



**LSA COMMUNITY
HANDBOOK**

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LONGLEAF SCHOOL OF THE ARTS

Welcome to Longleaf School of the Arts! This community handbook will be your go-to guide for the next year. It is your responsibility to read this document in its entirety, complete and sign the Community Handbook contract, and follow all policies and procedures. This handbook is subject to change.

OVERVIEW

Longleaf School of the Arts provides a college preparatory curriculum with a focus on the fine arts for students in grades 9-12 and is located in Wake County. While developing a strong character, students engage in challenging courses that will require them to work diligently in and out of the classroom. A high-caliber teaching staff prepares a rigorous curriculum. Longleaf is a public, state-supported charter school; there is no cost to attend or fee to apply.

Our charter school offers a large variety of classes for a small school. The traditional core high school courses are offered in conjunction with specialized courses in Theatre, Visual Arts, Music, and Dance. Instructors have extensive experience in their discipline as performers as well as advanced degrees in their area of expertise.

MISSION STATEMENT

Longleaf School of the Arts will prepare students for college and career pathways via a curriculum that fully integrates academics and the fine arts into all aspects of the school culture. Students will benefit from highly qualified, experienced teachers and a challenging curriculum. Upon graduation from Longleaf, students will be academically prepared for college, and will possess valuable life skills, confidence, and personal responsibility to prepare them for the 21st century.

LSA WAY

The Longleaf community will...

RIGOR	<ul style="list-style-type: none">• pursue knowledge with a thorough and rigorous approach that creates quality work of the highest merit.
AUTHENTIC	<ul style="list-style-type: none">• carry themselves in an authentic and unique manner that promotes the ideas of Longleaf in and outside of our community.
CREATIVE	<ul style="list-style-type: none">• use their creativity to produce inspirational and empowering outcomes that are fueled by curiosity and a desire to grow.
COMMUNITY	<ul style="list-style-type: none">• encourage and practice a safe and respectful environment inclusive to all.

SCHOOL CONTACT INFORMATION

School Hours: 8:30 am – 3:30 pm

Website: www.longleafschool.org

Mailing Address: 322 Chapanoke Rd
Raleigh, NC, 27603

Main Office: (919) 896-8164

Fax: (919) 516-0923

Staff Email: lastname@longleafschool.com
Example: John Doe doe@longleafschool.com

Student Email: firstname.lastname@longleafschool.com
Example: Juan Cerva juan.cerva@longleafschool.com

FACULTY AND STAFF DIRECTORY

NAME	TITLE	EMAIL
Alvilhiera, Jillian	English Teacher	alvilhiera@longleafschool.com
Anderson, Michael	English Teacher	anderson@longleafschool.com
Arvelo, Adrianna	Spanish Instructor	arvelo@longleafschool.com
Babb, Consuelo	Director of Student Information	babb@longleafschool.com
Babb, Ken	Science Teacher - Substitute	k-babb@longleafschool.com
Baraldi, Michael	Director of Operations	baraldi@longleafschool.com
Barrier, Clayton	Healthful Living & Physical Education Instructor	barrier@longleafschool.com
Benjamin, Bonnie	Front Office Receptionist	benjamin@longleafschool.com
Best, Autumn	EC Teacher	best@longleafschool.com
Boddie, Keith	History Teacher & History Department Chair	boddie@longleafschool.com
Boddie, Lamonte	History Instructor	m-boddie@longleafschool.com
Bonilla, Paulina	Science Instructor	bonilla@longleafschool.com
Brewster, Ashley	History Teacher	brewster@longleafschool.com
Burns, Amanda	Science Instructor	burns@longleafschool.com
Carson, Tyler	Science Instructor	carson@longleafschool.com
Fertin, Bee	French Instructor	fertin@longleafschool.com
Fraleigh, Logan	English Teacher	fraleigh@longleafschool.com
Franklin, Grace	Visual Arts Teacher, Dean of Arts, & Visual Arts Dept. Chair	franklin@longleafschool.com
Frost, Bradford	EC Teacher	frost@longleafschool.com
Gholston, Clyde	Math Teacher	gholston@longleafschool.com
Glees, Kristen	Lead Counselor	glees@longleafschool.com
Gonuguntla, Roja	Math Instructor	gonuguntla@longleafschool.com
Herbst, Diane	School Nurse	herbst@longleafschool.com
Hewes, Kelly	Media Coordinator	hewes@longleafschool.com
Hooper, Terrell	Director of Choral Music	hooper@longleafschool.com
Houck, Rob	Math Instructor	houck@longleafschool.com
Janson, Elise	Dance Instructor	janson@longleafschool.com
Jones, Victoria	School Social Worker	jones@longleafschool.com
Kelly, Dawn	Assistant Head of School & Director of Instruction	kelly@longleafschool.com
Mercado, Brandon	Instructional Technology Director	mercado@longleafschool.com
Moore, Stephen	Math Instructor & Math Department Chair	moore@longleafschool.com
Morris, Mazaliyah	Assistant Head of School & Director of Exceptional Children	morris@longleafschool.com
Norton, Caitlyn	Counselor	norton@longleafschool.com
Ohayon, Catherine	Math Teacher	ohayon@longleafschool.com
Pangelinan, Glenn	History Instructor	pangelinan@longleafschool.com
Peay, Carl	Cognitive Development Instructor	peay@longleafschool.com
Perkins, Natalie	Visual Arts Instructor - Substitute	n-perkins@longleafschool.com
Rose, Bailey	Instrumental Music Director & Performing Arts Depart. Chair	rose@longleafschool.com
Sanders, Leigh	English Teacher	sanders@longleafschool.com
Scherer, Sydney	Visual Arts Teacher	scherer@longleafschool.com
Smith, Virginia	Director of Theater	smith@longleafschool.com
Taylor, Sarah	English Teacher & English Department Chair	taylor@longleafschool.com
Williams, Johneka	Head of School	williams@longleafschool.com
Winters, Brooklyn	Dean of Students, 12th Grade Counselor	winters@longleafschool.com

COMMUNICATION WITH TEACHERS & ADMINISTRATION

The faculty and staff of Longleaf School of the Arts welcomes and encourages direct communication with our families. The best way to communicate with the faculty and staff is through email. Please allow 48 hours for staff to respond. When a response is needed sooner, please call the main office and leave a message (919-896-8164).

LSA provides official grade reports through interim and quarterly report cards. Students and parents should monitor weekly Powerschool, Canvas and email for current grades. If any grade falls below 59%, students are required to schedule tutoring with the teacher and attend until the grade improves to at least 60%. If a student's grade is below 60% at interim or report card, parents should schedule a conference with the teacher. Teachers will schedule a parent conference for students who are not passing at the end of 1st and 3rd quarters.

CONFIDENTIALITY STATEMENT

Information concerning students, families, and staff is confidential and cannot be shared at any time. **Faculty, staff, and administration may only share information concerning student behavior, performance, or disciplinary action with a student's parents or legal guardians.** According to State and Federal Statutes, administration is restricted in what may be discussed regarding personnel issues. The Board of Directors and administration retain the authority to designate individuals to work with confidential information on behalf of the school. Volunteers in our school must follow rules of confidentiality.

DAILY SCHEDULE

Longleaf School of the Arts practices a unique schedule for high schools. Time is allotted to integrate student enrichment. Tutoring sessions and appointments with instructors and counselors are worked into the schedule. The A/B/C Schedule will generally follow the days of the week listed, but are subject to change as needed due to weather closings, etc.

2023-2024 A/B/REMEDIATION-FLEX DAY BELL SCHEDULES

A DAY SCHEDULE		
1st period	8:30 - 9:53	
2nd period	9:56 - 11:19	
Lunch A	11:22 - 11:58	Advisory 1
Advisory 2	12:02 - 12:38	Lunch B
3rd period	12:41 - 2:04	
4th period	2:07 - 3:30	

B DAY SCHEDULE		
5th period	8:30 - 9:53	
6th period	9:56 - 11:19	
Lunch A	11:22 - 11:58	Advisory 1
Advisory 2	12:02 - 12:38	Lunch B
7th period	12:41 - 2:04	
8th period	2:07 - 3:30	

REMEDIATION/FLEX DAY C DAY SCHEDULE		
1st period	8:30 - 9:11	
2nd period	9:14 - 9:55	
3rd period	9:58 - 10:39	
4th period	10:42 - 11:23	
Lunch A	11:26 - 11:58	Advisory 1
Advisory	12:02 - 12:34	Lunch B
5th period	12:37 - 1:18	
6th period	1:21 - 2:02	
7th period	2:05 - 2:46	
8th period	2:49 - 3:30	

STUDENT SERVICES

The Student Services team is here to support students, parents and staff. Counselors help all students in the areas of academic achievement, career and social/emotional development. Counselors are also available to parents who have questions or concerns about their student's needs in these areas. While each counselor has specific grade levels that they primarily handle, all counselors will see students of any grade level when needed.

Mrs. Winters, Dean of Students

12th Grade Counselor

winters@longleafschool.com

Ms. Glee, Lead Counselor

A-J, 9-11 Grade Counselor

glees@longleafschool.com

Ms. Norton, Counselor

K-Z, 9-11 Grade Counselor

norton@longleafschool.com

Counselor Visitation Process:

There are many reasons that a counselor may request to see a student, and many reasons why students request to see a counselor. A few reasons students meet with counselors are for academic questions and concerns, college and career planning and questions, peer relationships, emotional and mental health support, credits and transcript checks, community service and leadership discussions, and countless others. Counselors will see students at their earliest availability based on priority needs.

There are two ways to request to see a counselor if it is not an emergency:

- 1.) Gchat or Email your grade level counselor.
- 2.) Stop by Student Services to make an appointment.

