the appropriate grade if they have been admitted to school and will retain enrollment status with School. If the student is on the wait list at the time the retention decision is made, they will be moved to the correct grade level and placed on the wait list of their new grade based on the number they were pulled during the lottery.

According to state law, children must turn five years old on or before August 31, 2023, to apply to kindergarten. Lottery applicants must meet the same criteria.

Returning Students

Current students at LLCA will not be required to re-enroll. They will be asked to sign a letter of intent for the coming year in the Spring.

Enrollment Priority:

LLCA will follow all rules and regulations regarding enrollment priority as specified required by applicable North Carolina law.

The following groups will have enrollment priority in the order that follows as space permits in each grade:

1. Children of full-time employees and board members (may not exceed 15% of total school population)
2. Siblings (as determined by Charter School law G.S. 115C-218.45(F))
3. Students that were enrolled at School within the past two years but left for academic study abroad, an academic program at another school, competitive admission residential program or due to vocational opportunities of the parents. Determination will be on a case-by-case basis, and School administrators may consider any factors they consider relevant in making such determination.

Multiple Birth Siblings

If multiple birth siblings apply to the school, their surname will be entered once to represent all of the multiple birth siblings. If the multiple birth siblings are pulled in the lottery when there is still at least one spot remaining in their grade level, all multiple birth siblings shall be admitted. If their application is pulled after the spots are all filled, they will be added to the wait list in the order they are listed on their application.

Other Siblings

If siblings apply for admission through the lottery, LLCA will enter one surname into the lottery to represent all of the siblings applying at the same time. If that surname of the siblings is selected, then all of the siblings shall be admitted to the extent that space is available and does not exceed the grade level capacity. It is our intent to provide Lottery Procedures that benefit families but are fair and consistent for all of our applicants.

Lottery Procedures

Prior to the general enrollment lottery, the school will conduct a sibling lottery of the students admitted in the prior year if more siblings have applied than there are available spots. If there are more siblings that have applied than there are spots available, a grade level wait list will be started and students not receiving spots will be added to the wait list in the order in which they are pulled.

Once the sibling lottery has been completed (if needed) the general lottery will begin. LLCA will place all applications received during the open enrollment period into one school wide lottery. The applicants in the weighted lottery will be given their additional weights before being put into the general lottery. Applications will be pulled one by one and the application number will be announced out loud as it is pulled. If the application has more than one child listed on it, all children will be placed in their respective grades. If there are still spots remaining in the grade, they will be admitted. If there are no spots remaining in their respective grade, they will be placed on their grade level wait list at that time.

The school will add remaining applicants to the wait list in the order they are pulled from the lottery. This wait list will be used in the event that a spot opens and the school chooses to fill the vacant position.

Lottery Results

LLCA will post the results of the lottery on the website within 5 business days of the lottery. If a student has been admitted to the school, the parent/guardian of the student will be contacted via email unless they indicated on their application that they did not have access to email. If the parent is unable to receive email, an acceptance letter will be mailed to the child's residence.

The results and the wait list will be updated monthly to allow parents to determine their current place on the wait list. Parents of students placed on the wait list will not receive communication via email or mail as to their student's place on the wait list. They will be asked to look at the wait list information placed online to determine their spot on the wait list.

Students Applying after the Open Enrollment Period

Any students applying after the open enrollment period will be placed in their respective grade if there is still space available. Otherwise, they will be placed directly after any wait-listed students from the lottery in the order the application was received.

Enrollment

Students admitted on or before April 30th will have 30 calendar days from the date their acceptance email was sent to accept or decline enrollment and 45 days from the time of the acceptance email to turn in enrollment paperwork. If a student is admitted after April 30th, they will have 14 days to accept or decline enrollment at the school and 21 days to return the enrollment paperwork. If a student is admitted after June 15th, they will have 5 days to accept or decline enrollment at the school and 7 days to return the enrollment paperwork. If a student is admitted after July 15th, they will have 48 hours to accept or decline enrollment at the school and 5 days to return the enrollment paperwork. If the school does not receive enrollment confirmation and the paperwork back in the specified time period, the School Director may decline enrollment to the student and offer the spot to the next student on the wait list. If enrollment is declined and then a parent later decides they would like to send their student after all, they will be asked to submit a new application and they will be placed on the wait list in the next available spot.

As spots at the school become available, the parent/guardian of the student will be contacted via email. If the parent does not have access to email and has specified that on their application, the school will mail a letter of acceptance to the child's residence.

Students admitted through the weighted lottery will be required to submit the supporting documentation for the category they applied under. If the supporting documentation is not

provided by the enrollment paperwork deadline, then that student will be added to the end of the waitlist for their grade level.

School's Right to Refuse Enrollment

LLCA reserves the right to refuse to enroll any student currently under a term of expulsion or suspension by his or her school until that term is over.

LLCA reserves the right to refuse to enroll a student if a parent willingly and knowingly provided incorrect information on the enrollment application.

If a student has accepted enrollment at the school, but does not appear at the school in the first 2 days of school, the school will make reasonable attempts to contact the parents. If there is no response from the parent by the 3rd day of school, the school reserves the right to remove the student from their enrollment roster and offer the next student on the wait list the spot.

Enrollment Meetings and Enrollment Forms

At least one parent or guardian will be encouraged to attend an Enrollment Meeting to learn more about the school and to turn in enrollment paperwork. At the Enrollment Meeting, the parent/guardian will sign enrollment documentation and turn in remaining enrollment paperwork. Each family will be expected to complete all information as required by the NC DPI for enrollment including proof of residence in NC. If a child is admitted to the school after the initial Enrollment Meetings, the parent will be encouraged to return their completed package to the front office. If the parent is unable to attend one of the Enrollment Meetings but notifies the school of their inability to do so, they will be given the available times to drop off enrollment paperwork through the front office.

Handling of Errors

School Errors

If any mistake is made by LLCA in administering the lottery (or if any discrepancy occurs in the lottery process as a result of the actions of School that is not corrected during the lottery), such mistake or discrepancy will not invalidate the lottery and the lottery results will stand with respect to all applicants who were admitted at the appropriate grade level through the lottery. The mistake or discrepancy will be corrected at the next regularly scheduled meeting of the Board of Directors (after recognition of the mistake). If a mistake is made by an applicant resulting in the applicant not being placed at the appropriate grade level in the lottery, the applicant will not be admitted and may submit a corrected application, which will be subject to the process followed for students applying after the enrollment period.

If too many students were included in the lottery at a grade level or if a student name was duplicated in the lottery at a grade level, the student or students who should not have been included (or the duplicate with the lower priority placement number, as applicable) will be

removed, and any applicants with placement numbers behind the applicants who were removed will be advanced in order on the list.

If an applicant is left out of the lottery by mistake, the number of students who were included in the lottery will be determined. For each applicant not included by mistake, a random application number from the full pool of applicants received will be assigned, and the applicant will be assigned that number as his or her lottery placement number and appropriately placed as if they were pulled at the same time as the randomly assigned placement number. Any applicants with placement numbers on the wait list behind the applicants who were left off by mistake will be moved down in order on the list. As noted above, lottery results will stand with respect to all applicants who were admitted at the appropriate grade level through the lottery.

Parent Errors

If a student name is duplicated in the lottery and School administration determines that the student was intentionally registered more than one time, the student will be assigned the lowest priority placement number assigned to the student in the lottery. If an applicant has been incorrectly placed in a grade because a parent wishes to have their student retained, the applicant will not be admitted and may submit a corrected application, which will be subject to the process followed for students applying after the enrollment period.

Elementary School

Our elementary school serves students in grades kindergarten through 5th grade. Our elementary curriculum is based on the Core Knowledge Sequence, a detailed outline of recommended content knowledge and skills to be taught in language arts, history and geography, visual arts, music, and mathematics, and science from kindergarten through 8th grade. The sequence complements the general skills and objectives found in state and local curriculum standards. Core Knowledge integrates well with the North Carolina Standard Course of Study to ensure students are meeting all requirements. Students will be assessed throughout the school year using local benchmarks and NC Check-ins. At the end of each school year, students in grades 3-8 are required by North Carolina to take End-of-Grade (EOG) tests in math and reading. Students in 5th grade also take the science EOG test. At the beginning of the school year, students in 3rd grade are required to take the Grade 3 Beginning-of-Grade (BOG) test to assess reading proficiency for a third grade student. Students who do not meet proficiency will receive individual education plans to develop and strengthen reading proficiency. Students at the end of third grade will have multiple opportunities to demonstrate proficiency. Students that do not meet proficiency are placed in Read to Achieve for intensive remediation.

Middle School

LLCA Middle School comprises Grades 6-8. The middle school curriculum is based on the Core Knowledge Sequence, a detailed outline of recommended content knowledge and skills to be taught in language arts, history and geography, visual arts, music, and mathematics, and science from kindergarten through 8th grade. The sequence complements the general skills and objectives found in state and local curriculum standards. Core Knowledge integrates well with the North Carolina Standard Course of Study to ensure students are meeting all requirements. All middle school

students take four core classes daily: Math, English Language Arts, Science and Social Studies. Students will be assessed throughout the school year using local benchmarks and NC Check-ins. Students also take a physical education class as well as a Nature Studies Course throughout the year. Each student will have a choice enrichment class that will change every Quarter. Students in 6th, 7th and 8th grade take the NC End-of-Grade (EOG) tests in Math and English Language Arts. In addition, 8th grade students take the NC EOG in science.

High School

The high school program at LLCA builds upon the Core Knowledge program and aims to move students into the logic and rhetoric stages of the Trivium. In addition to the State's required standard course of study, all LLCA graduates will take courses in logic, the Fine Arts, and Nature Studies. Many LLCA students also take advantage of the State's Career and College Promise (CCP) program and earn college credits through Isothermal Community College. Technical education courses are also available through Isothermal Community College.

For a more detailed description of graduation requirements, course offerings, and grading specifications, please see the [LLCA High School Course Catalog](#).

Academically Intellectually Gifted (AIG)

The AIG program at LLCA is designed to offer students the opportunity to expand their knowledge, their learning, and their engagement with academics and extracurricular activities. The local AIG plan is available on the school's website as well as submitted to NCDPI. Parents can request that their child be tested for this program, or can request that their child be considered for participation in the AIG program. Information is available on the AIG plan.

Transcripts

Official transcripts may be requested in person at the main office and require 72 hours advance notice. Electronic transcripts will be provided free of charge and hard copies furnished by the school will be provided for a fee. Official transcripts for scholarship applications and final verification to colleges are free and will not count towards the first three transcript requests.

Student Letters of Recommendation

Students requesting a letter of recommendation must request them a minimum of two weeks prior to the date needed. Staff are not required to write the letter of recommendation but if they agree to do so, they will be expected to furnish the letter to the appropriate party within two weeks. A copy of the letter will be kept on file in the School Counselor's office.

Equal Education Opportunities

LLCA provides equal education opportunities for all students and does not discriminate on the basis of race, creed, color, national origin, ethnic origin, sex, gender, gender identity, natural hair style, cultural or economic background, or disability. Furthermore, no student, on the basis of sex, gender, gender identity, marital status, pregnancy, or parenthood, will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity

conducted by the school. The school will treat its students without discrimination with regard to course offerings, athletics, counseling, employment assistance and extracurricular activities. The School adheres to the legal obligations and requirements under all state and federal laws, including without limitation, section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Act Amendments of 1997, including identification, evaluation, and provision of an appropriate education.

Any individual, who believes that he or she has been discriminated against, harassed or bullied is strongly encouraged to file a complaint orally or, preferably, in writing to any of the following individuals:

1. the principal or assistant principal;
2. an immediate supervisor if the individual making the complaint is an employee;
3. the Title IX coordinator for claims of sex discrimination or sexual harassment (see Title for contact information);
4. the Section 504 Coordinator, for claims of disability discrimination; or
5. for claims of other forms of prohibited discrimination, School Director

Compliance with Other Laws

LLCA shall comply with all applicable federal laws and regulations, including but not limited to such laws and regulations governing employment, environment, disabilities, civil rights, children with special needs, transportation, and student records. The School shall comply with all applicable health and safety laws and regulations, whether federal, state or local. Neither the State Board of Education nor the local board of education assumes the duty to oversee the operations of the School except as may otherwise be required to monitor the charter School for compliance with applicable laws and regulations.

Testing

Local Benchmark Testing

Classroom Benchmark Assessments & NC Check-ins

The testing program assists in the continued refinement of the LLCA instructional program. Classroom benchmark assessments and NC Check-ins will be given incrementally to assess student growth. In addition, the Testing Coordinator along with the School Director shall develop security and administration procedures for the state testing program and other assessments that are consistent with State Board of Education requirements and relevant law. All annual assessments of student achievement adopted by the State Board of Education or other applicable law and all final exams for courses will be administered within the final ten instructional days of the school year for year-long courses and within the final five instructional days of the semester for semester courses.

End-of-Grade (EOG) Tests

The North Carolina End-of-Grade Tests are designed to measure student performance on the goals, objectives, and grade-level competencies specified in the North Carolina Standard Course of Study. Students in 3rd - 8th grade will participate in the EOG's for Reading and Math. Students in 5th and 8th grade will complete the EOG's in Science.

End-of-Course (EOC) Tests

End-of-Course tests count for 20% of the student's final grade in the course. The North Carolina end-of-course tests are used to sample a student's knowledge of subject-related concepts as specified in the North Carolina Standard Course of Study and to provide a global estimate of the student's mastery of the material in a particular content area. The following high school courses require an EOC test: Math 1, Math 3, English II, and Biology.

PreACT

This assessment helps students measure their current academic development, explore career/training options, and make plans for post-graduation years. The PreACT is given at no charge to sophomores in North Carolina in the fall and helps prepare students for the ACT College Admission Test.

ACT

The ACT assessment is a college admissions test which measures skills in English, mathematics, reading, and science. The writing test measures skill in planning and writing a short essay. The test is given at no charge to all juniors in North Carolina during the Spring. Students may take the ACT multiple times but a test fee will be charged when taken at times other than the school-wide administration for juniors.

Promotion Standards

At the end of the school year the School Director will review all of the data in the students file and a final decision will be made about the promotion or retention of the student.

Pursuant to state law, third graders who fail to achieve reading proficiency may not be promoted unless a statutory exception applies. Parents of impacted students will be informed of the law's application. Any parent who wishes to learn more about this law and its application should contact the Lower School Principal.

Academic Integrity / School Honor Code

Academic honesty is required by LLCA and any form of academic dishonesty is a violation of the school's Honor Code and the Student Code of Conduct. Academic dishonesty is defined as cheating; working with another person(s) without permission, copying someone else's work,

sharing your work with others, unauthorized use of notes or books on examinations, tests or quizzes; giving or receiving information on examinations, tests, quizzes, classroom assignments, lab assignments, homework assignments or any other work without the approval of the instructor; forging a parent signature; and plagiarism. Plagiarism is defined as intentionally using another person's words, thoughts or ideas as one's own without proper citation. Any act of academic dishonesty could result in loss of credit for the assignment and/or other disciplinary action.

The purpose of the Honor Code at School is to build a community of honor and trust among administrators, teachers, students, parents, and staff.

School Honor Code

School students are good citizens who value honor and demonstrate integrity in all that they do. They help members of the community by having a positive attitude and by respecting other people and school property.

Honor: Having high moral standards of behavior; Being judged by other people as possessing good qualities or character.

Integrity: Possessing the quality of being honest and fair.

Lying: Purposefully being dishonest or misleading to a fellow student, teacher, or administrator.

Cheating: Receiving unauthorized help on work; copying another person's work or answers on assessments. Asking other students to provide information such as questions posed or material covered on tests, quizzes or other assignments already taken or completed by the other student. Plagiarizing is a form of cheating:

Plagiarism: Passing off another's work or ideas as your own or intentionally failing to cite sources for information that is not widely known. Ignorance of proper citation procedures is not an acceptable excuse for failing to cite sources. Plagiarism includes:

- Excessive parental assistance on homework or projects.
- Forgery or falsification of documents.
- Lying, outwardly and/or by omission.
- Aiding others who are violating the School Honor Code.
- Taking property that does not belong to you without permission.
- Not abiding by the rules and/or guidelines outlined by the School Technology Handbook.

Stealing: Taking another person's belongings or ideas (plagiarism) without permission or providing proper citations.

Disrespectful of People or Property: Being rude, defiant, or unkind to another person; vandalism or misuse of school property.

Inappropriate Use of Technology: Loading unauthorized programs or viewing non-approved websites on school laptops.

Student Honor Pledge:

“As an honorable member of School, I promise to uphold the Honor Code of my school to promote honor and integrity. I pledge not to lie, cheat, steal, be disrespectful of people or property or use technology inappropriately. “

Reporting of Honor Code Violations

Each School student is honor bound to report immediately all violations of the Honor Code of which the student has first-hand knowledge; failure to do so is itself a violation of the Honor Code. All students, staff, and other employees of School are responsible for familiarity with and support of the Honor Code. Any staff member may charge a student with a violation of the Honor Code. Charges are presented to the Grade Level Principal.

Consequences for Violating the Honor Code

Cheating on any assignment, quiz or exam may result in a zero entered for the grade and parents will be contacted by the teacher.

Subsequent cheating will be handled by the grade level principal.

Students found plagiarizing will be given a zero for the assignment. In the case of the first offense, the student will be given the opportunity to rewrite the assignment for half the credit. Upon subsequent offenses, the student will receive a zero with no opportunity to make up the assignment.