Urgent/Emergency Needs:

In an urgent situation, when you or someone you know is at risk of being harmed or harming themselves, **DO NOT EMAIL** or request an appointment. In this case, you should tell an adult **IMMEDIATELY** so that an adult can let a counselor know. We recognize that sometimes this may be difficult to verbalize. You may choose to write a note and hand it to an adult in person during the school day.

NEVER communicate urgent needs via email. Staff cannot guarantee that email will be seen in a timely manner to respond to such urgent needs.

IF YOU OR SOMEONE YOU KNOW NEEDS IMMEDIATE EMOTIONAL SUPPORT AFTER SCHOOL HOURS:

- [CALL the Teen & Youth Hotline at 800-TLC-TEEN] OR [TEXT TEEN to 839863]
OR [CALL the National Suicide Prevention Hotline at 1-800-273-8255]
- Suicide and Crisis Hotline: 988
- If you feel that it is an emergency, please call 911

ACADEMIC PROGRAM

The Longleaf School of the Arts academic program is based on graduation requirements for North Carolina. Students are expected to perform at a high academic level and are given the resources to do so. The basic graduation plans are listed below. The traditional seven (7) credit school year at Longleaf leaves very little room for failure. Students who fail core academic classes will be scheduled to repeat them in an upcoming school year. Students do have the option to complete coursework in the areas of World Language and Health/PE only outside of LSA, at the family's expense. Students interested in learning more about this opportunity may contact their school counselor.

ACADEMIC RIGOR

At Longleaf, academic rigor is defined as a multi-faceted concept that encompasses curricular, contextual, institutional, student and faculty behaviors which reflect a core belief system. That belief system is centered on the fact that growth cannot occur without hard work and that growth is essential to achieving the overall mission of the school: to prepare students to be successful at major regional universities. Put another way, academic rigor is teaching, learning, and assessment which promotes student growth in knowledge of the discipline and the ability to analyze, synthesize, and critically evaluate the content under study. Academic rigor results in assessment outcomes which clearly reflect the full range of academic achievements among students.

Students entering Longleaf should expect a workload that requires a daily minimum of 10-15 minutes of study, reflection, and written homework for each regular level class; 20 minutes for Honors level classes; and a heavier workload for each AP class. Students are expected to complete various outside of class assignments such as research papers, test preparation, group and individual presentations, reading assignments, and more. Academic rigor in the fine arts includes but is not limited to reading, journaling, small group rehearsal, individual practice, and other tasks required to become proficient in the arts discipline(s) of the student's choice.

ADVANCED PLACEMENT COURSES

Advanced Placement (AP) is a program of college level courses and examinations that gives advanced, motivated students an opportunity to earn college credit, college placement, or both while they are still in high school. Longleaf is committed to supporting students in their desire to take advantage of the college credit and placement opportunities afforded by the AP program.

A number of Longleaf courses are designed to prepare students for the AP examination in that subject. Such courses include "AP" in the course title. Some other courses include concepts from the AP examination (see course descriptions for specifics). While students who master the material in these courses are generally prepared for the AP examination in that subject, extra review materials are offered in many of these subjects for students who wish to further prepare.

Students enrolling in AP Courses are not required to take the end of the year AP Examination. AP exam registration takes place in the fall semester annually and AP exams take place in May annually.

COMMUNITY SERVICE HOURS REQUIREMENT

All students must complete a total of ten (10) community service hours for each year they are enrolled at Longleaf School of the Arts. LSA defines community service as service that gives back to outside communities (i.e.: serving meals at the Raleigh Rescue Mission, serving a teacher in a local school, etc.).

Students who complete their service through any non-profit organization do not need prior approval. Students who plan to complete community service hours outside of a non-profit organization should seek prior approval from the Dean of Students or their Grade Level Counselor to ensure that their proposed service hours will be accepted toward graduation requirements. If the Dean of Students or Counselor does not have a clear idea of whether those hours will be accepted, the question will go to a three member committee consisting of the student's Counselor, Class Advisor, and Head of School.

Service hours must be documented on the Community Service form found on the school website and **SUBMITTED DIGITALLY** here: via the Google Form at this link: <https://forms.gle/tHipGaQC9LVsvHQ9A>

COMMUNITY SERVICE HOURS WILL NOT BE ACCEPTED IN ANY OTHER FORMAT.

- ★ In order to attend the prom in their **freshman** year, students need to have 5 hours of service completed and approved by April 1st of that year.
- ★ In order to attend the prom in their **sophomore** year, students need to have 15 hours of service completed and approved by April 1st of that year.
- ★ In order to attend the prom in their **junior** year, students need to have 25 hours of service completed and approved by April 1st of that year.
- ★ In order to attend the prom in their **senior** year, students need to have 35 hours of service completed and approved by April 1st of that year.
- ★ In order to **participate in the graduation ceremony**, a student who enrolled in LSA as a freshman needs to complete all 40 approved service hours (or 30 if the student enrolled in LSA as a sophomore, 20 if the student enrolled as a junior) by May 31st of their senior year. If students miss the graduation ceremony deadline, they still must submit the documented service hours to the Student Services Office to receive their diploma by mail.

ENDORSEMENT REQUIREMENTS

Students who wish to obtain a LSA high school diploma with a school arts endorsement must pass 7 specific courses in their endorsement area. Students must be recommended for Special Topics and AP courses based on grades of B or above and teacher recommendation in studio coursework. *If, upon credit check for endorsement senior year, a student is missing a Special Topics course but has exceeded the other required credits with As in all courses, they can be considered by committee for endorsement.

At LSA, the goal of the Arts endorsement is for students to be able to demonstrate a mastery of creating art using a variety of tools, media, and processes, safely and appropriately. Students are to apply creative and critical thinking skills through various artistic expressions. Lastly, they are expected to understand the global, historical, societal, and cultural contexts of the visual arts. These elements will prepare students for an Arts major or minor in college.

It is the student's responsibility to ensure they are taking all classes necessary to earn an endorsement. They are reminded at the beginning of the year and during registration to consult with their Arts teachers and check with their counselor to ensure they are on track.

CHORAL MUSIC ENDORSEMENT

- Three (3) Choral Music ensemble credits
 - Must meet the "Advanced" achievement level in the student's senior year.
 - Must be enrolled in a choral ensemble during senior year.
- One (1) Music Elective
- AP Music Theory
- Music History
- One (1) Special Topics in Music (Honors) credit- Choral or Instrumental

DANCE ENDORSEMENT

- Three (3) Dance Studio credits and meet the "Proficient" level or higher in the last required studio senior year
- Dance History
- Special Topics in Dance (Honors): Dance Composition
- Somatics for the Performer
- One (1) of the following credits: Fundamentals of Music, Musical Theatre, theatre, dance, a 4th dance studio credit meeting the "Proficient" level or higher, any other Special Topics in Dance (Honors) courses

INSTRUMENTAL MUSIC ENDORSEMENT

- At least three (3) Instrumental Music ensemble credits
 - Must meet the "Advanced" achievement level in student's senior year
 - Must be enrolled in instrumental ensemble during senior year
- AP Music Theory
- Music History
- One (1) Topics in Music (Honors)
- One (1) additional instrumental ensemble credit OR one (1) other music elective

LITERARY ARTS ENDORSEMENT

- Literary Arts Workshop Beginning (if placed higher, one additional credit from below)
- Literary Arts Workshop Intermediate
- Literary Arts Portfolio Development
- 4 of the following credits: AP Language & Composition, AP Literature & Composition, any Special Topics in Literary Arts (at least two are offered each year)

MUSICAL THEATRE ENDORSEMENT

- Theatre Studio Beginning (or higher based on placement)
- Choral Ensemble Beginning (or higher based on placement)
- Dance Studio Beginning (or higher based on placement)
- Two (2) Musical Theatre Studio credits that meet the Proficient Level by Senior year, and enrolled in a Musical Theatre Studio Senior year
- Somatics for the Performer
- Theatre History

THEATRE ENDORSEMENT

Focus on PERFORMANCE:

- Theatre Studio Beginning (or equivalent via placement audition)
- 2 additional Theatre Studio credits
 - Must meet the "Advanced" achievement level by the student's Senior year.
 - Must be enrolled in a theatre course during Senior year.
- Theatre History
- Somatics for the Performer
- Any 2 of the following credits:
 - A 4th Theatre Studio course (meeting the "Proficient" level or higher)
 - Any Special Topics in Theatre (Honors) courses
 - Beginning Chorus (or higher, based on placement)
 - Beginning Dance (or higher, based on placement)

Focus on TECHNICAL THEATRE:

- Theatre Studio Beginning (or equivalent via placement audition)
- 2 additional Technical Theatre credits
 - Must meet the “Proficient” achievement level by the student’s senior year.
 - Must be enrolled in a theatre course during senior year.
- 1 standard Visual Arts Class (placement via portfolio review)
- 1 Special Topics Visual Arts Class (placement via portfolio review)
- Any 1 of the following credits:
 - (P): A 2nd Theatre Studio course (meeting the “Proficient” level or higher)
 - (A): Any Special Topics in Theatre (Honors) or Visual Arts (Honors) courses

VISUAL ARTS ENDORSEMENT REQUIREMENTS 2023 AND BEYOND:

- 3 Art Studio credits (and meet the “Proficient” level or higher in the last required studio)
- Art History
- 1 of the following credits: AP Art History OR an AP Studio Art, OR a 4th art studio, meeting the “Proficient” level or higher
- 1 of the following credits: Special Topics in Visual Art (Honors): Portfolio Development; AP Art History; Ceramics II; Photography II; or Mixed Media II
- 1 additional credit Special Topics in Visual Art (Honors) other than Portfolio Development

EXTERNAL CREDIT AND DUAL ENROLLMENT

Longleaf School of the Arts offers a wide range of rigorous coursework in Academics and Arts. Should a student wish to pursue coursework beyond what LSA is able to offer in the Course Catalog, they may request to take a course for credit with an approved provider that will be added to their LSA transcript. This request must be made using the External Credit Request Form during the Registration window provided by the grade level counselor in February. Dual Enrollment will only be considered if a student has taken the available AP courses in that discipline.

EXTRA COURSE APPROVAL CRITERIA (8th Course in lieu of Study Hall)

Longleaf School of the Arts is committed to a yearlong schedule in order to provide consistency in both Arts and Academic instruction. Students are also supported in endeavors to engage in their passions outside of school. In recognition that dedication to the Arts often takes many hours after school most days, LSA created a bell schedule that includes a Study Hall. Therefore, students have time to complete homework in a less stressful time frame.

Having eight periods provides an opportunity for some students to take an additional course. There are numerous factors that should be considered in this decision, and a meeting with the grade level counselor to discuss these factors is required. The situations where this will be considered are:

- ★ A rising senior who could endorse by taking an eighth course and has a GPA over 2.5.
- ★ A rising senior who needs an eighth course to graduate on time.
- ★ A rising junior or senior who has a GPA over 3.0 and could take an additional advanced level course that otherwise would not fit in their schedule.

The grade level counselor will submit the request to the Dean of Students for final approval.

FINAL EXAMS AND ASSESSMENTS

State Required Final Exams- End of Course Exams (EOCs)

Per the North Carolina Department of Public Instruction’s policy CHTR-001, all eligible students must take all state required assessments.

The Accountability page from the NC Department of Public Instruction is accessible via the North Carolina High School Accountability. The Accountability page discusses the statewide testing programs and includes a variety of resources including study information and links to sample test questions for a variety of required state assessments.

Teacher-Made Final Assessments

Students must take all teacher-made midterm and final exams in all courses where there is not a state-issued End of Course exam. Only seniors who meet senior final exam exemption criteria are excused from teacher-made final exams. This exemption applies to final exams only. (see Senior Exemption Policy)

Students who are absent from a midterm or final exam must provide the appropriate documentation to excuse the absence and be permitted to take the midterm or final exam during the scheduled make-up day.

Acceptable documentation must include the following:

- Official letterhead, with signature, from an authorized health care provider or government agency
- Date of visit or illness resulting in the absences in question
- Documentation of student hospitalization during the scheduled exam
- Court documentation that required the student’s presence in a court of law during the scheduled exam
- Any formal documentation containing information relating to the death or hospitalization of an immediate family member

**** A parent note indicating the student is at home sick will not be accepted. ****

Students who do not participate in a required midterm or final assessment will be issued a zero (0) for the midterm or final exam grade in that course.

GRADUATION HONORS

Longleaf School of the Arts graduates have the opportunity to be recognized for their artistic and academic achievements while in high school; however, a valedictorian and salutatorian will not be recognized. Longleaf does not release a class rank (unless required by scholarship applications). Honors are calculated at the end of Q3 Senior year and based on weighted GPA. The latin honors system is used for academic honors:

3.75 - 3.99 *Cum Laude*

4.25 and above *Summa Cum Laude*

4.0 - 4.24 *Magna Cum Laude*

GRADUATION REQUIREMENTS

The North Carolina Department of Public Instruction and the Longleaf School of the Arts Board of Directors sets the graduation requirements for each class. **See *Community Service* section for additional information regarding the number of hours required for graduation.**

CREDIT REQUIREMENTS FOR THE CLASS OF 2023 and 2024

SUBJECT	COURSE REQUIREMENTS
English (4 credits)	English I, II, III, IV (or AP equivalents)
Science (3 credits)	Earth/Environmental Science (or AP equivalent), Biology, and Physics or Chemistry
Social Studies (4 credits)	World History, Civics and Economics, American History I and American History II OR World History, Civics and Economics and Personal Finance, AP US History and one additional social studies course.
Mathematics (4 credits)	North Carolina (NC) Math 1, 2, & 3 and one course that has NC Math II as a prerequisite. OR NC Math II, III and two courses that have NC Math II as a prerequisite OR NC Math III plus three advanced math courses (Advanced Placement or non-AP math electives) OR Four (4) advanced math courses (Advanced Placement, non-AP math electives) <i>*Please note that all LSA students are required to complete a math each year grades 9-12.</i>
World Language (2 credits)	Two (2) courses in the same world language <i>*Please note that all LSA students are required to complete at least two levels of World Language while enrolled in high school.</i>
Cognitive Development (1 credit)	Cognitive Development
Health & PE (1 credit)	One course of health and physical education
Fine Arts (4 credits)	Four (4) courses in the fine arts
Other Elective (1 credit)	One additional course of any type
24 Total Credits	

CREDIT REQUIREMENTS FOR THE CLASS OF 2025 AND BEYOND

SUBJECT	COURSE REQUIREMENTS
English (4 credits)	English I, II, III, IV (or AP equivalents)
Science (3 credits)	Earth/Environmental Science (or AP equivalent), Biology, and Physics or Chemistry
Social Studies (4 credits)	World History, Civics and Economics, American History I and American History II OR World History, Civics and Economics and Personal Finance, AP US History and one additional social studies course.
Mathematics (4 credits)	North Carolina (NC) Math 1, 2, & 3 and one course that has NC Math II as a prerequisite. OR NC Math II, III and two courses that have NC Math II as a prerequisite OR NC Math III plus three advanced math courses (Advanced Placement or non-AP math electives) OR Four (4) advanced math courses (Advanced Placement, non-AP math electives) <i>*Please note that all LSA students are required to complete a math each year grades 9-12.</i>
World Language (2 credits)	Two (2) courses in the same world language <i>*Please note that all LSA students are required to complete at least two levels of World Language while enrolled in high school.</i>
Cognitive Development (1 credit)	Cognitive Development I
Health & PE (1 credit)	One course of health and physical education
Fine Arts (4 credits)	Four (4) courses in the fine arts
Other Elective (3 Credits)	Three (3) additional courses of any type
26 Total Credits	

PROMOTION REQUIREMENTS

- ❖ For students to be promoted from **9th to 10th** grade, students **MUST**:
 - A) Pass English I
 - B) Pass 2 additional core courses (Math, Science, Social Studies, and/or World Language)
 - C) Pass one arts Credit and
 - D) Have a minimum of 4 total credits.

- ❖ For students to be promoted from **10th to 11th** grade, students **MUST**:
 - A) Pass English I & English II
 - B) 2 Math credits
 - C) Pass a combination of at least 3 Science and/or Social Studies Courses
 - D) Pass 4 additional courses, and
 - E) Have a minimum of 11 total credits

- ❖ For students to be promoted from **11th to 12th** grade, students **MUST**:
 - A) Pass English I, English II, and English III
AND
 - B) Be enrolled in a program which, if successfully completed, will result in the completion of LSA Graduation requirements.

REPORT CARDS/GRADING

LSA provides official grade reports through interim and quarterly report cards. Students and parents should monitor weekly Powerschool, Canvas and email for current grades.

If any grade falls below 59%, students are required to schedule tutoring with the teacher and attend until the grade improves to at least 60%. If a student's grade is below 60% at interim or report card, parents should schedule a conference with the teacher.

Teachers will schedule a parent conference for students who are not passing at the end of 1st and 3rd quarters.

October 19, 2023

March 21, 2024

Grading Scale and Quality Points

Longleaf School of the Arts utilizes a ten point grading scale. Quality Points are added for honors (.5) and Advanced Placement (1.0) classes, when credit is earned.

<u>Grade Scale</u>	<u>Grade Point</u>	<u>Honors</u>	<u>AP</u>
90-100	4.0	4.5	5.0
80-89	3.0	3.5	4.0
70-79	2.0	2.5	3.0
60-69	1.0	1.5	2.0
0-59	0	0	0

Class Rank/GPA

Longleaf School of the Arts does not rank students based on GPA. In lieu of releasing ranking, our Student Services office provides an in-depth profile of the school to colleges and scholarship committees so recipients can better understand school offerings and the caliber of the school as it relates to the student's performance.

Performance Grade Expectations/Requirements

Arts integration is an integral instructional methodology at Longleaf. The arts are viewed as a critical part of the curriculum and a participating student's attendance is mandatory at his or her performances. As a result, performances or presentations are part of the criteria used to determine your student's grade in art subjects. Each teacher will determine how an unexcused absence will impact the student's grade. Please review each teacher's syllabus for further details regarding performance expectations.

PROCEDURES

BEFORE SCHOOL/AFTER SCHOOL

Longleaf School of the Arts asks that parents and carpools pick up and drop off students using the indicated drop off line at the front of the school entrance. The school building will open for students beginning at 7:45 am.

Students not staying for after school activities must be picked up between the time the last class is dismissed and 3:45 pm. The carpool line will stack up in the drive and students are expected to find their ride quickly to alleviate traffic congestion. Most traffic problems result from students not leaving the building to find their ride. Students will not be permitted to be in the classrooms without a teacher after school.

Students who are not involved in a supervised activity, including tutoring, will be instructed to leave the school building at 3:45 p.m. and are not allowed to re-enter the building. Longleaf assumes no responsibility for students once they exit the building. Only students who are supervised by a teacher/staff member may remain in the building until 5pm. Students with extenuating circumstances for clubs and performances may stay later with prior administrative approval.