Right to Know Under the Every Student Succeeds Act

Parents of students have the right to know the professional qualifications of the School’s classroom teachers. Parents can ask for certain information about their child’s classroom teachers, and the School will give this information to parents in a timely manner if they ask for it. Specifically, parents have the right to ask for the following information about each of their child’s classroom teachers and the School:

- Whether the State Department of Education has licensed or qualified the teacher for the grades and subjects he/she teaches;
- Whether the State Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances;
- The teacher’s college major;
- Whether the teacher has any advanced degrees and, if so, the subject of the degrees;
- Whether any teachers’ aides or similar paraprofessionals provide services to their child and, if they do, their qualifications;
- Whether a long-term substitute has a teaching license or qualifications to teach;
- The School Improvement Plan;
- Qualifications of your child’s teachers;

- Professional development opportunities for teachers and assistants to ensure highly qualified personnel;
- Opportunities for parent involvement and input;
- The Title I Parent Involvement Plan and School Parent Involvement Plan;
- Annual School Report Card information.

Accidents

If a student is injured during the school day, it is important that they report their injury to their teacher or coach immediately. If a student is injured or there is some type of emergency during the school day, every effort will be made to contact a parent. The school nurse keeps documentation for reporting purposes of all student injuries. It is of the utmost importance that the school has current home, work, mobile, and emergency numbers for each student. Please keep the school informed of any change in telephone numbers or emergency contact(s).

Athletics

The middle and high school athletic programs are considered integral parts of the total school experience for students in our system and contribute much to the individual student's positive growth and development. The [Athletic Handbook \(Linked Here\)](#) contains rules and regulations and other information necessary for the school, the athletic director and coaches to run the programs effectively and efficiently. A complete knowledge of these rules and regulations is vital to ensure that the interscholastic athletic program shall be conducted, in accordance with existing state and local policies.

If you have specific questions about athletics, please contact the LLCA Athletic Director or visit the Athletics page on the school website.

Fall	Winter	Spring
Girls Cross Country	Boys Basketball	Baseball
Boys Cross Country	Girls Basketball	Softball
Boys Soccer	Cheerleading	Girls Soccer
Girls Volleyball		Co-ed Golf

Extracurricular activities include ANY athletic team, Lower School, Middle School or Upper School club or clubs that represent School in competition. To be eligible to try out and remain eligible to participate for any sport, extracurricular competition or club leadership role at School, students must meet the following criteria:

- All students must be enrolled in School to participate
- All students must be in good discipline status through the entire time of their respective sport season or extracurricular activity. This means that if a student is suspended for any period of time, his/her status as a team or club member may be revoked by the Coach or Administration. The student is not allowed to participate or attend any sport or co-curricular

events during the time of suspension. Violations of the school's behavior policy are subject to review by the Administration and may cause a student to be placed on probation or removed from the team or club.

- All students absent or removed from school for more than half of the day of a contest for any reason may not be in the contest that school day. In order for a student to be able to participate in a contest, the student must be present for a half day of school. Please review the Attendance section of the handbook for specific times.
- Student athletes must receive a health screening each year (395 days) by a duly licensed physician, nurse practitioner or physician assistant.
- Any athlete who quits a team voluntarily, not including medical reasons, could potentially forfeit being eligible to participate in School athletics for a period of one year as determined by administration. This one-year period also applies to any athlete who has been dismissed from a team by a coach or administration.
- Parents and students are responsible for monitoring the progress of their grades throughout the quarter.
- Must pay the participation fee (per sport season) prior to the first contest in each sport season.
- Concussion Forms must be completed and on file for each school year.

Sports Pre-Participation & Medical Examination Forms

In order to be eligible for practice or participation in interscholastic athletic contests, the student must receive a medical examination once every 395 days by a duly licensed physician, nurse practitioner, or physician assistant, subject to the provisions of G.S.90-9, 90-18.1, and 90-18.2. The recommended Sports Pre-participation and Medical Examination Form can be found at: <http://www.nchsaa.org/pages/464/health-safety-sports-medicine/>. The student athlete must submit the physical form along with the concussion statement, NCHSAA athlete participation form (high school athletes only), and the signed student athlete handbook to the office prior to the first day of practice or tryouts. The student shall not participate in any tryout, practice session or contests until the completed physical has been turned in.

Medication Responsibilities

School coaches must adhere to the School medication administration policy found in the Student Handbook for all athletic events including tryouts, practices, & contests.

Concussion Awareness

On June 16th, 2011 the Gfeller-Whaller Concussion Awareness Act was signed in an attempt to educate student athletes, parents, coaches and first responders on the symptoms and expectations related to concussions. In order to meet these regulations, student athletes as well as their parent/guardian are required to read and sign the *Concussion: Information for Student-Athletes & Parents/Legal Custodians* document included in this packet. This is an annual requirement for participation in Athletics at School. The document is meant to help educate families on the symptoms and obligations associated with concussions. *Information regarding the Gfeller-Waller*

Concussion Awareness Act can be found at
<http://gfellerwallerlaw.unc.edu/GfellerWallerLaw/gwlaw.html>

Insurance Coverage

It is recommended that players be covered by adequate medical and accident insurance. A Lifetime Catastrophic Liability Insurance plan is available to middle and junior high athletes through the North Carolina High School Athletic Association.

Extracurricular Substance Abuse Policy

The use and/or possession of tobacco, alcohol and illegal drugs, including performance-enhancing products, are prohibited. If use of such substances by a School student club participant or athlete is reported to the school, the following process will occur:

1. An initial meeting will take place with the Athletics Director or Grade Level Principal, the School Counselor and the student to discuss the violation.
2. The student's parents/guardian will be notified in a timely manner.
3. The Athletics Director will facilitate a meeting of the student, their parents/guardian and a school administrator to determine the validity of the reported violation and discuss consequences.

If the student is found to have violated the Substance Abuse Policy, the following penalties will be imposed:

First Offense: The student will be suspended from active participation with the team for a period of 10 days. The student will attend but not participate in practices/club meetings. Once the suspension has been served, the student will be withheld from participation in the next two athletic contests (if applicable) but will be allowed to practice. The denial of athletic contests cannot be concurrent with the timeframe of the first suspension.

Second Offense: Student is removed from the team or club.

If any player is placed on athletic probation by the coach on two separate occasions during the season they will be dismissed from the team.

Attendance

Attendance Records

School officials shall keep accurate records of attendance, including accurate attendance records in each class. Attendance records will be used to enforce the Compulsory Attendance Law of North Carolina.

Definitions of Attendance and Tardiness

Absenteeism- missing school for any reason excused or unexcused, including tardiness and early checkout

Chronic Absenteeism- missing 10% or more of the total instructional days/hours for any reason when calculated at any point in the school year, including tardiness and early check- out

Truancy- absent from school without a valid excuse 3 full days in one school year

Habitual Truancy- truancy has been reported 3 or more times in the same school year; valid excuses have not been provided for absences totaling 10 or more days

Chronic Truancy- habitual truancy has been reported 2 of the last 3 school years

Excused Absences (Lawful Absences)

When a student must miss school, a written excuse signed by a parent or guardian must be presented to the student's teacher (K-5) or the office (6-12) no later than two days following any absence. After three consecutive absences, a doctor's medical excuse may be required. Absences are listed as unexcused until documentation is received. Documentation will not be accepted after thirty (30) days without prior approval from a school administrator or the attendance team. Absences due to extended illnesses generally require a statement from a physician if there is a history of chronic absences. As soon as a parent anticipates a student's extended absence because of a severe, prolonged, or chronic illness under a physician's care, the parent shall notify school administration. In the case of excused absences and short-term out-of-school suspensions, the student will be permitted to make up any tests or other work missed. The teacher will determine when work is to be made up. The student is responsible for finding out what assignments are due and completing them within the specified time period.

An absence may be excused for any of the following reasons:

1. Personal illness or injury that makes the student physically unable to attend school.
2. Isolation ordered by the local health officer or the State Board of Health.
3. Death in the immediate family.
4. Medical or dental appointment.
5. Participation under subpoena as a witness in a court proceeding.
6. At least two (2) days of excused absences must be allowed each academic year for religious observances required by the faith of a student or a student's parents.
7. Participation in a valid educational opportunity, such as travel or service as a legislative or Governor's page, with prior approval from school administration.
8. Pregnancy and related conditions or parenting, when medically necessary.
9. A student whose parent or legal guardian is an active duty member of the uniformed Children of Military Families; and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting will be granted additional excused absences at the discretion of the School Director or designee to visit with his or her parent or legal guardian.
10. Remote attendance due to quarantine or other major illness.

Unexcused Absences (Unlawful)

For students who are entitled to attend public school and who have enrolled in a public school, unlawful absence is defined as:

1. A student's willful absence from school with or without the knowledge of the parent
2. A student's absence from school for any reason other than those listed above in the "Excused Absences" section.
3. When students are not permitted to attend school because they lack proper immunization.

4. A student chooses not to attend a school-sponsored field trip.

The School Director or designee must notify the parent, guardian, or custodian of his/her child's excessive absences after the child has accumulated three unlawful absences in a school year. After not more than six (6) unlawful absences, the School Director or designee must notify the parent, guardian, or custodian by mail that he or she may be in violation of the Compulsory Attendance Law and may be prosecuted if the absences cannot be justified under the established attendance policies of the State and local boards of education. **(G.S. 115C-378)** In the case of unexcused absences, the student will be permitted to make up any tests or other work missed. The teacher will determine when work is to be made up. The student and parents (K-8) are responsible for finding out what assignments are due and completing them within a specified time period. Students are considered truant after the tenth (10th) unexcused absence. Upon the tenth (10th) unexcused absence in K-8, and fifth (5th) unexcused absence in 9-12, a parent conference will be required to develop an attendance improvement plan. Truancy charges may be filed against the student, the parent, or both if unexcused absences continue. "After 10 accumulated unexcused absences in a school year, the School Director or designee shall review any report or investigation prepared under G.S. 115C-381 and shall confer with the student and the student's parent, guardian, or custodian, if possible, to determine whether the parent, guardian, or custodian has received notification pursuant to this section and made a good faith effort to comply with the law. If the School Director or designee determines that the parent, guardian, or custodian has not made a good faith effort to comply with the law, the School Director may notify the district attorney and the director of social services of the county where the child resides. If the School Director or designee determines that the parent, guardian, or custodian has not made a good faith effort to comply with the law, the School Director may file a complaint with the juvenile court counselor pursuant to Chapter 7B of the General Statutes that the child is habitually absent from school without a valid excuse." (NCGS 115C-378(f)) This statute applies to students up to age 16.

Addressing Chronic Absences and Truancy

The School Director or designee will establish a school attendance team to monitor school-wide attendance and design interventions to reduce individual student excused and unexcused absences. Lake Lure Classical Academy will collect and review data regularly to make decisions about individual interventions, targeted group interventions, and school-wide incentives for improved attendance. If a student is absent from school for five (5) or more days in a semester, the attendance committee shall consider whether a specific plan to improve attendance is necessary. The School Director, designee, or committee shall review other measures of academic achievement, the circumstances of the absences, the number of absences, and the extent to which the student completed missed work when developing a plan. Interventions could include:

1. parent education/counseling sessions;
2. individual/student counseling;
3. referral to appropriate community agencies;
4. positive behavior supports for students and parents;
5. assigned time to make-up missed work. Students may be required to attend after-school or summer school.

Occasionally unique or unusual situations arise which are not specifically addressed by this policy. The School Director, upon a written recommendation from the school based attendance committee

may authorize alternatives to the policy in order to achieve fairness to the student without weakening the effect of the policy.

Make-up Work

Students should complete assignments missed due to absenteeism. The teacher will determine when work is due. Students shall be given a minimum of two days and a maximum of five days from the date he/she returns to school. The School Director or designee may approve additional time for make-up work. The student is responsible for finding out what assignments are due and completing them within the specified time period.

Classroom Interruptions

Every minute of instructional time is valuable at the school so we do not allow class time to be interrupted for any reason. If you need to speak to your child's teacher, you must make an appointment ahead of time. No visitors will be given access to any classroom unless the visitor has made prior arrangements for their visit.

Tardy Policy

Students must be in class when the tardy bell rings at 7:50 AM. The car line will close at 7:48 AM. Students arriving after 7:48 will need to report to the front office with their parent/guardian to sign in for the day.

Classroom Tardy Policy

A student that is tardy more than twice in any single class during a nine week grading period will face the following consequences:

3rd Tardy - 1 Day Lunch Detention

4th Tardy - 2 Days Lunch Detention

5th Tardy - Required Parent Conference & Possible ISS/OSS

Student tardies will reset at the beginning of each nine-week grading period.

School administration reserves the right to modify consequences if necessary.

Early Dismissal

Students will only be allowed to leave school early with parental permission. If parents request that someone else pick their student up, the person doing so must be listed as a contact in our system and also must show ID for verification. The parent, or the person picking up the student, must come to the front desk and sign-out the student, and must present a valid ID or license.

Last minute changes to a student's dismissal are discouraged. Unless there is a true emergency, please refrain from calling between 2:00 PM & 3:00 PM. No checkouts will be permitted after 2:30 PM. If your student must check out for a medical appointment, we request documentation from your health provider.

Freedom From Harassment

If an unauthorized individual, whether or not he/she is affiliated with the school, approaches a staff member for personal information concerning another staff member or student, the request will be denied, the individual will be informed that he/she is seeking private information, the person receiving the request will record the details of the incident and submit a copy of the information to the School Director. Likewise, if a student or staff member feels threatened by another individual concerning demands that are not duty-related, he should record the incident and immediately submit the concern to the School Director, who will take appropriate action. If it occurs again, the School Director will investigate it, and determine whether or not harassment charges should be pursued against the individual. Parents, of course, have every right to seek and obtain private information concerning their own child/children, but not the private information concerning others.

Boy Scouts of America Equal Access Act

LLCA does not discriminate against any group officially affiliated with either the Boy Scouts of America or any other youth group listed in Title 36 of the United States Code (as a patriotic society) that wishes to conduct a meeting within an open forum. LLCA does not deny such access or opportunity or discriminate for reasons based on the membership or leadership criteria or the oath of allegiance to God and country of the Boy Scouts of America or the youth groups listed in Title 36 of the United States Code (as a patriotic society).

Bullying

No student or School employee shall be subjected to bullying or harassing behavior by School employees or students as defined and set forth below. The School takes all complaints of discrimination, harassment, and bullying. The process provided in this policy is designed for those individuals who believe that they may have been discriminated against unlawfully, bullied, or harassed in violation of the School's Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying Policy. This includes violations under Title VI. Individuals who have witnessed or have reliable information that another person has been subject to unlawful discrimination, harassment, or bullying also should report such violations in the manner provided in this policy. Reports may be made anonymously. This policy does not apply where an individual seeks to assert allegations regarding or related to the identification, evaluation, educational placement, or free appropriate public education of a student under Section 504 or the IDEA, such allegations may be raised through the procedures governing such matter. This Policy also does not apply to Title IX complaints, behavior falling within Title IX or Title VII complaints. Please refer to the corresponding School's policies for Title IX and VII matters.

Definitions:

As used in this policy, "bullying or harassing behavior" is any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication, that takes place on school property, at any school-sponsored function, or on a school bus, and that:

1. Places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or
2. Creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits. For purposes of this section, "hostile environment" means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.

“Cyber-bullying and cyber-harassment” are any words, actions, or conduct that meet the definitions of bullying or harassing behavior described in this policy, and are conveyed via email, text message, Internet message boards, interactions on social media, or other electronic media.

Bullying or harassing behavior includes, but is not limited to, acts reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.

No student or school employee shall be subjected to bullying or harassing behavior by school employees or students.

No person shall engage in any act of reprisal or retaliation against a victim, witness, or a person with reliable information about an act of bullying or harassing behavior.

A school employee who has witnessed or has reliable information that a student or school employee has been subject to any act of bullying or harassing behavior shall report the incident to the appropriate school official.

A student or volunteer who has witnessed or has reliable information that a student or school employee has been subject to any act of bullying or harassing behavior should report the incident to the appropriate school official.

Reporting

Mandatory Reporting by School Employee: Any employee or volunteer who witnessed or who has reliable information or reason to believe that an individual may have been discriminated against, harassed, or bullied in violation of this policy must report the offense immediately to the School Director. An employee who does not promptly report possible discrimination, harassment, or bullying shall be subject to disciplinary action.

Anonymous Reporting: Reports under this policy may be made anonymously, but formal disciplinary action may not be taken solely on the basis of an anonymous report.

Reports by Students and/or Parents/Guardian: Any individual who believes they have been subject to conduct or communication in violation of this policy are strongly encouraged to file a complaint in writing to any of the following:

- a. the school counselor, teacher, dean of students, principal or assistant principal of the School for any claim of discrimination, harassment or bullying, including Title VI complaints;
- d. the Title IX coordinator for claims of sex discrimination or sexual harassment;
- c. the Section 504 coordinator or the ADA coordinator for claims of discrimination on the basis of a disability; or
- d. any member of the Board if the alleged perpetrator is the Head of School.

Investigation of Reports

Reports of discrimination, harassment, or bullying under this policy will be investigated sufficiently to determine whether further action under this policy or otherwise is necessary, and school officials shall take such action as appropriate under the circumstances. The School will follow its Code of Conduct for all investigations and discipline for behavior falling under this policy.

Time Period for Filing a Complaint

A complaint should be filed as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the complaint. Complaints submitted after the 30-day period may be investigated at the discretion of school officials; however, individuals should recognize that delays in reporting may significantly impair the ability of school officials to investigate and respond to such complaints.

Bus Transportation/Regulations

Our primary concern is to transport students to and from school safely. Bus safety and emergency evacuation drills will be regularly conducted to ensure that students understand emergency procedures. School bus service is a privilege, not a right. Students must follow the rules of proper conduct or bus suspension may result and parents will have to provide transportation to and from school. Depending on the severity of the incident, students may also be subject to school disciplinary consequences. Please understand that bus stops and school buses are considered an extension of the school campus and all Lake Lure Classical Academy rules, policies, and procedures apply.