CARPOOL PROCEDURE

Morning Drop-off and Afternoon Pick-up Procedures

Pull in the ENTRANCE to the parking lot (closest to Dunkin Donuts) and proceed straight through staff parking **FOR SINGLE PERSON/DROP-OFF/ PICK-UP**; turn right and wrap around the side of the building; turn right and **stop at the drop off/pick up sign**. Once student(s) is in the car and the area is clear, proceed straight and exit. As cars are exiting onto Chapanoke, drivers may form turn right or turn left lanes

For **MULTI STUDENT PICK-UP AND DROP-OFF**, pull into the entrance and **MAKE AN IMMEDIATE RIGHT. Merge into TWO LANES and stop at solid white past the building.**

We are requesting drivers not enter the lot through the EXIT side of the lot (front of the building) after 3:00 pm.

Carpool Notes

1. **ONE WAY:** To make morning and afternoon carpool consistent, we have designated an **ENTER and EXIT**; the parking lot entrance closest to the Dunkin Donuts is the ENTER side, and the parking lot entrance on the Main Entrance side of the building is the EXIT.
2. Proceed to the ENTER side of the lot regardless the direction you come from on Chapanoke.
3. Do not take shortcuts, especially when cars are stacked. **Do NOT PARK on Chapanoke Road.**
4. Dismissal:
 - 3:30 - Multi-Student carpool
 - 3:30 - Student drivers
 - 3:30 - BUS
 - 3:45 - Single Student PICK UP. Please do not arrive before 3:45.

NO U-TURNS WITHIN THE PARKING LOT.

BE COURTEOUS AND OBSERVANT OF STUDENTS AND STUDENT DRIVERS IN THE PARKING LOT.

FIRE DRILL PROCEDURE

Fire drills are held on a monthly basis at Longleaf School of the Arts. Students should respond immediately to all fire drills. Instructors will explain the proper procedure for responding to a fire drill during the first two weeks of school and will review it periodically. Any student failing to adhere to the evacuation policy may face disciplinary action.

HEALTH AND SAFETY PROCEDURES

Guidelines Regarding Sick Students

Please use these guidelines when determining when to keep your student home.

- Vomiting and/or diarrhea in previous 24 hours
- Temperature of 100 degrees or higher (keep at home until fever-free for 24 hours without medication).
- Any suspicious rash must be seen by a physician. The student may return to school only with a medical doctor's note deeming the rash to be non-contagious.
- Illness that prevents a student from participating comfortably in classroom or rehearsal activities.
- Pink Eye with discharge - may return after treatment
- Strep Throat - until 24 hours after medication has been started.
- Head Lice - until morning after first treatment.
- Scabies - until after treatment is completed.
- Any communicable disease deemed by the Administration to require doctor approval to return to school.

Medication

If a student must take medication at school, the medicine and the appropriate medication administration form must be turned in to the nursing office. Failure to do so could result in the student being in violation of the Alcohol, Drug, and Tobacco Policy of this handbook. Medication will only be distributed as ordered. Medication must be delivered to the school by a parent or guardian, in the original prescription bottle with clear directions visible on the label. It is the responsibility of the family to make sure that prescriptions are kept filled. It is also the responsibility of the parent/guardian to notify the nurse of any changes in the student's medication. Medication cannot be distributed without the proper consent form on file and documentation from the doctor. No over-the-counter medication can be administered without a medical order. Medications orders must be on a Longleaf School of the Arts Request for Medication. Longleaf cannot accept medication orders from other school districts. All medication orders are only valid for the current school year. Any unused medication not picked up by the parent/guardian at the end of the school year, will be properly discarded.

Self-Administration/Self-carry Medication

Students are only allowed to self-carry emergency life-saving medication, such as insulin, inhalers, or epi-pens. A current order must be on file and the student and parent must have signed the Self-Administration form. The student must also be checked off by the school nurse to determine that student is capable and competent to self-administer. No over the counter medication can be carried by the student and self-administered.

Health Conditions

The school is committed to identifying and safely meeting the needs of all students with acute and/or chronic health conditions. It is the responsibility of the parent/guardian to inform the school of these situations so that, if needed, an Individualized Health Plan (IHP) and/or Emergency Action Plan (EAP) may be completed and implemented. At the beginning of each school year, the Health History Form is provided to each student, for the parent/guardian to complete and return to the school. The school nurse will review the Health History Form

Individualized Health Plans and Emergency Action Plans

These forms are valid for one school year. An Emergency Action Plan will be completed for students who require emergency medication at school. The EAP will be developed by the school nurse, according to the healthcare provider's orders on the Medication Administration Authorization Form, and parent/legal guardian.

Immunizations

Every child present in the State of North Carolina entering a public school shall be immunized at the age required by the Commission. Every parent, guardian, person in loco parentis and person or agency, whether governmental or private, with legal custody of a child shall have the responsibility to ensure that the child has received the required immunizations. If a child has not received the required immunizations by the specified age, the responsible person shall obtain the required immunizations for the child as soon as possible after the lack of the required immunization is determined. The vaccination requirements must be met and proof (immunization record) presented to the school within 30 calendar days of the first day of school attendance. Students out of compliance with this regulation will not be allowed to attend school until the age-appropriate immunization requirements are met.

Immunization Requirements

For immunization schedules, intervals between doses (spacing of doses), required doses of each vaccine, and more information about each vaccine, go to: <http://www.immunize.nc.gov/schools/k-12.htm>.

Safe Surrender Law For Newborns

(source: NC Department of Health and Human Services, www.safesurrender.net) "North Carolina's Safe Surrender law allows a parent to surrender his or her baby to a responsible adult and walk away. The baby will be adopted. A baby up to 7 days old may be placed with any responsible adult. The baby must be unharmed. Safe surrender is legal and anonymous. Anyone who receives a baby in this way must keep the baby safe and warm, call 911 or the county social services department immediately."

Garrett's Law

Garrett's Law (N.C. Senate Bill 444) enacted in 2004 and expanded in 2007 mandates that schools provide parents/legal guardians with information about meningococcal meningitis, influenza, and the human papillomavirus (HPV) and vaccines that protect against these diseases.

Meningococcal Meningitis and Influenza Vaccines

The Center for Disease Control makes available and recommends a meningococcal meningitis vaccine for all those between the ages of 11 through 18. Certain higher risk populations, such as those with certain medical conditions are especially urged to get the vaccines. For more information, visit: www.cdc.gov/meningococcal/about/index.html

Influenza (the flu) is a contagious respiratory illness caused by influenza viruses. According to the CDC, the best way to prevent the flu is by getting vaccinated each year. The vaccine will protect against the three influenza viruses that research indicates will be most common during the season. For more information, visit: www.cdc.gov/flu/index.htm .

HPV Vaccine

According to the Center for Disease Control, Human papillomavirus (HPV) is thought to be responsible for nearly all cervical dysplasia and cervical cancers. Cervical dysplasia refers to abnormal changes in the cells on the surface of the cervix. Although these changes are not cancer, they can lead to cancer of the cervix if not treated. The HPV vaccine works by preventing the most common types of HPV that cause cervical cancer. For more information, visit: www.cdc.gov/cancer/gynecologic/basic_info/index.htm

Student Health Advocacy and Resources

The school nurse is an advocate for your child's health, safety, and well-being in the academic setting. Please contact your child's school nurse for questions, assistance, and resources.

LOST & FOUND

Items found that are unclaimed are turned in to the main office. If a student is looking for something that has been lost, he or she should check with the office receptionist in the main office. Additionally, Longleaf students are expected to be helpful citizens. As such, students should pick up items that are left lying around and turn them into the main office for safekeeping. Items that are not claimed will be donated to a local shelter by the last instructional day of each month.

LUNCHES & SNACKS

Healthy nutrition has been proven in research to help students succeed. It is with this in mind that the following regulations concerning food and drink will be enforced.

- All students are permitted to bring a water bottle to school daily.
- There is no school-wide ban on chewing gum. Each teacher will share his or her own expectations with students.
- DOOR DASH deliveries are no longer permitted. Please refer to the school's website for information on MyHotLunchbox.
- **No food** shall be allowed in the classroom, unless indicated as acceptable by the school Nurse.

SAFETY AND EMERGENCY PLAN PROCEDURES

The safety and well-being of our students and community members at LSA is a top priority. As a school, we work to ensure that everyone is safe on our campus. Outlined below are LSA's important practices that keep our community safe.

- An emergency plan and crisis manual are routinely evaluated, updated, and implemented.
- Our staff receives yearly training in First Aid, Bloodborne Pathogens (BBP), CPR, Diabetes, and Epi-Pens.
- Three staff members are certified by American Red Cross in First Aid, BBP, CPR and AED use.
- The emergency plan and crisis manual are reviewed with all staff members throughout the school year.
- LSA works directly with the Raleigh Police Department. The RPD visits our campus, is familiar with our layout, and has reviewed our emergency plan and crisis manual.
- The School Improvement Team discusses school safety.
- Our administrative and counseling staff have been trained in the event of an Active Shooter Threat.

Emergency Drills

Emergency drills are practiced throughout the school year to ensure our students and staff are well prepared in the event of an emergency. LSA parents will be notified when we run full lockdown drills. The types of drills we practice are listed below:

- Evacuation (once a month): also referred to as "fire drills."
- Tornado (at least once a year): also known as inclement weather procedures.
- Full Lockdown (at least once per year): a maximum level of school wide security is practiced, requiring staff and students to seek as much safety as possible by using barriers to block sight as well as other safety measures.

Real Crisis Emergencies

In the event there is a real or perceived emergency, Longleaf will always err on the side of safety. LSA parents and guardians will be notified when we enter a Perimeter or Full Lockdown. Communication will be sent as soon as we are able after the emergency and will include any relevant information about the event. Please understand we must comply with confidentiality laws and will not always be able to completely divulge all the details surrounding the event.

Surveillance

Longleaf School of the Arts is closely monitored by a closed circuit security system that records video.