The following bus safety rules are to be followed at all times:

- Students should wait for the bus to come to a complete stop before getting on or off the bus.
- Students must enter and leave the bus at the front door, except in cases of emergencies.
- Students must keep their entire body inside the bus window at all times.
- Students are expected to obey the driver or bus monitor promptly and respectfully.
- Students may talk quietly to their friends seated near them.
- Students must remain seated, facing forward, while the bus is in motion.
- Students may not fight, play, throw objects, talk loudly, shout, or otherwise distract the driver's attention.
- Pens, pencils, and other sharp objects must be stored in book bags or pockets.
- Water in plastic bottles or closed non-glass containers is the only drink permitted on the bus.
- No eating on the bus.
- Students may not delay the bus schedule.
- Students may not tamper with the bus or any bus equipment.
- Cellphone use is not permitted while riding a school bus.

Students are not allowed to ride a bus other than their assigned bus or exit their assigned bus at any stop other than their own unless the student has a note signed by a parent/guardian, turned in the office, and approved by an administrator. If a bus is already at maximum ridership, these requests may be denied. Any alternate arrangements must be approved before 2:30 pm. NOTE: If a parent/guardian calls the school and requests that their child ride the bus home with another student, the request will be denied. A signed parent/guardian note must be provided to the office (email or fax will be acceptable as well).

The following infractions may result in suspension from the bus:

- Delaying the bus schedule
- Fighting, possession/use of tobacco products, using profanity, or refusing to obey the instructions of school authorities including the bus driver
- Tampering with the bus
- Throwing objects from the bus
- Unauthorized departure from the bus when en route from home or school
- Playing, throwing objects, or otherwise distracting the driver's attention
- Failure to observe established safety rules and regulations made by the State Department of Public Instruction

Please refer to the [LLCA Code of Conduct](#) for discipline surrounding bus incidents.

Cell Phones/Other Electronic Devices Policy

From 7:30 am - 3:00 pm, all student cell phones/other electronic devices/electronic gadgets must be turned off and locked in lockers, including bluetooth devices, headphones, earpods, etc. If students need to call home, they should use the classroom phone or go to the front office to use the phone. Failure to adhere to the electronics policy will result in the device being taken by a staff member.

Consequences:

1st Offense: A student's phone will be confiscated by a staff member, and parents will be required to pick up their child's phone/devices. The student will receive a discipline referral.

2nd Offense: A student's phone will be confiscated by a staff member; parents will be required to pick up their child's phone/devices; and the student will be assigned lunch detention.

3rd Offense: A student's phone will be confiscated by a staff member; parents will be required to pick up their child's phone/devices and conference with the dean of students; and the student will be assigned two lunch detentions.

4th Offense: A student's phone will be confiscated by a staff member; parents will be required to pick up their child's phone/devices and conference with the dean of students; and the student will be assigned a day of ISS.

5th Offense: A student's phone will be confiscated by a staff member; parents will be required to pick up their child's phone/devices and conference with the dean of students; and the student will be assigned a day of OSS.

Failure to hand over a cell phone/ electronic device to a staff member will be deemed as insubordination and may result in suspension.

Cell phones and other electronic devices are the responsibility of the student, and the school is not responsible for lost or stolen devices.

Cell phones or other electronic devices that are used to promote hate speech, bullying, intimidation, harassment or other inappropriate use will result in investigation and depending on the results of the investigation, consequences will be assigned including potential referral to law enforcement.

Any student with a documented medical condition that requires continued access to a cell phone must have a health plan indicating the need to have access to the cell phone throughout the school day

Unauthorized Audio/Video Recording and Privacy Protection

Students are strictly prohibited from making, sharing, or publishing any audio or video recordings of others without their explicit permission, including but not limited to classmates, teachers, school staff, or visitors. This includes recordings made on personal devices (e.g., smartphones, tablets) or school-issued technology.

Prohibited Conduct

Examples of prohibited conduct include (but are not limited to):

- Secretly recording classroom instruction, staff conversations, or peer interactions.

- Sharing or posting unauthorized recordings on social media or other platforms.
- Recording in sensitive areas such as restrooms, locker rooms, or nurse's offices.
- Using devices in a way that invades the personal privacy of others.

Expectations and Guidelines

1. **Consent Requirement:** All parties must give clear and informed consent before being recorded, except where school staff are authorized to record for educational or safety purposes.
2. **Restricted Areas:** Recording devices may not be used in areas where privacy is expected (e.g., restrooms, locker rooms).
3. **Educational Use Exception:** Recording may be permitted for school projects or journalism activities, with prior approval from a teacher or administrator. If approved the recording must be shared with the faculty member who authorized the recording for final approval.
4. **Search and Confiscation:** The school reserves the right to confiscate devices and review content if there is reasonable suspicion of a privacy violation.

Consequences for Violations

Violations of this policy will be taken seriously and may result in any of the following:

- Notification of parents or guardians
- Confiscation of the recording device
- Loss of technology privileges
- Referral to school administration or counseling services
- Detention, In-School Suspension or Out-of-School Suspension
- Referral to law enforcement, when the recording violates local, state, or federal privacy laws

Legal Implications

Unauthorized recordings may constitute a violation of federal or state privacy laws (e.g., wiretapping statutes, cyberbullying laws) and may be subject to external legal consequences beyond school disciplinary actions.

[NCDIT Privacy Laws, Policies & Guidance](#)

Character Education

LLCA, together with home and community support systems, helps develop citizenship, courage, good judgment, integrity, kindness, perseverance, responsibility, self-discipline, and respect for our country and for all people and their culture and beliefs. This expectation is directly related to the Board's educational objectives for students to learn to be responsible for and accept the consequences of their behavior and for establishing and maintaining a safe, orderly, and caring environment.

At LLCA, in partnership with families and the broader community, we are committed to cultivating the character and citizenship of our students through the lens of our classical mission. Grounded in the four cardinal virtues—temperance, prudence, fortitude, and justice—we strive to nurture qualities such as courage, sound judgment, integrity, kindness, perseverance, responsibility, self-discipline, and respect for others and their diverse cultures and beliefs. These expectations reflect the Board's educational objectives for students to take responsibility for their actions, understand the consequences of their behavior, and contribute to a safe, orderly, and caring learning environment.

Clubs/Extracurricular Activities

Students are expected to maintain a positive standing regarding behavior, grades and attendance. Students assigned to In-School Suspension (ISS) or Out of School Suspension (OSS) will not be allowed to attend or participate in Clubs/Extracurricular events until the entire consequence has been served.

Students who choose not to attend school-sponsored field trips may not participate in athletics or other extracurricular activities the day of the trip. Students who have two failing grades will not be eligible to attend until grades are improved. Parents are also expected to pick up their student at the designated time after club/extra-curricular events or meetings. Repeated late pick ups may result in being unable to attend clubs.

Computer and/or Internet Use

Students will be required to sign an annual computer/internet agreement.

Contacting LLCA Staff Members

Staff members' email addresses may be located on the school's website. Staff may be contacted directly for information, to ask questions, and to express concerns or to make an appointment. If this important step is omitted, the school leadership will direct parents and students to the staff member, as the first step. In accordance with school policy, staff members have 24-48 hours to respond to email messages, excluding weekends and holidays.

K-5 staff may also be contacted through the Class Dojo site. Parents may also leave phone messages for staff through the front office, or through a staff extension.

Dances

Dances will be held throughout the school year if approved by administration and if permitted by state guidelines. All school rules will be in effect. Students will not be allowed to attend dances if they were assigned OSS. OSS exclusions from dances will reset each semester. Any student that would require excessive supervision or removal from a dance will not be allowed to attend future dances. Students must be counted present at school the day of the dance in order to attend. All students are expected to be picked up at the designated time. If a trend of late pickups occurs, the student will not be allowed to attend any more dances for the remainder of the school year.

Guests are welcome to attend the LLCA Prom / Homecoming if they meet the following criteria:

- fill out a form to bring a guest. (See School Director or designee for form)
- is a Junior or Senior at LLCA (Prom only) (underclassmen can attend with the invitation of a Junior or Senior) - Senior Prom is for 12th grade students only.
- are 18 years of age or under (Guest 18 years of age or older require a background check - \$15 Fee)
- are at least in High School
- are currently in good academic and disciplinary standing with their school
- agree to abide by the dance dress code
- agree to abide by the school rules of Lake Lure Classical Academy
- agree that should these rules be broken the guest will be asked to leave and potentially reported to law enforcement if necessary
- guests must be able to produce ID to enter the dance.

Guests who fail to abide by the above will not be permitted to enter or remain at the dance and will not be eligible for future events.

Deliveries to Students

Due to limited space in the office and the potential of distraction from academics, the delivery of flowers or any other non-school related objects to students during the school day is highly discouraged. If a student receives a delivery, the delivery will be held until the end of the school day.

Discipline

Students are expected to follow all school rules at school and at any school-related locale, including, but not limited to, the following:

1. while in any school building or on any school premises before, during or after school hours;
2. while on any bus or other vehicle as part of any school activity;
3. while waiting at any school bus stop;
4. during any school function, extracurricular activity, or other activity or event;
5. when subject to the authority of school personnel; and

6. any time or place when the student's behavior has or is reasonably expected to have a direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school environment.

In the event of disciplinary action, school administrators will follow the [LLCA Code of Conduct](#).

Release of Information - FERPA

Information concerning conduct that poses a significant safety risk to the student or others in the school community may be disclosed to teachers and school officials, including teachers and school officials in other schools, who have legitimate educational interests in the behavior of the student. In an emergency, FERPA permits school officials to disclose without consent education records, including personally identifiable information from those records, to protect the health or safety of students or other individuals. At such times, records and information may be released to appropriate parties such as law enforcement officials, public health officials, and trained medical personnel.

Authority of School Personnel

Discipline is the responsibility of all school personnel. Administrators will assign authority roles. The school principal/assistant principal has the authority and responsibility to investigate and take appropriate action regarding any inappropriate behaviors referred to him/her. The teacher has the authority and responsibility to manage student behavior in the classroom while students are under his or her supervision. Any physical or verbal disturbance which occurs within the learning environment and which interrupts or interferes with the teaching and learning process or with the orderly conduct of school activity is prohibited. Students shall behave respectfully towards and in the presence of school employees and other students. Students will comply with all directions of principals, teachers, substitute teachers, student teachers, teacher assistants, bus drivers, and all other school personnel who are authorized to give such directions, during any period of time when they are subject to the authority of such personnel. No school employee shall be civilly liable for using reasonable force in conformity with State law, State or local rules, or State or local policies regarding the control, discipline, suspension, and expulsion of students.

Threat Assessments will be conducted by the school administrators and school counselors on any student who may pose a risk of violence or other harm to themselves or others.

Administration Responsibilities

School administrators shall avoid removing students from the classroom for a long period of time, including in-school or out-of-school suspension, unless necessary to provide a safe, orderly environment that is conducive to learning. The school administrator is authorized to remove students in accordance with board policies for prohibited or criminal conduct or for other behavior that interferes with a safe, orderly environment.

The following actions may be taken:

- ✓ Parent contact/conference
- ✓ Before or after school detention
- ✓ Counseling
- ✓ Referral to peer or other mediation
- ✓ Isolation or time out
- ✓ Behavior contracts
- ✓ Community Service (work detail)
- ✓ Academic intervention
- ✓ Instruction in conflict resolution and anger management
- ✓ Restitution
- ✓ In-school Suspension (ISS)
- ✓ Out-of-school Suspension (OSS)
- ✓ Suspension from bus privileges
- ✓ Referral to law enforcement or other outside agency
- ✓ Long-term Suspension
- ✓ Expulsion

When a student has been suspended (ISS or OSS), he or she may not participate in extracurricular/school activities during the duration of the suspension.

No school plan for managing student behavior may authorize the use of corporal punishment. Corporal punishment is the intentional infliction of physical pain upon the body of a student as a disciplinary measure. It includes, but is not limited to, spanking, paddling, and slapping. Corporal punishment shall not be used at LLCA. Every effort will be made to handle problems in-house, according to the established policies and procedures; however, when violations of state law occur or when students or parents refuse to work with the established policies of the school, or where the security of persons or property appears to be in jeopardy, the Rutherford County Sheriff's Department will be called for assistance, if necessary. In addition, if a student poses a threat or risk of violence or other harm to themselves or others, a threat assessment must be conducted by school administrators and/or designees.

Disciplinary procedures for students identified as exceptional children according to North Carolina guidelines will conform to Policies Governing Programs and Services for Children with Special Needs as adopted by the N.C. State Board of Education. All disabled children will be accorded all rights as required by state and federal law. A child with disabilities recognized by Section 504 of the 1973 Rehabilitation Act or the Individuals with Disabilities Education Act (IDEA) will be accorded all rights granted by federal and state laws and regulations.

Parental Involvement in Discipline

School personnel are expected, as part of their school's student behavior management plan, to identify strategies that involve parents. At a minimum, the plan must provide for inviting parents to conferences whenever there are repeated violations of board policy, school standards, or school rules or whenever there is a serious violation that may result in removing the student from his/her regular educational environment for any extended period of time. Parents also have the right to inspect or obtain copies of student records including disciplinary records.

Short-Term Suspension

A short-term suspension is the disciplinary exclusion of a student from attending LLCA for up to 10 school days. A student who is placed on a short-term suspension will not be permitted to be on school property or to take part in any school function during the period of suspension without prior approval from the principal.

Short-term suspension procedures:

- ✓ The administrator must first provide the student with notice of the opportunity for an informal hearing. The principal may hold the hearing immediately after giving the student oral or written notice of the charges against him or her. At the hearing, the student has the right to be present, to be informed of the charges, and the basis of the accusation, and to make statements in defense of mitigation of the charges.
- ✓ The administrator may impose a short-term suspension without providing notice and the opportunity for a hearing if the presence of the student creates a direct and immediate threat to the safety of other students or staff, or substantially disrupts or interferes with the education of other students or the maintenance of discipline at the school. In such cases, the administrator shall give the student notice of the charges and an opportunity for an informal hearing as soon as practicable.
- ✓ The administrator's decision to impose short-term suspension is not appealable to the School Director or the Board of Directors.
- ✓ The initial notice may be by telephone, but it must be followed by a timely written notice. The written notice must include all of the information listed above and may be sent by fax, e-mail or any other method reasonably designed to give actual notice.

Any student who has received a short-term suspension (10 days or less) will be afforded the following:

- ✓ The opportunity to take textbooks home for the duration of the suspension
- ✓ The right to inquire about homework assignments for the duration of the suspension
- ✓ The opportunity to take any quarterly, semester, or grading period examinations missed during the suspension period

Long-Term Suspension

A long-term suspension is the disciplinary exclusion of a student from attending LLCA for more than 10 school days. Upon the recommendation of a school administrator, the School Director or designee may impose a long-term suspension on a student who willfully engages in a serious violation of the Code of Student Conduct and the violation either threatens the safety of students, staff or school visitors or threatens to substantially disrupt the educational environment. The administrator may recommend long-term suspension for a minor violation if aggravating circumstances justify treating the student's behavior as a serious violation.

Long-term suspension procedures:

- ✓ Only the School Director has authority to long-term suspend a student.
- ✓ The School Director can extend long-term suspension into the next school year if the offense occurs during the final quarter of the school year. The suspension may include a period up to the remainder of the school year in which the offense was committed and the first semester of the following school year.

- ✓ Before a student can be long-term suspended, the student must be provided with an opportunity for a hearing.
- ✓ Students who are long-term suspended must be offered alternative educational services in the student's local community unless the School Director has a significant or important reason for declining to offer such services.

The following are considered significant or important reasons:

- o Student exhibits violent behavior
- o Student poses a threat to staff or other students
- o Student substantially disrupts the learning process
- o Students otherwise engaged in serious misconduct that makes the provisions of alternative educational services not feasible.
- o Educationally appropriate alternative education services are not available in the local school administrative unit due to limited resources.
- o Student failed to comply with reasonable conditions for admittance into an alternative education program which are in the local school district in which the student resides.
- o If a teacher is assaulted or injured by a student and as a result the student is long-term suspended or reassigned to alternative education services, the student shall not be returned to that teacher's classroom unless the teacher consents.

Expulsion/Exclusion

An expulsion is the indefinite exclusion of a student from school enrollment for disciplinary purposes. Upon the recommendation of the School Director, the board may expel a student who is 14 years of age or older for misbehavior. An expulsion is the indefinite exclusion of a student from school enrollment for disciplinary purposes. Upon the recommendation of the School Director, the Board of Directors may expel a student who is 14 years of age or older for certain types of misbehavior such as, Drugs and Alcohol, Theft, Trespass and Damage to Property, Assaults, Threats and Harassment, and Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety, if the student's continued presence in school constitutes a clear threat to the safety of other students or employees. Additionally, a student who is a registered Student Sex Offender, may be expelled if the student's continued presence in school constitutes a clear threat to the safety of other students or employees. During the expulsion, the student is not entitled to be present on educational property and is not considered a student of Lake Lure Classical Academy.

An exclusion is the removal of a student from attending Lake Lure Classical Academy from the date of suspension until indefinitely. An exclusion prevents the student from attending or re enrolling in Lake Lure Classical Academy at any time in the future. An exclusion can be recommended for violations to the Code of Conduct that are identified as level three violations or zero tolerance violations.

Prior to the expulsion or exclusion of any student, the student has the right to hearing and all rights under due process if requested. The Lake Lure Classical Academy board shall conduct a hearing to determine whether the student's continued presence in school constitutes a clear threat to the safety of other students or school staff. The student shall be given reasonable notice of the recommendation in accordance with G.S. 115C-390.8(a) and (b), as well as reasonable notice of the time and place of the scheduled hearing.

- (1) The procedures described in G.S. 115C-390.8(e)(1)-(8) apply to students facing expulsion or exclusion pursuant to this section, except that the decision to expel or exclude a student by the local board shall be based on clear and convincing evidence that the student's continued presence in school constitutes a clear threat to the safety of other students and school staff.
- (2) At the time a student is expelled or excluded under this section, the student shall be provided notice of the right to petition for readmission pursuant to G.S. 115C-390.12.

During the expulsion or exclusion, the student is not entitled to be present on any property of the local school and is not considered a student of the Lake Lure Classical Academy charter school. Nothing in this section shall prevent a local board of education from offering access to some type of alternative educational services that can be provided to the student in a manner that does not create safety risks to other students and school staff.

Minor Infractions

Minor infractions will be addressed by teachers. Minor infractions include classroom disruptions, failure to follow instructions, off-task behaviors or lack of preparedness. (This is an example list only, other infractions could also fall into this category.) Any of the following consequences can result from minor infractions:

- Warning
- Parent Contact - by email, phone call or Canvas
- Reteach expectations
- Conference with student
- Restorative practices
- Lunch Detention
- Written reflection
- Loss of free time
- Referral to school counselor
- Community service
- Peer mediation
- After School Detention
- In-School Suspension

Major Infractions

Major infractions will be addressed by administration immediately. Major infractions include safety violations, fighting, disrespect to a staff member or visitor, tobacco use or possession, prescription or over-the-counter drug use or possession, weapons possession, communicating threats, sexual harassment, theft, bullying or habitual classroom disruptions. (This is an example list only, other infractions could also fall into this category.)

A thorough investigation will take place. Consequences will include but are not limited to the following:

- Parent Contact (Conference)
- In-School Suspension
- Short-Term Suspension (up to 10 days)
- Long-Term Suspension

- Report to Law Enforcement
- Expulsion

Additional disciplinary action could be issued if deemed necessary by the administrator.

Please refer to the [LLCA Code of Conduct](#) for particular discipline measures that will be taken in response to minor and major infractions.

Search and Seizure

Students are subject to reasonable searches of a student's person, locker, cell phones, vehicles and other personal belongings within the school premises. When it is determined by a school administrator that a search should be conducted on a student, a reasonable effort shall be made to contact a parent or guardian after the search has been conducted.

Refusal to Allow Search

In an effort to address the Safe Schools Mandate, the school administration has the right to conduct a search reasonable in scope of a student or his/her possessions if the administration has a reasonable suspicion that the student may be in possession of a weapon, illegal substance, or another item prohibited by law or the Code of Conduct.

Search of an Individual or his/her Possessions

A student must cooperate with and may not obstruct or interfere with a reasonable search of the student, his/her desk, locker, bookbag, purse or other possessions, which are present on school property or at a school activity.

Random Search of Student Desks/Lockers

Student desks/lockers are the property of the school and are assigned to the student with the understanding that he/she is responsible for all property placed in the locker or desk. Desks/lockers shall be used only for storage of those items that are reasonably necessary for the student's school activities such as books, coats, school assignments, etc. A student must cooperate with and may not obstruct or interfere with a random search of his/her desk or locker.

Random Law Enforcement Canine Searches

The school system may use Law Enforcement canines for random searches of lockers, desks, vehicles and possessions of students, such as book bags that do not require a search of the student. A student must cooperate with and may not obstruct or interfere with a canine search conducted in accordance with this provision.

Threats and Violence

Our policy is to strive to maintain a school environment that is free from intimidation, threats or violent acts. This includes, but is not limited to, intimidating, threatening or hostile behaviors, physical abuse, vandalism, arson, sabotage, use of weapons, carrying weapons of any kind onto school property, or any other act, which, in LLCA's opinion, is inappropriate to LLCA. In addition, jokes or offensive comments regarding violent events will not be tolerated and may result in disciplinary measures.

Gender Equity Policy (Title IX)

LLCA certifies compliance with Title IX of the Education Amendments of 1972, as amended, 20 U.S.C 1681 et seq. (Title IX), and its implementing regulation, at 34 C.F.R. Part 106, which prohibits discrimination based on sex. LLCA, as a recipient of federal financial assistance from the United States Department of Education, is subject to Title IX and does not discriminate based on gender in employment or any educational program or activity it operates.

For complaints or grievances regarding discrimination based on gender, please refer to the School's Reporting and Grievance Policy.

Title IX Discrimination and Harassment

Title IX provides that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

It is the policy of LLCA that students should not be subjected to forms of unlawful discrimination or harassment, while at school or school-sponsored activities. Furthermore, the policy's intent is to address the issue in a proactive manner through the establishment of a system for educating students and staff at LLCA regarding the identification, prevention, intervention, and reporting of such anti-social acts. LLCA acknowledges the dignity and worth of all students and strives to create a safe, orderly, caring and inviting school environment to facilitate student learning and achievement. The School strives to model an inclusive environment and prohibits discrimination and harassment on the basis of gender or sex, including sexual orientation and LGBTQ+ identification. LLCA will not tolerate any form of unlawful discrimination or harassment in any of its educational or employment activities or programs based on such protected classifications.

A. PROHIBITED BEHAVIORS AND CONSEQUENCES

1. Discrimination or Harassment

Students, employees, contractors, volunteers and visitors are expected to behave in a civil and respectful manner. In accordance with Title IX, LLCA expressly prohibits discrimination or harassment, based on sex or gender and prohibits sexual harassment (including sexual violence) and gender-based harassment. Sexual harassment is unwelcome conduct of a sexual nature. It includes unwelcome conduct on the basis of sex, requests for sexual favors in exchange for benefits (quid pro quo), and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual violence is a form of sexual harassment. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion. In accordance with Title IX, LLCA also prohibits gender-based harassment, which

is unwelcome conduct based on a student's sex, harassing conduct based on a student's failure to conform to sex stereotypes.

Sex-based harassment can be carried out by school employees, other students, and third parties. All students can experience sex-based harassment, including male and female students, LGBTQ+ students, students with disabilities, and students of different races, national origins, and ages. Title IX protects all students from sex-based harassment, regardless of the sex of the parties, including when they are members of the same sex.

2. Retaliation

The School prohibits intimidation, threats, coercion, or discrimination against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under Title IX. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation. As such, LLCA prohibits reprisal or retaliation against any person for reporting or intending to report violations of this policy, supporting someone for reporting or intending to report a violation of this policy, or participating in the investigation of reported violations of this policy. After consideration of the nature and circumstances of the reprisal or retaliation and in accordance with applicable laws, policies, and regulations, the Executive Director or designee shall determine the consequences and remedial action for a person found to have engaged in reprisal or retaliation.

The exercise of rights protected under the First Amendment does not constitute retaliation. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under Title IX does not constitute retaliation prohibited under this policy, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

B. APPLICATION OF POLICY

This policy prohibits unlawful discrimination or harassment by students, employees, volunteers, contractors, and visitors. This policy is intended to apply to students via other students, faculty, staff, volunteers/visitors, or contractors. This policy also applies to employees, volunteers/visitors, and contractors. This policy applies to behavior that takes place within LLCA's "education program or activity," which includes, but is not necessarily limited to, behavior:

1. in any school building or on any school premises before, during or after school hours;
2. on any bus or other vehicle as part of any school activity;
3. at any bus stop;

4. during any school-sponsored activity or extracurricular activity;
5. at any time or place when the individual is subject to the oversight and authority of school personnel;
6. at any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in the schools; and
7. while using school or personal electronic communications, including employee and student emails, text messaging, instant messaging, chat rooms, blogging, websites and social networking websites (i.e., Snapchat or Instagram).

C. DEFINITIONS

For purposes of this policy ONLY, the following definitions apply:

1. Discrimination

Discrimination means any act or failure to act that unreasonably and unfavorably differentiates treatment of others based solely on the basis of gender or sex (including transgender and LGBTQ+ identification). Discrimination may be intentional or unintentional.

2. Harassment

Prohibited harassment, including sexual harassment, under this policy means conduct on the basis of sex/gender that satisfies one or more of the following:

1. An employee conditioning the provision of an aid, benefit or service on an individual's participation in unwelcome sexual conduct (i.e., quid pro quo)
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to an education program, employment, or activity (i.e., hostile environment)
3. Sexual assault (as defined by Clery Act), or "dating violence," "domestic violence" and "stalking" (as defined by Violence Against Women Act).

For purposes of this policy, "hostile environment" means that the harassment is objectively severe and pervasive enough that a reasonable person would agree that it is harassment and must be based on sex or gender. A hostile environment may be created through pervasive or persistent misbehavior if sufficiently severe.

Examples of behavior that may constitute harassment include, but are not limited to, verbal taunts, name-calling and put-downs, epithets, derogatory comments or slurs, lewd propositions, exclusion from peer groups, extortion of money or possessions, implied or stated threats, assault, impeding or blocking movement, offensive touching or any physical interference with normal work or movement, and visual insults, such as derogatory posters or cartoons. Legitimate age-appropriate pedagogical techniques are not considered harassment. Harassment, including sexual or

gender-based harassment, is not limited to specific situations or relationships. It may occur between fellow students or co-workers, between supervisors and subordinates, between employees and students, or between non-employees, including visitors, and employees or students. Harassment may occur between members of the opposite sex or the same sex.

Examples of sexually harassing conduct includes, but is not limited to, deliberate, unwelcome touching that has sexual connotations or is of a sexual nature, suggestions or demands for sexual involvement accompanied by implied or overt promises of preferential treatment or threats, pressure for sexual activity, continued or repeated offensive sexual flirtations, advances or propositions, continued or repeated verbal remarks about an individual's body, sexually degrading words used toward an individual or to describe an individual, sexual violence, or the display of sexually suggestive drawings, objects, pictures or written materials. Acts of verbal, nonverbal, or physical aggression, as well as intimidation or hostility based on sex, but not involving sexual activity or language, may be combined with incidents of sexually harassing conduct to determine if the incidents of sexually harassing conduct are sufficiently serious to create a sexually hostile environment.

Gender-based harassment is also a type of harassment. Gender-based harassment may include acts of verbal, nonverbal, or physical aggression, as well as intimidation or hostility based on sex or sex-stereotyping but not involving conduct of a sexual nature.

3. Conduct Not Covered by This Policy

Conduct that does not meet the definitions set forth above in this Title IX Policy are not subject to LLCA's Title IX Policy or any reporting/grievance procedures that govern Title IX matters. However, such conduct may still constitute a violation of other School policy, including the School's Code of Conduct, non-discrimination policy, and bullying policy. Please refer to and follow those policies for such conduct.

TO REPORT A VIOLATION OF THIS POLICY: PLEASE REFER TO LLCA'S TITLE IX REPORTING AND GRIEVANCE POLICY.

This Policy as it pertains to Title IX shall remain in effect to the extent required by law.

Title IX Coordinator's Duties, Notice, Reporting And Grievance Policy

This Policy sets forth LLCA's Notice, Reporting and Grievance policy for Title IX matters and should be read in conjunction with LLCA's Title IX policy. This Policy only pertains to Title IX and alleged violations of Title IX. It does not apply to any other type of discrimination, harassment or bullying. Please refer to the School's other policies, including Non-Discrimination and Harassment Policy, and student conduct policies when Title IX does not apply.

LLCA's Title IX Coordinator is:

1. TRAINING AND PROGRAMS

The designated Title IX Coordinator shall establish training and other programs that are designed to help eliminate unlawful discrimination or harassment and foster an environment of understanding and respect for all members of the LLCA community. Information about this policy and the related complaint procedure must be included in the training plan. The training or programs should:

- (1) provide examples of behavior that constitutes unlawful discrimination or harassment;
- (2) teach employees to identify groups that may be the target of unlawful discrimination, or harassment; and
- (3) train school employees to be alert to locations where such behavior may occur, including locations within school buildings, at school bus stops, on cell phones and on the Internet.

In addition, training of Title IX personnel, including the Title IX Coordinator, Investigator(s) and Decision-maker(s), must include training:

1. On the definition of the definitions of prohibited conduct, including sexual harassment;
1. The scope of the school's education program or activity;
2. How to conduct an investigation;
3. The grievance process including appeals, and informal resolution processes;
4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
5. Relevance, including how to apply the rape shield protections provided only for complainants.

Moreover, training for Title IX personnel, including the Coordinator, Investigator(s), Decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of sexual harassment. LLCA will post materials used to train Title IX personnel on their websites for a minimum of seven (7) years after posted, if any, or make materials available for members of the public to inspect.

2. NOTICE

The designated Title IX Coordinator is responsible for providing effective notice to job applicants, student applicants, students, parents, and employees of the procedures for reporting and investigating complaints of unlawful sex/gender discrimination and harassment. This policy will be posted on LLCA's website, and copies of the policy are available at the front office. Notice of this policy will appear in all job applicant information, admissions information, student and employee handbooks, and in any School publication that sets forth the comprehensive rules, procedures, and standards of conduct for students and employees.

3. TITLE IX COORDINATOR

The Title IX Coordinator is responsible for monitoring the overall implementation of Title IX for LLCA and coordinating the institution's compliance with Title IX in all areas covered by the implementing regulations. The major responsibility is the prevention of sexual harassment and discrimination. Other major monitoring duties include, but are not limited to, the following recruitment and admissions, educational programs and activities, hiring and employment. Other areas of consideration include:

- Participating in the development and implementation of LLCA sexual harassment policy.
- Assisting faculty, counselors and administrators in complying with Title IX, and when a need arises, planning remedial actions.
- Making your presence known in the community by disseminating civil rights information or by speaking at parent-teacher group meetings, social or professional organization meetings, and other community functions.
- Serving as a resource on Title IX/gender issues.
- Monitoring and evaluating LLCA Title IX compliance efforts and making recommendations for any appropriate changes.
- Providing updated information to schools on Title IX implementation and issues.
- Identifying and disseminating information about Title IX educational resources (organizations, individuals, print, internet, and audio-visual)

4. EVALUATION

The Executive Director or designee shall evaluate the effectiveness of efforts to correct or prevent unlawful sex/gender discrimination and harassment and shall share these evaluations periodically with the School's Board.

5. CONFIDENTIALITY

The recipient, whether a School employee, staff member, contractor, or the Title IX Coordinator, must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA or as required by law, or to carry out the purposes of Title IX, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. Complaints alleging retaliation may be filed according to the Title IX grievance procedures.

The Title IX Coordinator shall maintain confidential records of complaints or reports of unlawful discrimination or harassment. The records will identify the names of all individuals accused of such offenses and the resolution of such complaints or reports. The Title IX Coordinator also shall maintain records of training conducted and corrective action(s) or other steps taken by the School to provide an environment free of unlawful discrimination or harassment. The Executive Director shall report to the Board all verified cases of unlawful discrimination or harassment under LLCA's Title IX Policy.

6. REPORTING TITLE IX VIOLATIONS

1. For Students:

- a. To report discrimination, harassment, and sexual harassment/misconduct based on sex/gender, students or their parents should contact a trusted teacher or advisor, grade-level Principal, Executive Director and/or Title IX coordinator immediately and file a complaint.
- b. Employees are required to report any actual or suspected violations of this policy. When anyone reports harassment and/or discrimination to a school employee, that employee shall notify the Title IX Coordinator, grade-level Principal, or Executive Director, as soon as possible and within 24 hours.
- c. If the Executive Director is involved in the allegation, then another administrator will immediately inform the Chair of the Board of Directors.

2. For Employees: for discrimination, harassment, and sexual harassment complaints based on sex/gender, employees should contact the Title IX coordinator immediately and follow the School's harassment and discrimination policy as well as its Title IX Reporting and Grievance policy.

3. Students, parents, volunteers, visitors or others are also strongly encouraged to report any actual or suspected incidents of discrimination or harassment based on sex/gender under this policy. Reports may be made anonymously, and all reports shall be investigated in accordance with that policy.

4. Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by e-mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

5. Reporting may be made at any time, including during non-business hours, by using the telephone number or e-mail address, or by mail to the office address, listed for the Title IX Coordinator.

G. DEFINITIONS

As used in this and all other Title IX related policies, the following definitions shall apply.

1. "Complainant" is as an individual who is alleged to be the victim of conduct that could constitute sexual harassment. This means that any third party as well as the complainant may report sexual harassment. While parents and guardians do not become complainants (or respondents), parents and guardians have a right to act on behalf of parties (including by filing formal complaints) in Title IX matters.

2. “Respondent” is as an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.
1. “Formal complaint” is as a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment and state that at the time of filing a formal complaint, a complainant was participating in or attempting to participate in the education program or activity of the School with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator, and by any additional method designated by the school.
2. “Document filed by a complainant” means a document or electronic submission (such as by e-mail or through an online portal provided for this purpose by the school) that contains the complainant’s physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or a party during a grievance process, and must comply with requirements for Title IX personnel to be free from conflicts and bias.
3. “Supportive measures” are individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the other party while designed to ensure equal educational access, protect safety, or deter sexual harassment. LLCA’s selection of supportive measures and remedies shall be based on what is not clearly unreasonable in light of the known circumstances.

H. MANDATORY RESPONSE AND PROCEDURAL OBLIGATIONS

LLCA is required to respond whenever any employee has notice of sexual harassment, including allegations of sexual harassment or allegations relevant to mandatory reporting laws in North Carolina. Notice to the Title IX Coordinator or to any School employee, board member, or official with authority to institute corrective measures on the School’s behalf, charges the School with actual knowledge and triggers the School’s response obligations under Title IX.