How can you help?

LSA parents are a crucial component of our school's safety. Please follow the items outlined below to ensure you are a part of our efforts to keep everyone safe.

- Always follow our drop-off and pick-up procedures.
- Talk to your student about safety at school. Process drills and real emergencies with them at home.
- *Do not attempt to pick-up our child during a drill or a real emergency.* We cannot pull students out of classrooms during lockdowns. This compromises the safety of everyone at Longleaf. If students need to be picked up early from school due to an emergency, you will be notified.
- Report suspicious looking individuals or behaviors to a staff member immediately.
- Always sign in and out at the main office, and wear a visitor's badge when in the building.
- If you are in the building during a drill or Lockdown, you must follow all procedures as well as any instructions given by a staff member.

SCHEDULE CHANGES

Staff make every effort to fulfill the primary or alternate requests made during the Spring request and verification process. Students and parents should keep in mind that the master schedule is planned based on these requests and staffing, therefore we cannot guarantee schedule changes. Only those requests which are accompanied by valid academic reasoning will be considered.

STUDENT RECORDS

LSA follows the rules and regulations of Permanent Student Records retention as outlined in the North Carolina Division of Archives and History Records Retention and Disposition.

From time to time, a parent, legal guardian, or student over the age of 18 may wish to review their educational records. To do so, the individual must submit their request via the Scribbles system found at: <https://longleafnc.scribborder.com/>

STUDENT TRANSFER PROCEDURE

Students choosing to withdraw from Longleaf School of the Arts must have their parent or legal guardian submit a withdrawal request form to the Director of Student Information. Students wishing to transfer must return all electronic devices, books, supplies, and other Longleaf belongings to the appropriate person. Families should understand that requesting a transfer means relinquishing the student's spot at Longleaf. They may reapply if seats are available in their grade level the following year.

STUDENT SIGN IN/OUT PROCEDURE

Students should sign in on the computer in the main office and obtain a pass to class. Failure to provide a note could result in an undocumented absence (see Attendance Section for more information about undocumented absences).

Students may not sign out of school without a parent or proper documentation from a parent or guardian. When parents come to pick up a student, the student will be expected to remain in class until the parent has signed him / her out and the student has been called from class. Under no circumstances will students be permitted to sign themselves out of school without a parent signature or valid parent contact. Those students that drive themselves must either provide written documentation or the office secretary must speak to a parent on the phone before the student will be permitted to leave campus.

Students are not able to be checked out from school after 3pm..

TECHNOLOGY DEVICE RENTAL PROCEDURE

Longleaf has chosen to use Google Chromebooks/iPads as a content delivery device for textbooks and other educational resources. Students are free to bring their own Chromebook/iPad to school; the instructor in each class will provide a textbook license and make sure the book is installed on the student's device. Students who do not own Chromebook/iPad may rent one from the school upon payment of a damage deposit (amount to be determined by the Head of School on a year-to-year basis.) Students must surrender the school-owned devices at the end of the academic year along with all issued peripheral devices, including chargers. If the device is returned in the same condition as it was in when originally provided to the student, the damage deposit will be refunded. Damages will be assessed by the vendor used to purchase the device, and may be prorated. Please note that replacement parts (e.g. chargers) must be the same brand and style as the ones issued.

VISITATION & DELIVERIES

We are pleased to have parents, guardians, and extended family visit the school. LSA requires each and every visitor to sign in and out at the main office, and to wear a visitor tag during their visit.

In order to avoid distractions to your student's instruction, we ask that you keep deliveries to a minimum. Please check with your student each morning to ensure he or she has their technology, school work, and lunch.

WEATHER-RELATED CLOSINGS

The Longleaf community has voted and decided to follow the WCPSS weather related closing and delays. In the event of a weather-related closing of Longleaf School of the Arts, an update to the website and social media messages will be made. However, in the event of a power failure, these updates may not be possible. Information on closings or delays can be found at the following:

School Messaging: Text, Voice, and/or Email Notifications

Social Media: Facebook, Instagram, Twitter

School website: www.longleafschool.com

News: Local ABC, NBC, and CBS stations

REMEDIATION/FLEX DAY SCHEDULES - DELAYED OPENING

1 HOUR DELAY

1st Period	9:30	10:09
2nd Period	10:12	10:51
3rd Period	10:54	11:33
4th Period	11:36	12:15
Lunch/Advisory	12:18	12:42
5th Period	12:45	1:24
6th Period	1:27	2:06
7th Period	2:09	2:48
8th Period	2:51	3:30

Lunch and Advisory combined in Advisory classroom 24 minutes, classes 39 minutes

2 HOUR DELAY

1st Period	10:30	11:03
2nd Period	11:06	11:39
3rd Period	11:42	12:15
4th Period	12:18	12:51
Snack	12:51	1:06
5th Period	1:09	1:42
6th Period	1:45	2:18
7th Period	2:21	2:54
8th Period	2:57	3:30

Snack in 4th period classroom 15 minutes, classes 33 minutes

3 HOUR DELAY

1st Period	11:30	11:55
2nd Period	11:58	12:23
3rd Period	12:26	12:51
4th Period	12:54	1:19
Snack	1:19	1:38
5th Period	1:41	2:06
6th Period	2:09	2:34
7th Period	2:37	3:02
8th Period	3:05	3:30

Snack in 4th period classrooms 19 minutes, classes 25 minutes

REMEDIATION/FLEX DAY SCHEDULES - EARLY DISMISSAL

1 HOUR EARLY DISMISSAL

(if planned in advance)

1st Period	8:30	9:09
2nd Period	9:12	9:51
3rd Period	9:54	10:33
4th Period	10:36	11:15
Lunch/Advisory	11:18	11:42
5th Period	11:45	12:24
6th Period	12:27	1:06
7th Period	1:09	1:48
8th Period	1:51	2:30

Lunch and Advisory combined in Advisory classroom 24 minutes, classes 39 minutes

2 HOUR EARLY DISMISSAL

(if planned in advance)

1st Period	8:30	9:03
2nd Period	9:05	9:38
3rd Period	9:41	10:16
4th Period	10:19	10:52
Snack	10:52	11:07
5th Period	11:10	11:43
6th Period	11:46	12:19
7th Period	12:22	12:55
8th Period	12:58	1:30

Snack in 4th period classroom 15 minutes, classes 33 minutes

3 HOUR EARLY DISMISSAL

(if planned in advance)

1st Period	8:30	8:55
2nd Period	8:58	9:23
3rd Period	9:26	9:51
4th Period	9:54	10:19
Snack	10:19	10:38
5th Period	10:41	11:06
6th Period	11:09	11:34
7th Period	11:37	12:02
8th Period	12:05	12:30

Snack in 4th period classrooms 19 minutes, classes 25 minutes

A/B DAY SCHEDULES - DELAYED OPENING

(A/B) 1 HOUR DELAY

1st/5th Period	9:30-10:50	80 minutes
2nd/6th Period	10:53-12:13	80 minutes
Lunch/Advisory	12:16-12:44	28 minutes
3rd/7th Period	12:47-2:07	80 minutes
4th/8th Period	2:10-3:30	80 minutes

Lunch and Advisory combined in Advisory classroom

(A/B) 2 HOUR DELAY

1st/5th Period	10:30-11:35	65 minutes
2nd/6th Period	11:38-12:43	65 minutes
Lunch/Advisory	12:46-1:14	28 minutes
3rd/7th Period	1:17-2:22	65 minutes
4th/8th Period	2:25-3:30	65 minutes

Lunch and Advisory combined in Advisory classroom

(A/B) 3 HOUR DELAY

1st/5th Period	11:30-12:24	54 minutes
2nd/6th Period	12:27-1:21	54 minutes
Snack	1:21-1:36	15 minutes
3rd/7th Period	1:39-2:33	54 minutes
4th/8th Period	2:36-3:30	54 minutes

Snack in 2nd/6th period classroom

POLICIES

ACCEPTABLE USE POLICY

The use of electronic devices/computers (cell phones, iPads/Chromebooks, computers) and access to the Internet is a privilege, not a right. Longleaf School of the Arts encourages the use of the Internet and E-mail by its employees and students in the performance of their duties and educational development, and will strive to make these available to them. Inappropriate usage, including any violation of the conditions and rules set forth by the school, may result in cancellation of this privilege. Longleaf School of the Arts will determine the appropriate use and may restrict access and/or deny, revoke or suspend an employee's or student's use of the Internet and/or E-mail at any time based upon a determination that acceptable usage has been violated. Employees and students are expected to use these resources responsibly and will make no intentional use of these resources in an illegal, malicious or obscene manner, in any way which serves to promote a libelous image of the school, or is inconsistent with Longleaf School of the Arts' objectives. Privacy is not guaranteed with the use of a password and may be overridden by the school with or without prior notification and with or without cause.

Students should note that the following are prohibited on all Longleaf School of the Arts electronic devices/computers:

- Moving or disconnecting computer hardware.
- Loading or downloading any software, including games.
- Unauthorized reproduction of copy-protected material.
- Destruction of or damage to equipment, software, or data belonging to the school or other users.
- Connecting an unprotected electronic device/computer (one that has not been updated with all available operating system patches and/or does not have current anti-virus software) to the network.

The following are prohibited on all electronic devices/computers while at school or participating in a school activity:

-
- Using electronic devices/computers or the network in any manner that violates federal, state, or local laws or statutes. This includes illegal downloading of music or other files.
- Publicly or privately accessing, producing, posting, sending, or displaying material that is offensive in nature. This includes obscene, discriminating, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually suggestive language or images.
- Harassment or unwanted communications to any individuals or organizations.
- Providing, assisting in, or gaining unauthorized or inappropriate access to servers, electronic devices/computers, or network equipment.
- Activities that interfere in any way with the ability of others to use resources effectively.
- Peer-to-peer sharing of illegally copied copyrighted material.
- Setting up servers of any kind on the LSA campus network.
- Using any device/computer to violate the Academic Integrity Policy.