LLCA will respond promptly to Title IX sexual harassment or discrimination in a manner that is not deliberately indifferent, which means a response that is not clearly unreasonable in light of the known circumstances. LLCA shall also comply with the following mandates:

1. LLCA will offer supportive measures to the person alleged to be the victim (referred to as the “complainant”).
2. The Title IX Coordinator will promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

1. LLCA will follow the grievance process set forth herein before the imposition of any disciplinary sanctions or other actions that are not supportive measures, against a respondent.
2. LLCA will not restrict rights protected under the U.S. Constitution, including the First Amendment, Fifth Amendment, and Fourteenth Amendment, when complying with Title IX.
3. LLCA will investigate sexual harassment allegations in any formal complaint, which can be filed by a complainant, or signed by a Title IX Coordinator.
4. A complainant's wishes with respect to whether the school investigates should be respected unless the school determines that not pursuing an investigation would be deliberately indifferent (or that pursuing an investigation is necessary for community safety or similar reasons), in which case the Title IX Coordinator may sign complaint even if the complainant does not file a formal complaint (doing so will not be viewed as adversarial toward the respondent).
5. If the allegations in a formal complaint do not meet the definition of sexual harassment as defined in the School's Title IX policy, or the alleged conduct did not occur in the School's education program or activity, against a person in the United States, the School must dismiss such allegations for purposes of Title IX. However, the School may still address the allegations in any manner the School deems appropriate under the School's code of conduct or other policies.
6. Treat complainants equitably by providing remedies any time a respondent is found responsible, and treat respondents equitably by not imposing disciplinary sanctions without following the grievance process set forth herein.
7. Remedies, which are required to be provided to a complainant when a respondent is found responsible, must be designed to maintain the complainant's equal access to education and may include supportive measures; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.
8. All Title IX personnel (Title IX Coordinators, investigators, decision-makers, people who facilitate any informal resolution process) shall be free from conflicts of interest or bias for or against complainants or respondents.
9. There is a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
10. LLCA grievance process shall not use, rely on, or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
11. Any provisions, rules, or practices that a school adopts as part of its grievance process for handling formal complaints of sexual harassment must apply equally to both parties (complainant and respondent).
12. The standard of evidence to determine responsibility is the preponderance of the evidence standard for all formal complaints of sexual harassment, whether the respondent is a student or an employee (including faculty member).

I. SUPPORTIVE MEASURES, REMEDIES AND DISCIPLINARY SANCTIONS

Supportive measures include: services, accommodations, and/or other assistance that the School puts in place for a complainant after receiving notice of alleged sexual misconduct but before any final outcomes – investigatory, disciplinary, or remedial – have been determined. LLCA wants students and employees to be safe, to receive appropriate medical attention, and to get the help they need to heal and to continue to access their educational opportunities. We also want students and employees to understand their reporting options and how to access available interim measures.

Upon receiving a report of sexual harassment, the School will provide the complainant, or their advocate, with a written explanation of the interim measures available at School and through local community resources [insert name of local resources] and shall ask complainants, or their advocates, what measures are sought. Some possible interim measures are listed below, and the School determines which measures are appropriate for a particular complainant on a case-by-case basis. Not all of the measures listed below will be necessary in every case to keep victims safe and ensure their equal access to educational programs and activities. If the complainant or advocate identifies an interim measure that is not already provided by the School, the School will consider whether the request can be granted. In those instances where interim measures affect both a complainant and the respondent, the School will minimize the burden on the complainant wherever appropriate while ensuring that the measures are non-disciplinary and non-punitive prior to reaching a determination regarding responsibility.

A complainant or their advocate may request the interim measures listed below. LLCA – after consulting with the complainant and/or their advocate – will determine which measures are appropriate to ensure the complainant’s safety and equal access to educational programs and activities:

- Academic accommodations, including change in classes, testing, or assignments;
- Medical and mental health services, including counseling;
- Modifications to extracurricular activities, field trips or on or off-campus activities;
- A “no contact” directive pending the outcome of an investigation. Such a directive serves as notice to both parties that they must not have verbal, electronic, written, or third party communication with one another;
- Providing an escort to ensure that the student can move safely between school programs and activities;
- Transportation accommodations; and
- Assistance identifying an advocate to help secure additional resources or assistance including off-campus and community advocacy, support, and services.

Remedies Include:

Depending on the specific nature of the problem, remedies for the complainant may include, but are not limited to:

- Providing an effective escort to ensure that the complainant can move safely between classes and activities;
- Ensuring the complainant and perpetrator do not share classes or extracurricular activities;

- Moving the perpetrator or complainant (if the complainant requests to be moved) to a different residence hall or, in the case of an elementary or secondary school student, to another school within the district;
- Providing comprehensive, holistic victim services including medical, counseling and academic support services, such as tutoring;
- Arranging for the complainant to have extra time to complete or re-take a class or withdraw from a class without an academic or financial penalty; and
- Reviewing any disciplinary actions taken against the complainant to see if there is a causal connection between the sexual violence and the misconduct that may have resulted in the complainant being disciplined.

When a respondent is found responsible for sexual harassment, the School will offer all remedies needed to eliminate the harm to the complainant and the school community and prevent the recurrence of sexual harassment. Simply sanctioning a respondent found responsible, in some cases, may be insufficient to eliminate a hostile environment. Rather, in addition to sanctions, the School may consider offering appropriate remedies for the broader student/staff population after the final outcome, including the following:

- Training or retraining school employees on the school's responsibilities to address allegations of sexual violence and how to conduct Title IX investigations;
- Developing materials on sexual harassment, which should be distributed to all staff and students;
- Conducting bystander intervention and sexual harassment prevention programs with students and/or staff;
- Issuing policy statements or taking other steps that clearly communicate that the school does not tolerate sexual harassment and will respond to any incidents and to any student who reports such incidents;
- Conducting, in conjunction with student leaders, a School climate check to assess the effectiveness of efforts to ensure that the school is free from sexual violence, and using that information to inform future proactive steps that the school will take;
- Targeted training for a group of students if, for example, the sexual harassment created a hostile environment (i.e., on an athletic team);
- When a school is unable to conduct a full investigation into a particular incident (i.e., when it received a general report of sexual violence without any personally identifying information), it should consider remedies for the broader student population in response.

Disciplinary sanctions include:

- For Students found responsible: verbal warning, written warning, interim suspension, restitution, suspension, required participation in appropriate training, counseling, required completion of a probationary period without additional infractions, or requiring the respondent to stay away from the complainant for a period of time.
- For Employees found responsible: sanctions for violations of Title IX vary depending on severity from formal written warning to dismissal.

J. INVESTIGATIONS

LLCA shall investigate the allegations in any formal complaint and send written notice to both parties (complainants and respondents) of the allegations upon receipt of a formal complaint.

LLCA, through the Title IX Coordinator or other authorized School official, shall designate an impartial individual to serve as the Investigator and conduct an investigation. The Investigator may be the Title IX Coordinator. However, the Investigator shall not be someone with a conflict of interest or bias. LLCA may choose an outside investigator, School employee or contractor to conduct the investigation. During the grievance process and when investigating, the Investigator shall comply with the following:

1. The burden of gathering evidence and burden of proof must remain on the School, not on the parties.
2. LLCA must provide equal opportunity for the parties to present fact and expert witnesses and other inculpatory and exculpatory evidence.
3. LLCA must not restrict the ability of the parties to discuss the allegations or gather evidence (e.g., no “gag orders”).
4. Parties must have the same opportunity to select an advisor of the party’s choice who may be, but need not be, an attorney.
5. LLCA shall send a written notice to the parties (complainant and respondent) of any investigative interviews, meetings, or hearings.
6. LLCA shall send the parties, and their advisors, evidence directly related to the allegations, in electronic format or hard copy, with at least 10 days for the parties to inspect, review, and respond to the evidence.
7. LLCA shall send the parties, and their advisors, an investigative report that fairly summarizes relevant evidence, in electronic format or hard copy, with at least 10 days for the parties to respond.
8. LLCA shall dismiss allegations of conduct that do not meet the definition of sexual harassment set forth in the School’s Title IX policy or did not occur in a school’s education program or activity against a person in the U.S. Such dismissal is only for Title IX purposes and does not preclude the School from addressing the conduct in any manner the school deems appropriate.
9. LLCA may, in its discretion, dismiss a formal complaint or allegations therein if the complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein, if the respondent is no longer enrolled or employed by the school, or if specific circumstances prevent the school from gathering sufficient evidence to reach a determination.
10. LLCA shall give the parties written notice of a dismissal (mandatory or discretionary) and the reasons for the dismissal.
11. LLCA may, in its discretion, consolidate formal complaints where the allegations arise out of the same facts.

12. LLCA shall protect the privacy of a party's medical, psychological, and similar treatment records and shall not access or use such records unless the School obtains the party's voluntary, written consent to do so.

K. DECISION-MAKER

LLCA, through the Title IX Coordinator or other authorized School official, shall designate a Decision-maker with regard to a Title IX complaint. The Decision-maker shall not be the Title IX Coordinator or Investigator, and shall not be someone with a conflict of interest or bias. The Decision-maker shall comply with the following rules:

1. Start with the presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
2. All Complainants are afforded rape shield protections, deeming questions and evidence about a complainant's prior sexual behavior irrelevant, unless offered to prove that someone other than the respondent committed the alleged misconduct or offered to prove consent.
3. Use the preponderance of the evidence standard in reaching her/his decision.
4. Require objective evaluation of all relevant evidence, inculpatory and exculpatory, and avoid credibility determinations based on a person's status as a complainant, respondent, or witness.
5. After sending the investigative report to the parties and before reaching a determination regarding responsibility, the decision-maker(s) must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.
6. Issue a written determination regarding responsibility with findings of fact, conclusions about whether the alleged conduct occurred, rationale for the result as to each allegation, any disciplinary sanctions imposed on the respondent, and whether remedies will be provided to the complainant.
7. The written determination must be sent simultaneously to the parties along with information about how to file an appeal.

L. GRIEVANCE PROCESS

Prompt Filing. The Complainant must file a formal complaint within a reasonable time, ideally within 10 days of the alleged incident. A complaint will not be disallowed solely because of the passage of time. The Title IX coordinator is charged with ensuring that all such complaints are timely, impartially, and appropriately investigated in accordance with applicable law.

Confidentiality. Every effort will be made to ensure the confidentiality of the complainant. There may be times where confidentiality may not be possible for the School to conduct a thorough investigation. There may also be instances where the School has a legal obligation to report certain information it receives to state or local authorities or to protect the School community.

Timeline. While the timeframe for completing an investigation into individual complaints may vary depending on the circumstances, the Title IX coordinator will ensure that timeframes are reasonable and endeavor to complete any investigation, including any decision, within sixty (60) days of the filing of a complaint. The timeline may be extended where appropriate at the discretion of the School. Include reasonably prompt time frames for conclusion of the grievance process, including appeals and informal resolutions, with allowance for short-term, good cause delays or extensions of the time frames.

Investigation. The Title IX coordinator or other School official shall designate an impartial Investigator to conduct the investigation. The Investigator shall have full authority to investigate, including the authority to interview witnesses. The Investigator shall follow the guidance/mandates set forth above in this policy in conducting the investigation.

Decision-Maker. The Decision-maker shall follow the guidance/mandates set forth above in this policy and shall use the preponderance of the evidence standard in reaching her/his decision. The Decision-maker shall timely provide written notice of the outcome of the complaint to the relevant parties.

Appeal. Either party may appeal the Decision-maker's decision to the Board of Directors within 14 days after a decision is made or the School dismisses a formal complaint in a Title IX proceeding, on the following bases:

1. Procedural irregularity that affected the outcome of the matter,
2. Newly discovered evidence that could affect the outcome of the matter, and/or
1. Title IX personnel had a conflict of interest or bias, that affected the outcome of the matter.

The Board of Directors will appoint a panel of three board members to serve as the impartial review panel. The review will be conducted in accordance with all applicable laws and the panel may, but is not required to, request information directly from the parties. The three-member review panel will make a decision and will provide written notice of the outcome of the appeal to the parties within fourteen (14) school days, unless circumstances require more time.

M. INFORMAL RESOLUTION PROCESS FOR STUDENTS

After a formal Complaint is filed, the School may, in its discretion, offer and facilitate informal resolution options, such as mediation or restorative justice, so long as both parties give voluntary, informed, written consent to attempt informal resolution. The School will not require participation in an informal process. And, at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

The School does not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment. Any person who facilitates an informal resolution must be well-trained. The School will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student. Finally, the School may not offer an informal resolution process unless a formal complaint is filed.

N. POLICY APPLICATION

This policy shall remain in effect as long as required by law.

Transportation

To ensure the safety of our students, remember the following guidelines for school drop off and pick up. When dropping off your student in the mornings, please pull your vehicle all the way to the next open space. This allows for more cars to be unloaded and avoids backups and students being late to class. In the same vein, please pull all the way forward in the afternoons during pick-up. This allows more vehicles to be loaded and more efficient dismissal. Parents who chose to park in the mornings instead of driving through, must park their vehicles and walk their children using the crosswalk in order to ensure the safety of our students. For afternoon dismissal, all parents must use the car pick up line.

Third Party Transportation Providers (Uber/Lyft)

Consistent with LLCA's carpool procedures, any person picking up a student in the carpool line must provide School with the physical carpool tag listing the student's carpool number. If the carpool tag is not physically with the driver, they must park and walk into the office to request a pick-up of the child and provide the office with their State or Federally issued ID. If the adult picking up is not listed as a parent or guardian on the child's records nor as an emergency contact, the child will not be released until the front office staff has been able to reach the parent by phone to confirm the pick-up.

LLCA does not condone students leaving campus in third-party car services (outside of child after care providers) and, specifically, ridesharing services whose own policies explicitly prohibit minors from using them such as Uber and Lyft. LLCA will not allow any student to be picked up from school in a third-party car service, such as Uber or Lyft, and will turn away such ride sharing services from the school.

Dress Code

LLCA students are expected to dress in proper uniform attire at all times.

Benefits of having a required uniform policy:

- Reduces peer pressure
- Helps break down socioeconomic barriers
- Lower cost
- Helps improve student conduct

- Assists in the ease and convenience of choosing a wardrobe
- Helps with quick identification of students on field trips
- Creates a more serious classroom atmosphere
- Promotes a positive student and school image
- Promotes pride, school identity, and a sense of belonging

It is the responsibility of the parents or guardians and students to ensure compliance with the uniform dress code. The parent or guardian may be called to bring proper uniform items to school for any student arriving out of uniform.

The school administration reserves the right to determine appropriateness of dress in cases not covered by the dress code or in other cases that may arise.

Please put your child's name on all uniform items so they can be returned if found.

[Uniform At A Glance](#)

Shirts:

- T-Shirts: Have been phased out as a uniform option in the 2025-2026 school year. T-shirts will no longer be allowed to be worn as part of the uniform.
- Hoodies: Hoodies with the embroidered logo on the left chest pocket or Raptor logo across front have been approved by the School Improvement Team as a uniform option. No athletic or club hoodies or any other non-LLCA hoodies will be allowed during school hours.
- Athletic Gear: Students that are actively participating in a sport are allowed to wear their Athletic warmups/t-shirts on the game day of that specific sport only.
- Polos: Students may choose from a royal blue, black or white, knit or dri-fit polo (long or short sleeved). Long-sleeved Oxford (boys) or short/three-quarter sleeve blouses (girls) with collar of their choice. These are available from approved vendors.
- If an undershirt is visible, it must be solid white, solid blue, or solid black
- All shirts must have the pre-approved school logo embroidered on the left chest pocket and no other visible brand logos.

Pants and Shorts:

- Students may wear black or khaki bottoms (shorts, capris, pants, skorts, knee length skirt) in the uniform line of clothing only.
- All bottoms should be without rips or holes.
- NO cargo shorts, cargo pants, jeggings, leggings, yoga pants, skinny jeans, sweatpants, jogger pants, athletic shorts/pants etc.

Jumpers (K-5 only):

- Must be solid khaki or school plaid
- Must be worn with the school polo shirt and shorts or leggings must be worn underneath.
- Royal/Cobalt blue polo dresses from Lands' End and Norris with the school logo have been approved for K-5 girls. No other vendors are approved at this time. Shorts or leggings must

be worn underneath.

Polo Dress (K-5 only):

- Royal
- Lands End is the only provider of this item

Skorts or skirts:

- Must be solid khaki, solid black, or school plaid.
- Must be fingertip length.
- Solid shorts or leggings must be worn under skirts.

Shoes:

- Students may wear, black, white, gray or royal (school blue) shoes or combination thereof of their choice. Shoe laces and soles must be black, white, gray or royal (school blue) as well. No other colors are permitted. Logos must be smaller than the size of a standard business card.
- Students may not wear sandals, flip flops, crocs, mules, boots, high heels, bedroom shoes etc. Shoes must completely cover the foot, must be securely tied at all times, and must fit properly.
- Athletic shoes will be required for gym use, and they are strongly recommended in general.

Belts:

- Students are encouraged to wear belts, which may be brown or black belts or a combination thereof or school plaid.
- Buckles may be silver, gold, brass, black and may not have any pictures, words, logos, or symbols. Buckles must be modest in size.
- Belts are encouraged but not required.

Jackets/Coats/Sweaters/Cardigans/Vests: (These items may be worn in the classroom.)

- Students may wear approved items from one of our four uniform vendors.
- Hoodies: Hoodies with the embroidered logo on the left chest pocket or Raptor logo across front have been approved by the School Improvement Team as a uniform option. No athletic or club hoodies or any other non-LLCA hoodies will be allowed during school hours.
- Athletic Gear: Students that are actively participating in a sport are allowed to wear their Athletic warmups/t-shirts on the game day of that specific sport only.
- Students who are actively participating in a sport are allowed to wear their Athletic warmups/t-shirts on the game day of that specific sport only. Athletes may not give their athletic warmups/shirts or other apparel to other students to wear. Athletic apparel represents team members.
- Approved quarter zip pullovers, solid black or royal blue sweatshirts from approved vendors with logo on chest pocket may be worn. No other will be allowed.
- Cardigan/sweater, jacket or fleece jacket with the embroidered logo on left chest pocket permitted from approved vendors.
- Letterman Jackets, Spirit Jackets, and NHS jackets are allowed to be worn during school hours.