Violations may result in removal of access to the school Internet or email and other shared electronic device/computing systems or resources. In addition, violations may result in disciplinary action up to and including suspension. Violations which constitute a criminal offense may lead to suspension and a referral for legal action. In the instance of a student's privileges being revoked, paper copies of readings and assignments will be provided by the instructors.

Teachers will post signs in their classroom each day for each period indicating whether or not students may use their technological device (cell phone, iPad/Google Chromebook) at the teacher's direction. If a red sign is posted, at no point is a student to use any form of technology (iPad, Chromebook, cell phone, etc). A yellow sign indicates that a student may only use their iPad or Chromebook for educational purposes. Green indicates that students may use their choice of technological device but must adhere to the Acceptable Use Policy.

TECHNOLOGY DEVICES ON CAMPUS

It is extremely important for students who attend Longleaf School of the Arts to be focused on academic and artistic performance. As such, the administration has deemed certain electronic devices as a detriment to the educational process. Cell phones must be kept in the designated location in each instructor's room for the entire class period. At no point is a student allowed to use their phones during instructional time. Refer to the section about acceptable cell phone use for more information.

Personal digital devices may be brought to school, but are the sole responsibility of the student. Personal device users must follow the same guidelines as those using school computers and are always subject to policies set by the classroom instructor. Music devices such as MP3 players, iPods, or CD players should not be visible during the school day unless express permission has been granted by the instructor for use during a specific activity. Any student found in violation of this policy should expect the device to be confiscated and appropriate disciplinary action as deemed necessary by the Head of School.

ALCOHOL, DRUG, AND TOBACCO POLICY

Longleaf School of the Arts students will be free from illegal drugs, alcohol, or the abuse of prescribed or “over-the-counter” medication while attending or participating in any school-sponsored event.

Longleaf School of the Arts students will not use, consume, deliver, purchase, sell, have in their possession or be under the influence of illegal drugs, alcohol, or tobacco while on school property, or while attending or participating in any school-sponsored activity on or off campus. This policy is intended to include any and all paraphernalia associated with such contraband including but not limited to cigarette lighters, vape pens, etc. This policy is in effect at all times regardless of the school calendar.

Any Longleaf School of the Arts student at a school-sponsored activity, on campus or off, who chooses to remain in the company of another person who is clearly using, consuming, delivering, selling, or possessing illegal drugs or alcohol, or abusing prescribed medication, may also be considered in violation of this policy, unless he / she is clearly intervening to prevent a problem, to assist the person in difficulty, or to get adult assistance.

If a Longleaf School of the Arts student is concerned about his / her own involvement in drugs or alcohol or that of another student or friend, he / she is encouraged at any time to speak with their Administrator, the Guidance Counselor, or any faculty member with whom the student feels comfortable. Confidentiality will be kept in as much as the law permits.

Those found to have violated this policy will be subject to a range of possible disciplinary measures up to and including dismissal from school depending on the circumstances.

ASBESTOS MANAGEMENT PLAN

The Asbestos Hazard Emergency Response Act (AHERA) requires us to annually notify parents, students, staff members, and others who regularly occupy the School building 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 Director if they wish to review the AMP.

ATTENDANCE POLICY

Longleaf School of the Arts students are expected to be at school on time and to keep all of their commitments at school every day as long as health and family circumstances permit. Attendance is mandatory. The State of North Carolina has a compulsory attendance law requiring school age students to be in attendance when school is in session barring any unforeseen circumstances. Students failing to comply may be referred for truancy.

Students are expected to be in class by the time posted for that class. Students not in class at the designated time must have a signed pass from a Longleaf staff member in order to be admitted to class. Students who are tardy for class may face disciplinary action from the instructor according to each instructor's established classroom policies. Students who are continually tardy (multiples of three) may be referred to the administration for disciplinary action. Students must be present in class for more than 45 minutes to be counted present. If a student leaves the classroom and is not present for at least 45 minutes, but is elsewhere on campus with a staff member, attendance will be updated to 11 in Powerschool.

Absence Documentation

When a student is absent, the school requires documentation regarding the reason for the absence within three school days of the student's return. Documentation due to a medical visit will only be accepted via notes from medical, dental, or mental health professionals. Furthermore, such documentation must be on official letterhead with the healthcare provider's signature.

Longleaf School of the Arts reserves the right to require documentation of absences in all cases; regardless of whether a parent note has been submitted. Documentation should be submitted to [THIS](#) form, which is also found on the school's website under REPORT AN ABSENCE. WE WILL NOT ACCEPT DOCUMENTATION AFTER 3 DAYS FROM RETURN TO SCHOOL.

Unexcused Absences

An absence cannot be excused without proper documentation. All absences are coded as unexcused until proper documentation has been received. Unexcused absences include:

- absences for which documentation has been provided but the justification of the absence does not meet the state standards. Weather related absences will not be excused outside of school initiated closing or delays.
- Undocumented absences occur when a student does not present adequate written documentation to the main office explaining the absence or fails to provide parent acknowledgement of the absence within the allotted three (3) school days following the absence. Students with an undocumented absence may submit make-up work at the discretion of the classroom teacher.

Excused Absences

Documentation should come from a parent, medical professional or other party who can justify the absence. Excused absences are only issued for the following reasons with verification:

- Student illness
- Medical appointments
- Death in the immediate family
- Court proceedings
- Religious observances
- Educational opportunity (at the discretion of the Head of School; prior approval required)
- Suspension
- Extenuating circumstances will be considered by the Head of School.

School sponsored trips, in which a student misses class, are not considered absences; however, the student is responsible for making up any missed work.

Educational Opportunities

When it is demonstrated that the purpose of the absence is to take advantage of **valid educational opportunities**, such as college visits, approval for such an absence must be granted prior to the absence. This would include, but is not limited to, a student serving as a legislative page or a governor's page, arts or academically related performance. This would *not* include, and is not limited to, family vacations or trips, auditions (unless for college placement), or work. In order to have an educational absence excused, the excused absence form must be completed, and approved by administration **at least 2 weeks prior to the absence**.

Students are allowed only three total excused educational days per year and must have a C (70%) or higher, at the time of the request, in their core classes. Exceptions may be granted at the discretion of the Head of School or designee.

****All approval is at the discretion of the Head of School.**

Senior Exemption Policy for Teacher Made Exams

The following policy applies to students of the senior class only, and to graduating seniors who are not enrolled in a class that must participate in a state exam or portfolio and providing that they meet the following requirements:

Seniors will be exempt from non-State exams for which the student has a final average of C or better. Teachers will notify Seniors of their exam exemption status by the end of the school day Friday, May 24, 2024.

Absences Prior to Performances/Field Trips/Other School Sponsored Activities

In order for students to participate in performances, field trips, extracurricular activities, including dances, they must be in school the day of the event. For field trips, they must also be in school the day prior. For weekend events, students must be in school on the Friday preceding. Exceptions may be granted at the discretion of the Head of School ten (10) days in advance of the school event.

Performing Arts After-School Rehearsal and Performance Attendance Requirements

Participating in performances is a vital component of the curriculum in performing arts classes (dance, instrumental music, theatre, and vocal music). As such, students enrolled in performing arts classes are required to attend all after-school performances published in the course syllabus. Additionally, students are also required to attend any after-school rehearsals associated with said performances; these rehearsals will be included in the syllabus and communicated to students and parents in Canvas. If a student fails to attend a required after-school rehearsal that was communicated to students and parents in the syllabus, students will be ineligible to participate in the associated performance.

If a student has a scheduled conflict with a required after-school rehearsal or performance, this conflict must be communicated to the appropriate teacher via email at least two weeks prior. Requests that are submitted less than two weeks before will not be considered and the student will be expected to attend the scheduled after-school performance and associated rehearsals.

In the event that an emergency situation prevents a student from attending an after-school rehearsal or performance, communication must be made with the teacher via email and appropriate documentation must be submitted to the front office.

Undocumented Absences

Undocumented absences occur when a student does not present any written documentation to the main office explaining the absence, or fails to provide parent acknowledgement of the absence within the allotted three (3) school days following the absence. An absence cannot be excused without proper documentation.

Make-Up Work

Instructors have the discretion through established classroom policies to not accept work for students who have absences deemed unexcused, or for an undocumented absence. Instructors may place a deadline on missed work for all excused absences not to be less than the number of days absent. Parents and students should familiarize themselves with each instructor's policy regarding makeup work and absences.

Tardies

Students are expected to be in class by the posted start time for each class. Students arriving late to school at the start of the day must report to the main office to sign in and be issued a tardy pass. Students arriving late to class during the school day without a signed pass from a Longleaf staff member will be issued a tardy. Consequences will ensue for students who accumulate multiples of four tardies. Please refer to the chart below to better understand LSA's consequences for accumulated tardies.

Accrued Tardies Per Class	Resulting Discipline
3 tardies	30 minutes of service detention
6 tardies	60 minutes of service detention
9 tardies	90 minutes of service detention
12+ tardies	Lunch detention/ISS/OSS

Procedure For Teachers: If the student arrives late at the start of the school day, the student must report to the main office to sign in, and the student will be issued a tardy pass. This pass is required for admission to class.

During the school day, students who are late to class are required to have a Longleaf-issued pass from a staff or faculty member, in order to be admitted to class. Without a pass, teachers must record the student's tardy in PowerSchool as an unexcused tardy.