****All other jackets/coats are not permitted at school, but may be worn when riding the school bus.****

Socks: Socks must be worn at all times. Socks may be up to knee high in length. Socks must be matching and solid in color. Acceptable colors are white, gray, black, or royal blue.

Tights/Leggings: Girls may wear solid white or solid black tights or leggings in conjunction with a skirt/skort/jumper. There should be no patterns.

Other Uniform Requirements:

1. Students may not wear hats, ballcaps, bandanas or other non-approved head coverings at school. (Exception: religious observance; medical reasons or spirit days where hats are allowed.)
2. Backpacks, lunch boxes, and purses may not have inappropriate writing.
3. Blankets, wraps and pillows may not be brought to school.
4. Colognes, perfumes, and body spray/splashes must be worn in moderation. These items are to be left at home and not in backpacks or lockers. (Stick or roll-on deodorant is allowed.)

Uniform violations will be addressed, as outlined in the [LLCA Code of Conduct](#).

Approved Uniform Vendors

Norris Merchandise

704-482-8464

2011 South Lafayette Street, Shelby, NC

Big Frog of Asheville

828-209-8100

336 Rockwood Rd #105

Arden, NC 28704

Land's End

School ID: 900158288

Casper's Closet

828-245-7715

2270 US-74 ALT

Forest City, NC 280

Drivers' Education

Lake Lure Classical Academy does not offer drivers' education classes on our campus. Many of our students use Mountain Professionals Driving School (www.mtnpro.com). This program offers online courses and will also coordinate the driving portion of drivers' education. Western Region Education Service Alliance also offers online courses and coordinates the driving portion

(<https://wresa.org/drivers-education-registration/>).

Emergency / Crisis Plan

At Lake Lure Classical Academy, we have developed and continue to refine procedures, policies, and drills that comprise our Safe School Plan. If a crisis should arise, it is our goal to do everything necessary to maintain the safety of all students. A crisis could be defined as any situation or event that affects the functioning of the regular school day; when normal procedures become impossible to maintain. All teachers have a primary responsibility for the welfare of our students. (NC GS 115C-325).

Lake Lure Classical Academy has developed a Safety/Crisis Plan. Safety drills are required at regular intervals by law and are important in maintaining a safe school environment. Throughout the school year, we will conduct:

- Fire and Evacuation Drills
- Tornado Drills
- Earthquake Drills
- Perimeter and other Lockdown Drills
- Other Safety Drills as required by the state

The classroom teacher will give instructions during drills according to our established safety protocols.

Unsafe School Choice Option

Title IX, Section 9532 of the No Child Left Behind Act of 2001 provides that a student attending a “persistently dangerous School” or a student who is a “victim of a violent criminal offense” on School property, as defined by law, has the right to transfer to another safe School in the district, if his/her parent requests a transfer. If there is not another safe School in the district providing instruction at the student’s grade level, the School shall contact neighboring districts to request that the students be permitted to transfer to a School in one of those districts.

Asbestos Management Plan

The Asbestos Hazard Emergency Response Act (AHERA) requires us to annually notify parents, students, staff members, and others who regularly occupy LLCA buildings of compliance with AHERA. An Asbestos Management Plan (AMP) has been developed for the School and is on file in the School office. Parents may schedule an appointment with the Executive Director if they wish to review the AMP.

Pesticide Notification

LLCA aims to control pest populations and to reduce the use of active pesticides throughout the School by implementing an integrated pest management program. The health and safety of all persons within the School's facilities are of primary concern. LLCA will notify parents in advance of pesticide applications. Notice will be posted on the front door of the School and in the School newsletter. A parent can also request to be notified by letter 48 hours before the application is to take place. Please contact the School office if you wish to be notified by letter or wish to review the School's integrated pest management program or records.

Hazardous Chemicals

LLCA will take all necessary steps to protect its students and staff from hazardous chemicals or other potentially dangerous materials, and it will comply fully with all required inspections, laws, ordinances, and regulations regarding hazardous chemicals.

Exceptional Children

The LLCA Exceptional Children program is to ensure that students with disabilities develop mentally, physically, emotionally, and socially through the provision of an appropriate individualized education in the least restrictive environment. LLCA provides special education services and related services according to the federal mandates of the Individual with Disabilities Education Act. This department also consults with the counseling department as needed on 504 plans that are written for students with a medical or mental impairment that significantly impairs a major life activity. This plan is part of the Rehabilitation Act of 1993. LLCA also provides support and training to the regular education teachers as needed to implement interventions, accommodations and modifications in the regular education classroom setting. The Public Schools of North Carolina, Exceptional Children Division provides local units with detailed policies for the delivery of special education services. These rules and regulations are detailed in the Policies Governing Services for Children with Disabilities.

To determine if a child qualifies for EC services the staff at LLCA abides by the Policies Governing Services for Children with Disabilities (Department of Public Instruction). These are detailed procedures that outline the rules and regulations that NC public schools must follow for the delivery of special education services. Services are provided under the following areas of identification:

- Autism Spectrum Disorder (AU),
- Deaf/Blindness,
- Developmental Delay (DD),
- Serious Emotional Disability (SE),
- Hearing Impairment (HI),
- Intellectual Disability (ID),
- Multiple Disabilities (MD),

- Other Health Impairment (OHI),
- Orthopedic Impairment,
- Specific Learning Disability (SLD),
- Speech or Language Impairment (SLI),
- Traumatic Brain Injury (TBI),
- Visual Impairment including Blindness (VI).

Students with Disabilities: Individuals with Disabilities Act (IDEA) Pursuant to the IDEA, a federal law, the School District must provide special education services to all children residing in the school district who are between the ages of three (3) and twenty-one (21) who have been diagnosed with or are suspected to have mental, physical or emotional disabilities and who are unable to benefit from a regular school program without special assistance. If your child or a child you know may qualify for such special assistance, please contact: Mimi Kyres, EC Coordinator at mkyres@llcharter.org.

Families New to LLCA

If you are new to LLCA and have a child who has been receiving special education services, contact Mimi Kyres, EC Coordinator, for information regarding your child's IEP. Be prepared to provide documentation of your child's special needs (i.e., a copy of the student's Individual Education Plan).

Exceptional Children Contact Information

Please contact the EC Coordinator for information concerning your child's placement and Individual Instructional Plan (IEP).

Section 504

An impairment as used in Section 504 may include any disability, long-term illness, or various disorders that "substantially" reduces or lessens a student's ability to access learning in the educational setting because of a learning-, behavior- or health-related condition. ["It should be emphasized that a physical or mental impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities" (Appendix A to Part 104, #3)]. 504 Accommodation Plans are developed for students with disabilities who qualify under section 504 of the American Disabilities Act.

If you are new to LLCA and have a child who has been served under a Section 504 Plan contact the Elementary, Middle or High School Counselor for information regarding your child's 504 Plan. Be prepared to provide documentation of your child's special needs (i.e., a copy of the 504 Plan or medical documentation).

Child Find

LLCA participates in Project Child Find, an effort coordinated with the Exceptional Children Division of the State Department of Public Instruction, to locate and identify children and youth

ages birth through 21 with disabilities who are in need of special education and related services. LLCA informs parents and/or guardians of the services available from LLCA as well other state and community agencies. The children who qualify for these services have been diagnosed or are suspected to have intellectual, physical, or emotional disabilities and are unable to benefit from a regular school program without special assistance. LLCA identifies these students through our Multi-Tiered System of Support (MTSS) as well as from parent and teacher referrals and provides the following help:

- A complete evaluation, and if appropriate and within the guidelines of eligibility in NC, eligibility in one of the 14 disabling conditions
- An Individualized Education Program for children with a disability
- A referral to other agencies when needed.

[Child Find Information linked here.](#)

FERPA

Lake Lure will adhere to all federal laws relating to maintaining student files. The following information regarding The Family Educational Rights and Privacy Act (FERPA) comes from the US Department of Education website (<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>).

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents and eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records, which they believe to be inaccurate or misleading. If the School decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, Lake Lure must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows the School to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;

- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Field Trips

At LLCA, field trips are an integral part of the educational experience, designed to enhance the classroom curriculum and expose students to cultural and academic opportunities that broaden their understanding of the world. Participation in field trips is considered part of the curriculum, and therefore students are expected to participate in these opportunities to extend their learning beyond the classroom.

Please review eligibility requirements below prior to paying for a field trip or signing a permission slip.

No LLCA student will be permitted to leave a field trip early except in the case of an emergency or unless requested by a member of the School staff for disciplinary reasons. All students must remain with the group for the duration of the field trip. Due to the responsibilities of a chaperone to supervise the students in their care, we are not able to accommodate bringing additional children that are not in the designated class or course.

Students and families should be aware that any student who chooses to participate in a school-sponsored field trip is subject to search of their room or belongings if there is a reasonable suspicion that the student may be in violation of school policy or law. Local law enforcement may also be called to investigate if there is a belief that the student's behavior violated the law. Students who have been involved in serious disciplinary action may lose the opportunity to participate in future field trips scheduled in the same school year. Upper School Students not in good academic standing may not be allowed to participate in field trips, which involve missing instruction time.

Personal devices including cell phones, laptops, kindles, ereaders, tablets and pads are not permitted on overnight trips unless otherwise directed by the Principal. This rule is in place as a protection for all of our students. Personal devices brought on trips will be confiscated by staff chaperones and will be returned 10 days after the trip is complete.

Overnight trips are optional for all students. Students not in good academic and behavior standing will not be able to attend trips as they are offered. Deposits and payments made towards trips are nonrefundable as vendors are paid well in advance of trips and will not refund the money to the

school. Student accommodations will be made on trips per the student's IEP or 504 Plan, but special accommodations for dietary requests, rooming preferences, and parent or student desires will not be honored.

Students who opt out of the experience and do not attend a field trip must remain home and will receive an unexcused absence, unless valid documentation is provided for an excused absence.

Additionally, students who choose not to participate will forfeit eligibility to participate in extracurricular activities or events occurring on the same day.

A permission form including parent contact information is required for each trip. Students may also be offered the chance to go on some overnight trips. Specific eligibility requirements and detailed information will be made available regarding each trip. Students will be unable to attend field trips if they commit a zero tolerance offense based on the LLCA Code of Conduct at any time throughout the academic school year. Students must understand that on any school-sponsored trip, the same policies and procedures are in place and they will be held to the same high expectations as they are while on our campus.

To ensure these experiences are accessible to all students, LLCA offers financial assistance for those who need support with trip costs.

Chaperone Expectations include but are not limited to the following:

- Chaperones must have completed and current background checks on file with the office.
- Chaperone (parent of a student) may sign out their student ONLY at the conclusion of the field trip.
- Chaperones must not leave any child unattended or send them anywhere alone.
- Chaperones must stay with the group, including eating meals (Example - if students pack a lunch, all people in attendance must also pack a lunch - may not leave and purchase a lunch).
- Chaperones may not take pictures of or post on social media about any students (besides their own).
- Chaperones must adhere to the confidentiality of students and student records under FERPA
- Chaperones may be responsible for a student group to keep track of, but the teacher is responsible for the overall group(s).
- Chaperones must immediately report any injury or accident to the teacher. A written report may be requested.
- Chaperones must report behavior issues to the teacher and not to individual parents. It is the teacher's responsibility to address behavior issues with parents.
- Chaperones may ride on the bus with students on field trips provided that there is enough space on the bus.
- Chaperones and other volunteers participate in events at their own risk, and the district does not assume any liability for injury, illness, or damage to or loss of personal property resulting from a chaperoning/volunteering.
- Chaperones and volunteers should not administer prescription or non-prescription medication to a student (other than their own child).

No refunds will be given for students that become ineligible to attend the trip due to one of the reasons above. All final decisions regarding student participation on overnight trips are at the discretion of the administrative team.

Foster Care

Students in foster care may remain in the school of origin unless there is a determination that it is not in the student's best interest. A best interest determination is based on all factors, including the appropriateness of the current educational setting and the proximity of school of origin to the child's new residential placement. A student's school of origin as the school where the student was enrolled prior to the initial child welfare placement. If the placement changes, the school of origin is the school where the child was enrolled prior to the placement change. Students are allowed to remain in the school of origin for the duration of their time in foster care, if it is in their best interest. Educational stability is a priority for students attending LLCA who are placed in foster care during placement and once a student exits foster care. Questions or support for students in foster care should be directed to the Point of Contact: School Director.

Grievance Policy & Procedures

Board of Directors approved this policy on April 11, 2019

This policy is in place to respond to a grievance by a parent/student (hereinafter "parent") of Lake Lure Classical Academy ("LLCA"). It is expected that a parent with an issue should try to resolve the issue by using open communication with the teacher. If the parent is not satisfied with the teacher's response, a meeting should be set with the grade-level Assistant Principal, at which time the teacher, parent, student and grade-level Assistant Principal must be present and the issue will be fully discussed. If the parent feels that the issue is still a concern and the issue meets the definition of a grievance as set forth below, the parent may initiate the grievance procedures outlined below. Many issues that a parent has with the classroom, teacher or classroom will not rise to the level of a grievance and appropriate resolution will be found in discussion with the teacher and/or grade-level Assistant Principal. The goal of the formal grievance process is to come to an equitable solution.

1. Definition of a grievance: a grievance is defined as a formal written complaint by a parent/student stating that a specific action has violated a School policy, board policy, or law/regulation. A complaint under Title IX is not grievance and this policy does not apply to such complaints.
2. Time Limits: A grievance will only be heard if the complaint has been filed within fifteen days of the act that is being reported. The fifteen-day deadline may be extended at the discretion of the Director.

Grievance Procedure

Step 1: To file a grievance, a parent must submit a letter in writing (email accepted) stating the LLCA policy, board policy or law that was violated including details of the actions and the place, date and time of the violation. The parent should make every effort to include all details about the event that may be helpful in the decision-making process. The written letter should be submitted to

the School Director. If the School Director is implicated in the grievance it should be sent directly to the Chairperson of the LLCA Board of Directors.

Step 2: The School Director shall have up to five business days from the time he or she receives the formal grievance to respond to the grievance in writing. If the parent is satisfied with the decision after receiving the response from the School Director, the issue is considered resolved. The parent shall submit their satisfaction to the School Director in written form.

Step 3: If the parent is not satisfied with the response from the School Director, the parent can then appeal to the Board of Directors by resubmitting the original grievance letter (email accepted) which stated the LLCA School policy, board policy or law that was violated and included details of the actions and the place, date and time of the violation. The parent should supplement the original letter and make every effort to include all details about the event that may be helpful in the decision making process to the Board of Directors. This must be done within 5 business days of the initial response from the School Director.

Step 4: The grievance or appeal shall be considered by the Board at its next regularly scheduled monthly meeting, provided such meeting is more than seven days after the filing. The Chair of the Board of Directors may call a special meeting of the Board in accordance with the School's bylaws. The Board will consider and discuss the grievance at the meeting in accordance with Open Meetings laws. Prior to the meeting, at the Board's sole discretion, the Board may conduct an investigation or gather additional information regarding the grievance, including interviews, if needed. The parent filing the grievance or appeal will attend the meeting at which time the Board of Directors will make a decision on how to handle the grievance. Any decision of the Board will be communicated to the parent who filed the grievance within five school days. The Board's decision concerning the grievance is final.

Homeless Students: McKinney-Vento

The McKinney-Vento Education of Homeless Children and Youth Assistance Act is the primary piece of legislation dealing with the education of children and youth experiencing homelessness. The Act is also known as Title X, Part C of the Every Students Succeeds Act.

The term "homeless children and youths" is defined by the McKinney-Vento Act as

(A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and

(B) includes--

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;*

(ii) children and youths who have a primary nighttime residence that is a public or private

place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

Children and youth experiencing homelessness have the right to:

- Receive a free, appropriate public education.
- Enroll in school immediately, even if lacking documents normally required for enrollment, or having missed application or enrollment deadlines during any period of homelessness.
- Enroll in school and attend classes while the school gathers needed documents.
- Enroll in the local attendance area school or continue attending their school of origin (the school they attended when permanently housed or the school in which they were last enrolled), if that is the parent's, guardian's, or unaccompanied youth's preference. If the school district believes the school selected is not in the student's best interest, then the district must provide the parent, guardian, or unaccompanied youth with a written explanation of its position and inform him/her of the right to appeal its decision.
- Receive transportation to and from the school of origin, if requested by the parent, guardian, or local liaison on behalf of an unaccompanied youth.
- Receive educational services comparable to those provided to other students, according to the student's need.

These rights are established under the McKinney-Vento Homeless Assistance Act. To qualify for these rights, children and youth must be considered homeless according to the McKinney-Vento definition of homeless (see above).

Parent Resources regarding The NC Homeless Education Program (NCHEP) can be found [here](#).

Student Resources regarding the rights of Children experiencing homelessness can be found [here](#).

NCHEP is dedicated to ensuring that all children and youth experiencing homelessness have access to the public education to which they are entitled under the federal McKinney-Vento Education of Homeless Children and Youth Assistance Act. NCHEP works towards this goal by ensuring that North Carolina's state policies are in compliance with federal law, by providing technical assistance to North Carolina's local homeless education liaisons, and by providing informational and awareness materials to educators and other interested community members throughout North Carolina.

School McKinney-Vento Liaison: Julie Hoyle – jhoyle@llcharter.org

Inclement Weather Plan

During Inclement weather, information regarding school openings, closing, or delays will be sent via emails, text messages, phone calls, Facebook, and local news stations. The following television stations are notified:

- WLOS Channel 13 Asheville www.wlos.com
- WYFF Channel 4 Greenville www.wyff.com
- WSPA Channel 7 Spartanburg www.wspa.com
- WHNS (Fox) Channel 21 Asheville www.foxcarolina.com

Please listen and/or look for an announcement from Lake Lure Classical Academy stating one of the following announcements:

“School Closure”

When school is closed due to inclement weather, that day will be made-up according to LLCA policy and will be posted on the school website.

“Schools are on a two-hour delay.”

The school building will open at 9:30 AM and School will begin at 10:00 AM. Buses will pick up two hours later than normal pickup time.

“Schools are on a three-hour delay.”

The school building will open at 10:30 AM and School will begin at 11:00 AM. Buses will pick up three hours later than normal pickup time.

“Lake Lure Classical Academy is releasing early.”

Parents will be notified using the North Carolina Student Information System (NCSIS) phone system. Notifications will also be posted on the school’s Facebook page and the [school website](#).

Students and parents must have a plan in place and on record so that parents, students, and the school know what is expected.

Lockers/Backpacks/Book Bags

Middle and High School students are assigned a hall locker for textbooks, school supplies, book bags, coats, sweaters, and other personal items. Backpacks, book bags and drawstring bags are to be left in the lockers during the school day unless teachers designate otherwise. Students have sufficient time to visit lockers and retrieve books needed for each class. Lockers remain the property of Lake Lure Classical Academy and will be searched if there is a reasonable suspicion that the student has an item which is illegal to possess on school grounds.

Lost and Found

We strongly suggest that parents or students write student names on or in personal items, so if they

are lost, they can be returned. Items found on the bus and at school should be turned in to the office.

Unclaimed items will be donated to a local charitable organization after a reasonable period of time.

Medication

The needs of students who require medication during school hours to maintain and support their health and well-being during the educational day should be met in a safe and prudent manner.

Rationale

- Implementation of the IDEA (Individuals with Disabilities in Education Act), and amendments since enactment, has led to an increased number of children whose health problems require medication to be given while at school.
- Students with chronic illness may be dependent on routine medications, which enable them to participate more fully in all aspects of school activities and to minimize their absences.
- Students may require the administration of controlled substances during the school day in order to maximize their classroom performance.
- Some students with infections and communicable diseases are able to resume school attendance based on continuation of their medication regimen.

North Carolina State Recommendations

- All medications administered by school personnel during school hours must be prescribed by a licensed health care provider
- All medications administered at school must have a written request/permission signed by the parent or legal guardian
- Students with asthma and/or at risk for anaphylactic allergic reaction, may possess and self-administer medication on school property within certain parameters.

LLCA personnel ***will not administer any medication*** to any student unless they have received the “**School Request for Medication Administration in School**” form properly completed and signed by the doctor. The medication must be received in an appropriately labeled container. To protect your student’s well-being, there will be no exception to this policy. If you have any questions about this policy, or other issues related to the administration of medication in school or during school-sponsored activities, please contact the school nurse. Thank you for your cooperation.

Self-Administration of Medication in School

In accordance with North Carolina state law, there are a limited ***number*** of health conditions which may require the student to carry medications at all times. These include asthma (inhalers), diabetes (insulin or source of glucose), and severe anaphylactic allergies (EpiPen). In addition, learning to

care for one's health and well-being is an important developmental milestone for all students. Parents should be informed that students who are approved to self-carry medications while at school and during school sponsored activities are independent in the management of their medication with no oversight from school staff.

In order for a student to self-carry a medication, the following *requirements must be met annually*:

- A. The student's parent/guardian must submit a written treatment plan prepared by a healthcare provider for managing asthma, anaphylaxis, or diabetes. Examples include: asthma action plan, diabetic treatment plan, etc. The plan must state:
 - a. The student has a diagnosis of asthma, anaphylaxis, or diabetes
 - b. Self-administration of required medications is part of the student's treatment plan
 - c. The student has been instructed in, and has demonstrated to the healthcare provider, the skills necessary to self-administer the medication
 - d. The name or type of medication that the student may self-administer while in school or during school sponsored activities
- B. The student's parent/guardian must submit a completed "**School Request for Medication Administration in School**" form
- C. The parent/guardian must provide to LLCA backup medication that will be kept in the health office to which the student has immediate access in the even the student does not have the required medication.
- D. When medication such as asthma inhalers, diabetes medications, and emergency medications will be self-administered, an appropriate "Individualized Health Care Plan" (IHCP) will be completed by the school nurse in partnership with the parent/guardian and student.
- E. The student must demonstrate to the school nurse the knowledge, competence, and skills necessary to self-administer medication.
- F. Students will be required to sign a "**Student Agreement for Self-Carried Medication**" form acknowledging their role in self-carrying as well as a commitment to communicate to school staff when he/she is experiencing difficulty or adverse reactions. The student will agree to keep their medication secure.
- G. Students must dispose of contaminated sharps in accordance with OSHA guidelines.

Military-Connected Students, Elementary & Secondary

LLCA recognizes the unique circumstances faced by children of military families and is committed to supporting the children's well-being and educational success. LLCA annually identifies all military-connected students enrolled in the school in order to meet their unique needs. This identification is not a public record subject to public records law. For purposes of this policy, a military-connected student is defined as a student who has a parent, stepparent, sibling, or any other person who resides in the same household serving in the active or reserve components of the Army, Navy, Air Force, Marine Corps, Coast Guard or National Guard.

Nutrition

Energy Drinks:

In efforts to maintain student wellness, energy drinks are not allowed on school campus during the school instructional day. Energy drinks contain high amounts of caffeine along with other stimulants which have serious health consequences such as increased heart rate, sleep disturbances, increased blood pressure, seizures, stroke, increased anxiety and increased risk for arrhythmias (irregular heartbeat). Energy drinks will be confiscated if found.

Snacks:

Snacks served during the school day, in after-school care or enrichment programs should make a positive contribution to children's diets and health. Primary snacks should consist of a variety of fruits, vegetables, whole grains and water. Individual schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations.

Parents Bill of Rights

Parent's Guide to Student Achievement (PGSA)

Based on Parents' Bill of Rights - SB 49; Session Law 2023-106

It is the goal of the Lake Lure Classical Academy to offer parents and guardians access to information regarding student achievement via the Parent's Guide to Student Achievement (PGSA). Should you wish to obtain paper copies of this document and its contents, you can make a request through your child's respective teacher or administration. Please use the following link to access more information: [Parents Bill of Rights 24-25](#)

Parent-Student-Teacher Communication

We believe that communication between parents, teachers, and students is a vital component of success. We provide several forms of communication:

- Parent-Teacher Conferences with or without students. Conferences can be set up by emailing the teacher directly, or by calling the school.
- Parents or guardians are also welcomed to set up conferences with the School Director, Division Principal, or Guidance Counselor by emailing the request or calling the school to set up a conference.
- Electronic communication – Class Dojo, Teacher Email
- Each faculty member has an email account linked through the LLCA website

Photographs / Videotapes / Interviews

Lake Lure Classical Academy does not require parental permission for students to be photographed, videotaped, and/or interviewed by system employees or media on routine school topics, activities for public information, awards and honors, instructional and promotional purposes. Parental permission must be given, however, to photograph, videotape, and/or interview students with physical or mental disabilities if they will be identified as such. Parents, guardians, or eligible students may request not to be photographed, videotaped, and/or interviewed by notifying the

school in writing within ten (10) days of publication of this policy (or by the 10th day of the start of school each year). If parents submit such a request, the school encourages parents to follow-up with administration to ensure that the request was indeed received.

Prevention and Control of State Reportable Communicable Diseases

Students are excluded from school in cases of certain **reportable** communicable diseases. While the list of diseases reportable to the state Division of Public Health is lengthy, the number of such diseases common to the school age child is not. This list is available upon request from the school nurse.

When a student is suspected of having one of those **reportable** communicable diseases, it is the responsibility of the parent to take the child to the local health department or primary health care provider for verification and treatment before that student can return to school. Students should be temporarily excluded from school if presenting symptoms of a reportable disease is present. In each case, readmission to school should also take into account whether the student is able to participate in school. In some cases, a student with a disabling disease, who is no longer contagious but may require ongoing care, may be eligible for additional services under Section 504 of the Rehabilitation Act.

A list of students who have not been vaccinated for bona fide religious or medical reasons or who have illnesses that cause immunosuppression will be maintained in the school health office so that appropriate action can be taken to protect these individuals when serious communicable disease outbreaks do occur.

LLCA staff makes every effort to reduce the prevalence of disease-causing organisms through assuring cleanliness of the environment, emphasizing frequent handwashing of students and staff, and following proper decontamination procedures of items used in mealtime and other activities. Despite those actions, the school age child is often the source and conduit for communicable diseases ranging from the “common cold” to ringworm among many. The majority of such illnesses are not among the diseases for which the state Division of Public Health, following guidelines issued by the Centers for Disease Control and Prevention, has issued mandatory isolation rules.

- **Chickenpox (Varicella):** Student is excluded until all blisters have formed scabs.

- **Fever:** The parent/guardian of any student with an oral temperature >100.4 degrees will be notified and asked to pick up their child. The student should remain at home until fever-free for 36 hours without medication.
- **Head Lice (Pediculosis):** The parents/guardians of any student found with lice will be notified and asked to pick up their student. If the student is unable to be picked up and must remain at school, he/she will remain in the nurse's office until a parent can pick them up. The parent/guardian may consult their medical provider or treat with an over-the-counter product. The student may return to school after receiving treatment for lice and removing nits.
- **Impetigo:** A student is excluded from school if he/she has more than three to four sores until seen by a medical provider and treated with a prescription antibiotic for a minimum of 24 hours.
- **Measles (Rubeola/Rubella):** Student is excluded until physician's approval is given and student is no longer contagious.
- **MRSA (Methicillin Resistant Staphylococcus Aureus):** All suspected cases should be referred to their healthcare provider and if possible, lesions should be kept covered while at school. Exclusion from school and sports activities should be reserved for those with wound drainage that cannot be covered and contained with a clean, dry bandage and for those who cannot maintain good personal hygiene.
- **Nausea, Vomiting, Diarrhea:** The parent/guardian of any student experiencing nausea, vomiting, diarrhea will be notified and asked to pick up their child. The student may return to school 36 hours after the symptoms have abated.
- **Pink Eye (Conjunctivitis):** A student who is exhibiting symptoms of pink eye should be evaluated by their medical provider. Student is allowed to return to school on approval of physician. May return when treatment has begun, has minimal drainage & student is able to keep hands away from eyes.
- **Scabies:** Student is excluded until one (1) treatment with prescription medication has been completed for at least 24 hours.
- **Strep Throat (Streptococcal and Staphylococcal Infections):** Student is excluded from school until treated with a prescription antibiotic for 24 hours and has been fever free for 36 hours.

If a student has a communicable disease, including HIV/AIDS, hepatitis B, tuberculosis, etc.; the parents are encouraged to notify the school nurse. This information will be kept confidential in accordance to the law.

If notified that a student suffers from such immunodeficiency, the school nurse will request that the notifying party provide information about what types of exposures might put the student at risk and what reasonable practices can be taken in the school setting to minimize the risk to the student. Whenever possible, the school nurse will notify the parents or guardians (or the student himself where appropriate) of an infected or immunodeficient student of the existence of chicken pox, influenza, meningococcus, measles, tuberculosis, or other contagious diseases occurring in the school that may represent a serious threat to the student's health. Students who are removed from school as a result of such conditions will be provided instruction in an appropriate alternative educational setting.

Immunizations

North Carolina law requires immunizations for every child present in this state. Every parent, guardian or person in loco parentis is responsible for ensuring that their child(ren) receive required immunizations. It is the responsibility of the parent, guardian, or person in loco parentis to provide the immunization record of each school age child to the school ***no later than 30 days*** after the child enters school or the child will be suspended from school until a valid immunization record can be provided.³

EFFECTIVE JULY 1, 2015, THE FOLLOWING ARE REQUIRED IMMUNIZATIONS:

Kindergarten Required Vaccines

Vaccine	Number Doses Required Before School Entry*
<u>Diphtheria, tetanus and pertussis</u>	5 doses*
<u>Polio</u>	4 doses*
<u>Measles</u>	2 doses*
<u>Mumps</u>	2 doses*
<u>Rubella</u>	1 dose*
<u>Haemophilus Influenzae type B (Hib)</u>	4 doses*
<u>Hepatitis B (Hep B)</u>	3 doses*
<u>Varicella (chickenpox)</u>	2 doses*

** Please contact your child's healthcare provider for further information.*

7th Grade Required Vaccines

Adolescents should be up to date on all the vaccines required for kindergarten entry.

In addition:

- Meningococcal conjugate vaccine (MCV) – 2 doses
 - One dose for individuals is required entering the 7th grade or by 12 years of age whichever comes first.
 - Booster dose for individuals is required entering the 12th grade or 17 years of age beginning August 1, 2020.
 - If the first dose is administered on or after the 16th birthday the booster dose is not required
- Tetanus, diphtheria, and pertussis (whooping cough) – Tdap
 - A booster dose of Tdap is required for individuals who have not previously received Tdap and who are entering 7th grade or by 12 years of age, whichever comes first.
 - School Entry from 6th to 7th Grade

If you have specific questions regarding your child, please contact the school nurse, your child's health care provider, or your local health department.

Garrett's Law

North Carolina law mandates that at the beginning of every academic year, local boards of education shall provide parents and guardians with information about meningococcal meningitis, influenza, Human Papilloma Virus (HPV) and their vaccines. This important information is available online for parents/guardians on our website.

Privacy Act

The Privacy Act of 1974 forbids the dissemination of personal information of individuals without their authorized permission or, in the case of a minor, the parent or guardian's written permission, except internally where the information is necessary to effectively conduct school business. In accordance with the Privacy Act, no individual member of the community, whether or not he/she is affiliated with LLCA, has the right to receive personal information concerning any individual associated with the school, whether it is a student, staff member, or board member, except in cases where the information is critical to the job requirements of the individual and is approved by the School Director. Personal information includes, but is not limited to, the individual's health, academic, or discipline records, religion, marital status, political party affiliation, and grades. This does not restrict individuals from discussing their own private information freely, nor does it interfere with any other form of free speech.

Protection of Pupil Rights Amendment (PPRA)

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights concerning student privacy, parental access to information, and administration of physical examinations to minors. These include the right to:

- Consent before students are required to submit to a survey, which is funded in part or in whole by a program of the U.S. Department of Education, that concerns one or more of the following protected areas (“protected information survey”):
 1. Political affiliations or beliefs of the students or student’s parent
 2. Mental or psychological problems of the students or the student’s family
 3. Sexual behavior or attitudes
 4. Anti-social, demeaning, illegal, or self-incriminating behavior
 5. Critical appraisals of others with whom respondents have close familial relationships
 6. Legally-recognized privileged relationships, such as with lawyers, doctors, or ministers
 7. Religious affiliations, beliefs, or practices of the students or parent
 8. Income, other than as required by law, to determine program eligibility
- Receive notice and an opportunity to opt a student out of the following:
 1. Any other protected information survey, regardless of funding
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the School or its agent, and not necessary to protect the immediate health and safety of the students (except for hearing, vision, scoliosis, or any other physical exam or screening permitted or required under state law)
 3. Any activity involving the collection, disclosure, or use of personal information or the marketing, selling, or distributing of such information to others
- Inspect the following, upon request and before administration or use:
 1. Surveys created by a third party before their distribution by a School to its students
 2. Instruments used to collect personal information from students for marketing, sales, or other distribution purposes
 3. Instructional material used as part of the educational curriculum

LLCA has developed and adopted policies regarding these rights, as well as arrangements to protect students’ privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. LLCA will directly notify parents of these policies at the beginning of each School year and after any substantive changes. LLCA will also both directly notify parents through U.S. Mail, e-mail, parent meetings, or the Parent and Students Handbook at the start of each School year of the specific or approximate dates (if such events are planned and/or scheduled) of the above activities and provide an opportunity to opt a student out of participating in them. Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue SW
 Washington, D.C. 20202-5920

Raptor Care for Students in K-5

Raptor Care, our after school care program, is available daily from 3:00 until 6:00. The daily charge of \$10.00 will apply regardless of pick-up time. Children picked up after 6:00 p.m. will be considered late. A charge of \$5.00 for every 15 minutes a child for late pick up. Parents who repeatedly pick up their children late may lose the privilege of sending their child to Raptor Care. All discipline rules and expectations are required to be followed during Raptor Care by all students who participate in Raptor Care.

Reading Camps: Elementary

LLCA will provide reading camp opportunities, as required by law, for students who have not yet demonstrated reading proficiency on a third-grade level by the end of third grade and for first and second grade students whose demonstrated reading comprehension is below grade level. In addition, to the extent resources permit, the school will offer free reading camp opportunities to students who have successfully demonstrated reading proficiency appropriate for a third-grade student and to first and second grade students who have demonstrated appropriate developmental abilities in reading comprehension. Interested parents will be notified of the application procedure for the free reading camp and enrollment will be based on established criteria.

Remote Learning

When in the Remote Learning environment, students are expected to adhere to the policies stipulated in the LLCA Parent-Student Handbook. The following additional policies address particulars pertaining to the Remote Learning environment.

General Expectations for the Remote Learning Process

- All students must have the technology to communicate, receive instruction, interact with class, and comply with work requirements effectively and regularly.
- In lieu of our regular attendance monitoring, LLCA will continue to track daily attendance when students log into either Google Classroom or Canvas the teacher will record their attendance in PowerSchool. This will also verify student interaction with class postings and requirements. In addition, compliance with all required assignments and assessments will be used to monitor student “attendance”.
- Students must comply with all work requirements in a timely fashion (meeting deadlines) and reach out to the teacher when experiencing any difficulty with the material or with meeting the set deadline.

Live Conferencing Sessions

Video conferencing and live group chat sessions are essential components of the learning process and help to improve the connectedness of remote team members. As with the use of social media, students are required to adhere to the school policies pertaining to these areas in our Student/Parent Handbook, and to observe the following regarding the Remote Learning environment.