Withdrawal from School Due to Excessive Absences

Students who are at least 16 years old and have been absent without a valid excuse for more than 10 consecutive days can be withdrawn from PowerSchool. Additionally, the students will be recommended by the Administration to the Board of Directors to be withdrawn from the school. Written notice of the recommendation to withdraw the student will be provided to the parent. The notice shall provide the following information:

- The basis for the recommendation that the student be withdrawn from enrollment.
- That the parent may request a hearing before the board within 10 business days of receiving the written notice.
- That the sole issue to be determined by the board at the hearing is whether the student has accumulated 10 consecutive days of unexcused absences.

If the student or parent does not request a hearing within 10 business days of receipt of written notice, the student will be withdrawn from PowerSchool and return to their base public school for the remainder of the school year, unless the Board determines, in its discretion, that the student may remain enrolled under whatever terms and conditions the Board deems appropriate.

BOY SCOUTS OF AMERICA EQUAL ACCESS ACT

The School 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. The School does not deny access or opportunity or discriminate for reasons based on the membership or leadership criteria or the oath of allegiance to God and the 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 & CYBERBULLYING POLICY

Longleaf defines bullying in accordance with the Federal Government's Department of Health and Human Services. Please visit StopBullying.gov for more information.

Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.

In order to be considered bullying, the behavior must be aggressive and must include:

- An Imbalance of Power: an individual who bullies uses their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

There are three types of bullying:

- Verbal bullying (saying or writing mean ideas)
- Social or Relational bullying (hurting someone's reputation or relationships)
- Physical bullying (hurting a person's body or possessions)

Longleaf defines cyberbullying in accordance with NC General Statute § 14-458.1 and 14-458.2. This law reads, in part:

Except as otherwise made unlawful by this Article, it shall be unlawful for any person to use a computer or computer network to do any of the following:

- (1) With the intent to intimidate or torment a LSA staff member or minor:
 - a. Build a fake profile or Website;
 - b. Pose as a LSA staff member or minor in:
 1. An Internet chat room;
 2. An electronic mail message; or
 3. An instant message;
 - c. Follow a LSA staff member or minor online or into an Internet chat room; or
 - d. Post or encourage others to post on the Internet private, personal, or sexual information pertaining to a LSA staff member or minor.
- (2) With the intent to intimidate or torment a LSA staff member, minor or the minor's parent or guardian:
 - a. Post a real or doctored image of a LSA staff member or minor on the Internet;
 - b. Access, alter, or erase any computer network, computer data, computer program, or computer software, including breaking into a password protected account or stealing or otherwise accessing passwords; or
 - c. Use a computer system for repeated, continuing, or sustained electronic communications, including electronic mail or other transmissions, to a LSA staff member or minor.
- (3) Make any statement, whether true or false, intending to immediately provoke, and that is likely to provoke, any third party to stalk or harass a LSA staff member or minor.
- (4) Copy and disseminate, or cause to be made, an unauthorized copy of any data pertaining to a LSA staff member or minor

for the purpose of intimidating or tormenting that LSA staff member or minor (in any form, including, but not limited to, any printed or electronic form of computer data, computer programs, or computer software residing in, communicated by, or produced by a computer or computer network).

- (5) Sign up a LSA staff member or minor for a pornographic Internet site with the intent to intimidate or torment the LSA staff member or minor.
- (6) Without authorization of a LSA staff member or the minor or the minor's parent or guardian, sign up a minor for electronic mailing lists or to receive junk electronic messages and instant messages, with the intent to intimidate or torment the LSA staff member or minor.

Cases of cyberbullying involving Longleaf students or staff members will be referred to law enforcement for investigation and prosecution. Longleaf will follow its Non-Title IX or Title IX policies for students/staff in addressing bullying and cyberbullying.

CONSEQUENCES FOR BULLYING, INCLUDING CYBERBULLYING

Longleaf School of the Arts believes that students have a right to a safe and comfortable learning environment. Our mission is to prepare students to be confident, responsible and successful contributors in college, their career and community. Longleaf has adopted a zero-tolerance policy regarding bullying of any kind. This includes bullying that happens off campus, after school, on weekends, and via social media. The consequences are severe when students are caught in any act of bullying.

Students have the responsibility to report any instance of bullying that they are witnesses to, and administration will investigate all accusations reported to them.

Parents will be notified and involved if/when a student is accused of bullying. Consequences will depend on the severity of the infraction, up to and including suspension or long-term suspension. Please refer to the Student Code of Conduct for potential disciplinary consequences.

DISTRIBUTING / POSTING PRINTED MATERIAL

Any printed material that is hung on the walls of Longleaf School of the Arts, or that is distributed to staff or students during the school day, must have approval of the Head of School or his/her designee. This applies to any clubs, classes, societies, teams, or other organizations. Items found posted on the walls without the appropriate signature will be discarded immediately. No items with grammatical errors will be approved; please revise and edit materials before submitting.

DRESS CODE POLICY

Longleaf School of the Arts believes that the school environment can be greatly affected by student dress. Students are encouraged to dress in accordance with common sense and in a manner that does not distract from the educational environment. The dress code considers division differences in student's ages, developmental stages, daily schedule components, and artistic demands. The Head of School or his/her designee will have ultimate authority over this policy and will keep the academic well-being of all students as a foremost concern.

Goals of the Longleaf Dress Code

- To promote respect for self and others
- To instill a sense of personal responsibility
- To teach students to dress appropriately for different situations
- To enable all students to focus on learning, not clothing
- To keep and maintain a safe and orderly educational environment
- To maintain a healthy balance between self-expression and respecting the academic environment, including others within that environment

The Head of School or his/her designee will have ultimate authority over this policy. All dress code decisions are final and may not be appealed.

General Guidelines

- Clothing should be of a length and cut that allows students a regular range of movement without revealing cleavage, the abdomen, underwear, upper thighs, or the groin area.
- All shirts must include straps that are a minimum of 2 fingers in width and cover all bra material.
- "Regular range of movement" includes but is not limited to walking, sitting at a desk, sitting on the floor, reaching on tiptoe, and touching the toes.
- Leggings or tights must be completely opaque and be a minimum of 60 denier. Denier is a measurement of how thick the cloth is; it can be found on the packaging of tights and leggings or online. Leggings are permissible provided that they are not see through and that the corresponding shirt, tunic or dress are long enough to reach the student's knuckle line when arms are extended.
- Spandex must be worn with all shorts, skirts, dresses, and skorts that fall above the knee. All spandex must reach the student's knuckle line when arms are extended regardless of how long the shorts, skirt, dresses, or skort may be.
- Clothing that is see through is not allowed without a full length camisole or undershirt
- Shoes must be worn at all times in all locations.
- Skirts, shorts, dresses, and kilts that end above the top of the kneecap must be worn with one of the following underneath:
 - o Leggings - Tights
 - o Bicycle shorts
 - o Dance shorts with full back and legs (no dance briefs or hot shorts)

Other Items that are allowed at LSA:

- ★ Body piercings (including gauges)
- ★ Hats
- ★ Hair of any color
- ★ Kilts
- ★ Sleeveless tops (as long as bra or bandeau does not show)
- ★ Loose-fitting yoga pants
- ★ Leggings are permissible provided that they are not see through and that the corresponding shirt, tunic, or dress reaches knuckle length

Prohibited Dress Code Items (please note this list is not exhaustive):

- Clothing that is inappropriate for class activities (e.g., high heels and miniskirt in a dance class)
- Clothing displaying or suggesting sex, alcohol, drugs, violent acts, or offensive logos, labels, or phrases (see harassment policy)
- Clothing with excessively sized holes or holes in inappropriate places.
- Clothes that reveal all or part of the midriff; no skin of the midriff area may be exposed (stomach area)
- Clothing that reveals underwear (including bras), cleavage, the upper thighs, or the genital area in the course of daily movement
- Clothing that causes a disruption to the educational environment
- Clothing that is see through is not allowed
- Clothing that does not cover the shoulders (no off the shoulder tops)

Enforcement

- If a student is in violation of the dress code, the student will be required to call home for a change of clothes and will be marked absent until they've changed into school-appropriate clothing.
- Parents are expected to come immediately to bring clothing to a student who violates the dress code.
- Repeated offenses will result in disciplinary action.
- Students who are asked to change and do not do so, or who change back into the inappropriate clothing, will be considered to be disobeying the instructions of school personnel. Disciplinary action will be taken.

Please note that student performances may require concert attire. Instructors will give details to students on appropriate performance attire the first week of school.

FINES & FEES**Clearing Fines and Fees**

Students with outstanding fees or fines may not be permitted to purchase off campus lunch passes, parking permits, event tickets, or receive graduation tickets until all balances are paid up to date.

Electronic and Paper Textbooks

Students are financially responsible for any books (physical or electronic) that they have been assigned. An accurate record is kept, and should damage occur that is in excess of what is considered normal wear and tear, restitution is required before grades will be posted. Students should keep this in mind as they care for the books and electronic devices with which they have been entrusted. Electronic textbooks licenses will only be given to students enrolled in the class for which the licenses have been purchased.

FIRE AND SAFETY REGULATIONS

The School will submit to all fire and safety inspections by state, county, and municipal authorities as required by law. The School will also obtain all necessary certificates and licenses prior to opening for each School year.

HARASSMENT POLICY**Non-Title IX Bullying, Harassment, and Non-Discrimination Policy**

Longleaf School of the Arts (referred to hereafter as The SCHOOL) acknowledges the dignity and worth of all students and employees and strives to create a safe, orderly, caring, and inviting school environment to facilitate student learning and achievement. The School prohibits discrimination on the basis of race, color, national origin, sex, gender, sexual orientation, disability, natural hairstyle, age or any other class protected by law, and will provide equal access to designated youth groups as required by law. Any form of unlawful discrimination, harassment, or bullying in any educational or employment activities or programs is against School policy. This policy applies to Title VI complaints. This Policy applies only to Discrimination, Harassment and Bullying not covered by Title IX or Title VII. For Title IX and Title VII matters, please refer to the School's other policies. 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.