- Students must be punctual to the live conferencing sessions scheduled by the teacher. Teachers will be monitoring attendance and students may be receiving class participation grades.
- Ensure your technology works properly and frame the camera correctly.
- Good online manners are vital to a productive and supportive online learning environment. Students are to behave in the live online session as expected in the regular in-person class. Sessions may be recorded.
- The following Netiquette guidelines apply to all online communications:
 - Dress appropriately with properly branded LLCA attire (LLCA polos or t-shirts with the LLCA logo).
 - Be mindful of inappropriate surroundings or potential interruptions of the session.
 - Sessions are intended for the learners in the particular class and should not include individuals who are not part of the regular group.
 - Be polite, respectful and tolerant of views expressed by others.

Remember these Points about a Remote Learning Environment

It can be tempting to let yourself go in an environment that feels anonymous, but remember that there are real people reading your messages and watching your image on the screen.

When reacting to someone else's message, address the ideas, not the person. Again, remember there are real people on the other end of the modem.

Avoid using sarcasm and humor, and don't include any obscenities in your messages. Without face-to face communications, people may take your humor personally, and you never know who may be offended by expressions that are commonplace to you. Keep in mind that online forms of communication are absent of any emotion. Many times, the instructor cannot determine how a particular comment should be taken. Be sure to word your communications carefully.

Think carefully about what you write about others. Always assume that your electronic messages will be forwarded. Do not write anything that you do not want broadcasted to the entire class.

Do not spam classmates. Spamming occurs when you or your instructor or classmates receive numerous unwanted messages. To avoid spamming your class members, do not send emails to the entire class when it is unnecessary and do not send commercial advertisements or electronically forward "chain mail" to your classmates.

Counseling Programs

School Counseling Program

The Lake Lure Classical Academy Counseling Program strives to assist all students with educational, personal, social, and career development goals. Our School Counseling services and activities are of a developmental nature in that they contribute to the school's mission of educating the whole child. We offer a comprehensive program of services that are preventive and confidential in nature, while also responding to individual needs and situations. The counselors have a mailbox on each division's hall for students to leave notes or request a meeting with the counselor. The LLCA Counseling Program includes the following components:

Individual Counseling for Students

The counselor focuses on developing a relationship with the student, problem solving, decision-making, peer and family relationships, and other issues. School Counseling is brief in nature and students with more intense needs will be referred to a community agency or therapist. Counseling sessions are a legally privileged form of communication and include techniques and approaches based on the counselor's training and professional judgment.

Small Group Counseling

A very effective and time-efficient way of helping middle school students is small group counseling. It is our belief that students learn important lessons from group interaction with their peers. The groups are psycho-educational in content and counselors will share their curricula, if asked. Topics for small groups may include: Anger Management, Grief/Loss, Social/Interpersonal skills, Changing Families, Self-esteem, Academic Motivation, and Substance Abuse.

Consultation

Counselor assists parents, teachers, administrators, and community agency representatives by offering consultative services to help understand and respond to the developmental needs of students.

Smoking or Vaping on Campus

LLCA is a smoke free campus. In keeping with LLCA's intent to provide a safe and healthy work environment, smoking is prohibited on School property at all times. This policy applies equally to all employees, parents, students, volunteers and visitors. This policy also includes the use of e-cigarettes.

Student Drivers

- Parking passes are \$25 and must be displayed on the lower back glass on the driver side.
- Any additional parking permits are \$10 each.
- Parking passes must be displayed on any student vehicle in order to park on campus.
- Freshmen are not permitted to drive on campus.
- Students with a valid driver's license may be permitted to drive to school.
- Students must register their vehicles with the school.
- Proof of insurance and a valid driver's license is required.
- Students may only park in designated areas and parking spots are available on a first come, first serve basis.
- Students must maintain a C average to be able to drive to school. Driving privileges will be suspended if grades drop. (Checked on a semester basis.)
- Driving privileges may be suspended or revoked if students receive more than one ISS or any greater suspension.
- Reckless vehicle use will result in loss of driving privileges.

- Students are not permitted to return to their vehicles once they arrive on campus. Any student that needs something in their car, must be escorted by administration to retrieve it.
- If administration has reasonable suspicion contraband or illegal items/substances are in a student's vehicle the vehicle is subject to search, and law enforcement may be notified.

All students parking on campus must have the following turned into the School Director or designee in order to park on campus:

- The bottom of this form is signed and dated.
- Copy of a valid driver's license and proof of insurance.
- Make, Model, Color and Tag # of the vehicle(s) you will be driving on campus.
- Payment for the parking permit(s).

Textbooks

Students may be assigned textbooks in some classes. Students are expected to take good care of and bring to class the textbooks that have been assigned to them. Teachers will do periodic checks to make sure textbooks are in good condition. If students fail to bring their assigned textbook to class for more than 5 days, their textbook will be assumed lost and their parents will receive a bill to recover the cost of the lost textbook. Students are also responsible for all damage that occurs to a textbook assigned to them. Parents may be billed to recover the cost of a damaged textbook. If payment is not received Lake Lure Classical Academy will hold the final report card until the fee is paid.

Students taking Isothermal Community College courses will be responsible for purchasing any necessary textbooks. If purchasing textbooks presents an extreme hardship, please contact the School Director or designee.

Title I

Title I Parent Involvement Policy

Lake Lure Classical Academy (LLCA) believes that the education of children is an ongoing cooperative partnership between the home and the school. Parents are their children's first teachers; therefore, the continued involvement of parents in the educational process is most important in fostering and improving educational achievement. School system officials shall strive to support parents and provide parents with opportunities to become involved in the programs offered by the Title I schools. The board encourages parents to participate in the design and implementation of the programs and activities in order to increase the effectiveness of the school system's Title I program in helping students meet state local achievement standards.

Definition of Parental Involvement

For the purposes of this policy and the Title I program, the term ‘parental involvement’ means the participation of parents and guardians in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring the following:

1. that parents play an integral role in assisting their child’s learning;
2. that parents are encouraged to be actively involved in their child’s education at school;
3. that parents are full partners in their child’s education and are included, as appropriate, in the decision making and on advisory committees to assist in the education of their child; and
4. that the school district engages in activities to support parental involvement in the Title I programs.

Purpose and Operation of Title I Program

The Title I program is a federally supported program that offers assistance to educationally and economically disadvantaged children to help ensure they meet the school system’s challenging academic standards. The Title I program provides instructional activities and supportive services to eligible students over and above those provided by the regular school program. When applicable, students must be selected to receive Title I services based on objective criteria that are consistent with federal and state requirements, such as standardized test scores, teacher judgment, and results of pre-school screening and home-school surveys.

Qualified Title I schools will operate as school-wide programs or targeted assistance programs based upon federal eligibility criteria. School-wide programs will utilize a comprehensive school improvement process enabling schools to serve all students in the school. Targeted assistance programs will provide services to eligible students in the school having the greatest need for assistance.

Both schoolwide and targeted assistance programs shall be based on effective means of improving student achievement and shall include strategies to support parental involvement.

The Title 1 program also supports the *Every Student Succeeds Act (ESSA)* by supporting students in their academics.

Annual Meeting

Each year, Title I parents must be invited to an annual meeting, at which time parental rights will be explained, programs and activities provided with Title I funds will be discussed, and input will be solicited. In addition, all parents will have an opportunity to evaluate the effectiveness of the Title I programs and the parental involvement policies and plans. Data collected from these findings will be used to revise Title I programs and parental involvement plans.

Parental Involvement Efforts

The LLCA Board believes that the involvement of Title I parents in the design and implementation of the Title I program will increase the effectiveness of the program and contribute significantly to the success of the children. The Title I staff and all school personnel shall strive to involve parents in activities throughout the school year.

The School Director or designee shall ensure that the parental involvement policy is developed with, agreed upon, and annually distributed to parents of participating students. The LLCA Title I staff shall jointly develop and annually distribute to parents a school-level written parental involvement policy that describes the means for carrying out school-level policy, sharing responsibility for student academic achievement, building the capacity of school staff and parents for involvement and increasing accessibility for participation of all Title I parents, including parents with limited English proficiency, parents with disabilities and parents of migratory children. School-level plans must involve parents in the planning and improvement of Title I activities and must provide for the distribution to parents of information on expected student proficiency levels and the school's academic performance.

In addition, the administration and Title I school personnel shall do the following:

1. involve parents in the joint development of the Title I program and the process of school review and improvement by including parents on the school advisory committee and committees that review the Title I program;
2. provide coordination, technical assistance and other support from various resources necessary to assist in planning and implementing effective parental involvement activities that are designed to improve student academic achievement and school performance;
3. build the schools' and parents' capacity for strong parental involvement by collecting and disseminating information on effective parental involvement techniques;
4. coordinate and integrate parental involvement strategies with parental involvement activities in other programs, such as the afterschool Raptor Program and similar programs;
5. with the involvement of parents, conduct an annual evaluation of the content and effectiveness of the school and parental involvement policies and program in improving the academic quality of the school;
6. strive to eliminate barriers to parental participation by assisting parents with disabilities and parents who are economically disadvantaged, have limited English proficiency, are migratory or have other backgrounds or characteristics that may affect participation;
7. provide assistance to parents of participating Title I children in understanding the state's testing standards, the assessments used, Title I requirements and all national, state and local standards and expectations through such efforts as community based meetings, sending information home, newsletters, workshops and newspaper articles;
8. design a parent-student-school staff agreement that sets out the respective responsibilities in striving to raise student achievement and explains how an effective home/school partnership will be developed and maintained;
9. with the assistance of parents, ensure that teachers, administration, and other staff are educated in the value of parents as partners in the educational process and understand how to work with, communicate with and reach out to parents as equal partners in education;

10. distribute to parents information on expected student proficiency levels for their child and the school's academic performance, and provide materials and training to help parents monitor their child's progress and work with educators to improve achievement through such methods as technology or literacy training;
11. coordinate and integrate parental involvement programs with pre-school programs and conduct other activities in the community that encourage and support parents to more fully participate in the education of their child;
12. strengthen the partnership with agencies, businesses and programs that operate in the community;
13. ensure that parents are involved in the school's Title I activities; and
14. provide such other reasonable support for Title I parental involvement activities as requested by parents.

Notice Requirements

School system officials and Title I school personnel shall provide effective notice of the following information as required by law. The notice must be in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

Limited English Proficient (LEP) Program

Each year the principal or designee shall provide notice of the following to parents of limited English proficient (LEP) children identified for participation in a Title I, Part A-funded language-instruction educational program;

- the reasons for the child's identification;
- the child's level of English proficiency;
- methods of instruction;
- how the program will help the child;
- the exit requirements for the program;
- if the child has a disability, how the language instruction educational program meets the objectives of the child's individualized educational program (IEP); and
- any other information necessary to effectively inform the parent of the program and the parental rights regarding enrollment, removal and selection of an LEP program.

The School Director or designee of the school with a Title I, Part A-funded language instruction program that has failed to make progress on the annual achievement objectives for LEP students, shall notify the parents of such failure no later than 30 days after the failure occurs.

System Report Card and School Progress Review

- a. Each year, school administration shall disseminate to all parents a report card containing aggregated information, including, but not limited to, student achievement (disaggregated by category), graduation rates, performance of the school system and teacher qualifications.
- b. Each year, school system officials shall disseminate to all parents, schools and the community the results of the LEA's yearly progress review of each school.

Teacher Qualifications

- a. Each year, school system officials shall notify parents of Title I students of the right to request certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child. (see policy 7820, Personnel Files).
- b. The School Director or designee of a Title I school shall provide timely notice informing parents that their student has been assigned or has been taught for at least four consecutive weeks by a teacher who is not 'highly qualified' as defined in the Every Student Succeeds Act (ESSA).

Parental Rights and Opportunities for Involvement

- a. Each year, the principal or designee of a Title I school shall provide notice to parents of the school's written parental policy, parents' right to be involved in their child's school and opportunities for parents to be involved in the school.

Website Notification

When a Title I school is identified for improvement, corrective action or restructuring, the school system will display on its website the following information in a timely manner to ensure that parents have current information regarding supplemental services and public school choice, unless the requirements to provide such options have been waived by the U.S. Department of Education: beginning with data from the 2007-2008 school year and for each subsequent school year, the number of students who were eligible for and the number of students who participated in public school choice; for the current school year, a list of available schools which students eligible to participate in public school choice may transfer; beginning with data from the 2007-2008 school year and for each subsequent school year, the number of students who were eligible for and the number of students who participated in supplemental educational services; and for the current school year, a list of supplemental educational services providers approved by the state to serve the school system and the locations where services are provided.

The School Director or designee shall develop administrative procedures to implement the requirements of this policy.

Visitors

All visitors must sign in at the front office and wear a visitor's badge while on school campus. Students are not allowed to have visitors other than their parents or guardians for any reason. Only visitors who have legitimate business at school will be admitted during school hours, and any person found on school grounds not properly signed-in is subject to trespassing law violations.

Parent Visits

Parents are welcome and are encouraged to visit LLCA, especially for parent conferences and planned activities. Parent conferences should be arranged with the teacher or through the student's guidance counselor. In the interest of keeping students and school staff safe, all visitors must first report to the main office. Access during the school day is restricted in order to allow students to focus on academics. Students may not bring other students to visit during the school day. Parents who bring items to school for their students are asked to bring these items to the school office

where they will be delivered at the least disruptive times to instruction and the teaching/learning process.

Volunteering - Parental Involvement

We encourage parents to stay involved in their child's education. We have many opportunities for parents to be a part of the program and activities at Lake Lure Classical Academy. Our volunteer program is a vital part of the success of our students.

Volunteers, Elementary & Secondary

The staff at LLCA welcomes volunteers! Parent volunteers are a huge piece to the success of our school. All volunteers must adhere to the volunteer requirements outlined below as per our Volunteer Policy. Volunteers must sign in at the front office and a volunteer visitor badge must be worn at all times if volunteering during school hours. All volunteers are expected to abide by all of the school policies set forth in this handbook.

A volunteer is anyone who provides services, without compensation or benefits of any kind of amount, on an occasional or regular basis at LLCA or LLCA activities. LLCA strongly encourages parent, grandparent, guardian, and community involvement in our School. The following policy assists our volunteers in being effective, satisfied, and successful School volunteers while maintaining the integrity of the School and the health and safety of our students and teachers. Volunteers in large group functions may not be subject to all the same requirements to serve.

1. All volunteers at School are required to:
 - a. Have a background check including a Sex Offender Registry Check performed through School's third-party vendor on file dated within the last two calendar years.
 - b. Complete, sign, and date the Volunteer Policy and Confidentiality Agreement Acknowledgement.
 - c. Confirm in writing that they have been provided with a copy of, read, understand, and agree to comply with this policy.
2. The School Director or his/her designee will formally approve every volunteer application, and volunteers must be placed on the Authorized Volunteer list before volunteering their services at the School. All administrative staff will have a copy of the Authorized Volunteer list and will prohibit any person not on this list from volunteering at the School.
3. Information collected during the screening process for volunteers will be treated as confidential to the extent allowed by the law.
4. The School Director or her/his designee will review all criminal background checks. No person who has been convicted of crimes against children, sex crimes, or serious crimes of violence will be allowed to volunteer at the School. The School Director will evaluate other criminal records on an individual basis. If a criminal history presents itself in a review, the School Director shall determine whether the results of the review indicate that the volunteer (i) poses a threat to the physical safety of students or personnel, or (ii) has demonstrated that he or she does not have the integrity or honesty to fulfill his or her duties as a volunteer. The School Director shall document the decision.

5. All volunteers must report directly to the School office when they arrive and should sign in as visitors. The School office and/or the background check company will provide an official badge identifying the volunteer that must be worn always.
6. All volunteers must be at least 18 years of age unless they are supervised by another responsible adult as approved by the Administrator or his/her designee.
7. Volunteers work in partnership with, under the supervision of, and at the request of School administration and staff. Volunteers are expected to abide by all Board policies, procedures, and School rules when performing their assigned responsibilities.
8. Volunteers will not have access to confidential information in student records except as allowed by federal and state laws and regulations. Volunteers will be responsible for maintaining confidentiality regarding information seen and heard while working as a volunteer. If there is a safety concern or an emergency, it must immediately be communicated to someone in authority at the School.
9. Volunteers shall not use information learned or acquired during volunteering for any reason other than in furtherance of their volunteer efforts at the School. For example, if a volunteer is a class parent and receives parent email information to communicate with parents, the volunteer shall not share parent email addresses with others and shall not use such email addresses to communicate with parents about anything other than for serving as class parent.
10. Volunteers are to serve as positive role models. School volunteers must always:
 - Use appropriate language
 - Dress appropriately
 - Discuss age-appropriate topics
 - Refrain from inappropriately touching students
11. Volunteers are prohibited from disciplining students. Behaviors requiring discipline should be reported immediately to the appropriate teacher or staff member.
12. Volunteers are prohibited from administering medications of any kind to students.
13. Volunteers should refrain from giving students gifts, rewards, or food items of any kind without the permission of School personnel.
 - a. Volunteers are expected to be prompt and dependable. Volunteers should notify the School office if an illness or emergency prohibits them from attending a volunteer assignment.
 - b. Volunteers may not take students off School property without the written permission of parents and School personnel.
 - c. Volunteers must leave children not enrolled in school at home when volunteering.

School does not tolerate any kind of racial, ethnic, disability, gender discrimination or sexual harassment by volunteers of the School and it is expected that all volunteers will comply with the School's policies related to such matters.

Weapons

Weapons of any kind are expressly prohibited on school grounds or during school events. Weapons are defined to include firearm, knife, destructive device, and/or any item (regardless of its nature) used to threaten or cause actual harm.

Handbook Acknowledgement

A shared recorded session within the domain of LLCA is considered school property and should be treated accordingly. By executing the acknowledgement of receipt of this handbook, you hereby release the school and its employees from any claims or liabilities that may arise from or are related to the use of any recorded sessions.