The SCHOOL takes seriously 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. 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.

A. PROHIBITED BEHAVIORS

1. Discrimination

The School prohibits all forms of unlawful discrimination. For purposes of this policy, discrimination means any act or failure to act that unreasonably and unfavorably differentiates treatment of others based solely on their membership in a socially distinct group or category, such as race, ethnicity, sex, gender, sexual orientation, pregnancy, religion, age, or disability.

2. Harassment and Bullying

The School prohibits all forms of unlawful harassment and bullying. For purposes of this policy, harassment or bullying behavior is any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication that:

- a. 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
- b. creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits or by adversely altering the conditions of an employee's employment.

"Hostile environment" means that the victim subjectively views the conduct as harassment or bullying and that the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is harassment or bullying. A hostile environment may be created through pervasive or persistent misbehavior or a single incident, if sufficiently severe.

Harassment and bullying include, but are not limited to, behavior described above that is reasonably perceived as being motivated by any actual or perceived differentiating characteristic or motivated by an individual's association with a person who has or is perceived to have a 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. Examples of behavior that may constitute bullying or harassment include, but are not limited to, verbal taunts, name-calling and put-downs, epithets, derogatory comments or slurs, lewd propositions, extortion of money or possessions, implied or stated threats, assault, impeding or blocking movement, offensive touching, and visual insults such as derogatory posters or cartoons. Legitimate age-appropriate pedagogical techniques are not considered harassment or bullying.

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.

3. Cyber-Bullying and Cyber-Harassment

The SCHOOL prohibits cyber-bullying and cyber-harassment. 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.

4. Sexual Harassment

The School prohibits unlawful sexual harassment. Sexual harassment is one type of harassment. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- a. submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual's employment, academic progress, or completion of a school-related activity;
- b. submission to or rejection of such conduct is used as the basis for employment decisions affecting the individual, or in the case of a student, submission to or rejection of such conduct is used in evaluating the student's performance within a course of study or other school-related activity; or
- c. such conduct is sufficiently severe, persistent, or pervasive that it has the purpose or effect of unreasonably interfering with an employee's work or performance or a student's educational performance, limiting a student's ability to participate in or benefit from an educational program or environment, or creating an abusive, intimidating, hostile, or offensive work or educational environment.

Sexually harassing conduct may include, 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 assault, sexual violence, or the display of sexually suggestive drawings, objects, pictures or written materials. Acts of verbal, nonverbal, or physical aggression, 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. Sexual harassment does not include personal compliments welcomed by the recipient or social interactions or relations freely entered into by an employee or prospective employee or appropriate social interactions between students that do not violate the Student Code of Conduct. In the case of consensual relations between students, there may be reason to question the consensual nature of the

conduct if one or both of the students are very young or there is a large age disparity between the students. It is possible for sexual harassment to occur at various levels: between peers or coworkers, between supervisors and subordinates, between employees and students, between students, or imposed by non-employees on employees and/or students. Sexual harassment may be committed by members of the same sex or by members of the opposite sex. Romantic or sexual advances toward students by employees or romantic or sexual relationships between school system employees and students are never appropriate, whether they are consensual or otherwise outside the definition of sexual harassment. Such relationships are prohibited. Employees engaging in inappropriate relationships with students will be subject to disciplinary action, up to and including Dismissal.

5. Gender-Based Harassment

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

6. Retaliation

The SCHOOL 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.

B. APPLICATION OF POLICY

This policy applies to students, employees, volunteers, and visitors. "Visitors" includes persons, agencies, vendors, contractors, and organizations doing business with or performing services for the school system.

This policy applies to behavior that takes place:

1. in the school building or on school premises before, during or after school hours;
2. on any vehicle as part of any school activity;
3. during any school-sponsored activity or extracurricular activity;
4. at any time or place when the individual is subject to the authority of school personnel; and
5. at any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in the schools.

This policy shall not be construed to allow school officials to punish student expression or speech based on an undifferentiated fear or apprehension of a disturbance or out of a desire to avoid the discomfort and unpleasantness that may accompany an unpopular viewpoint.

C. REPORTING AND INVESTIGATING COMPLAINTS OF DISCRIMINATION, HARASSMENT, OR BULLYING

Employees are required to report any actual or suspected violations of this policy. Students, parents, volunteers, visitors, or others are also strongly encouraged to report any actual or suspected incidents of discrimination, harassment, or bullying. All reports should be made in accordance with this Policy, and reported to one of the school officials identified in these policies. Reports may be made anonymously, and all reports shall be investigated in accordance with these policies.

D. CONSEQUENCES

Any violation of this policy is serious and shall result in prompt and appropriate action. Students who violate this policy will be disciplined in accordance with applicable policies and procedures governing student conduct and discipline. Based on the nature and severity of the offense and the circumstances surrounding the incident, the student will be subject to appropriate consequences and/or remedial actions ranging from positive behavioral interventions up to, and including, expulsion.

Employees who violate this policy will be subject to disciplinary action, up to, and including, Dismissal.

Volunteers and visitors who violate this policy will be directed to leave school property and/or reported to law enforcement, as appropriate, in accordance with Visitors to the Schools policy.

The actions taken in response to harassment or bullying behavior shall be reasonably calculated to end any harassment or bullying, eliminate a hostile environment if one has been created, and prevent harassment from occurring again. When considering if a response beyond the individual level is appropriate, school administrators should consider the nature and severity of the misconduct to determine whether a classroom, school-wide, or school system-wide response is necessary. Such classroom, school-wide, or school system-wide responses may include staff training, harassment and bullying prevention programs, and/or other measures deemed appropriate by the Head of School or designee.

Nothing in this policy precludes the SCHOOL from taking disciplinary action against a student or employee where the evidence does not establish discrimination, harassment, or bullying but the conduct otherwise violates the Code of Conduct.

E. TRAINING AND PROGRAMS

The Head of School shall establish training and other programs that are designed to help eliminate unlawful discrimination, harassment, and bullying and to foster an environment of understanding and respect for all members of the school community. The training or programs should (1) provide examples of behavior that constitutes discrimination, harassment, or bullying; (2) teach employees to identify groups that may be the target of discrimination, harassment, or bullying; and (3) train school employees to be alert to locations where such behavior may occur, including locations within school buildings, on cell phones, and on the Internet. Information about this policy and the related complaint procedure must be included in the training plan.

As funds are available, the Head of School is also authorized to provide additional training for students, employees, and volunteers who have significant contact with students regarding the SCHOOL's efforts to address discrimination, harassment, and bullying, and to create programs to address these issues.

F. NOTICE

The Head of School is responsible for providing effective notice to students, parents, and employees of this policy and of the procedures for reporting and investigating complaints of discrimination, harassment, and bullying established in the SCHOOL's Policy on Non-Title IX Discrimination, Harassment, and Bullying Complaint Procedure. The Head of School or designee must ensure that students, employees, and parents or other responsible caregivers are provided effective notice of this policy at the beginning of each school year. In addition, both policies must be posted on the school system website, and copies of the policies must be readily available in the principal's office, the media center at each school, and the Head of School's office. Notice of the policies must appear in all student and employee handbooks and in any school or school system publication that sets forth the comprehensive rules, procedures, and standards of conduct for students and employees.

G. RECORDS AND REPORTING

The Head of School or designee shall maintain confidential records of complaints or reports of discrimination, harassment, or bullying. The records must identify the names of all individuals accused of such offenses and the resolution of such complaints or reports. The Head of School or designee also shall maintain records of training conducted and corrective action(s) or other steps taken by the SCHOOL to provide an environment free of discrimination, harassment, and bullying.

To the extent required by law or regulation, the Head of School or designee will report to the State Board of Education all verified cases of discrimination, harassment, or bullying. The report must be made through the Discipline Data Collection Report or through other means required by the State Board.

H. EVALUATION

The Head of School or designee shall evaluate the effectiveness of efforts to correct or prevent discrimination, harassment, and bullying and shall share these evaluations periodically with The SCHOOL.

Non-Title IX/VII Discrimination, Harassment, and Bullying Complaint Process

A. REPORTING BY EMPLOYEES OR OTHER THIRD PARTIES

1. Mandatory Reporting by SCHOOL Employees

Any employee 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 an appropriate individual designated in subsection B.1., below. An employee who does not promptly report possible discrimination, harassment, or bullying shall be subject to disciplinary action.

2. Reporting by Other Third Parties

All members of The SCHOOL community including students, parents, volunteers, and visitors are also strongly encouraged to report any act that may constitute an incident of discrimination, harassment, or bullying.

3. Anonymous Reporting

Reports of discrimination, harassment, or bullying may be made anonymously, but formal disciplinary action may not be taken solely on the basis of an anonymous report.

4. 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. At the option of the alleged victim, the report may be treated as a complaint by the alleged victim under this policy.

B. COMPLAINTS BROUGHT BY ALLEGED VICTIMS OF DISCRIMINATION, HARASSMENT, OR BULLYING

1. Filing a Complaint

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

- a. the SCHOOL counselor, teacher, dean of students, Head of School or assistant Head of The SCHOOL for any claim of discrimination, harassment or bullying, including Title VI complaints;
- b. 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.

2. 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 and outside the formal process described in Section C of this policy; however, individuals should recognize that delays in reporting may significantly impair the ability of SCHOOL officials to investigate and respond to such complaints.

3. Informal Resolution

The SCHOOL acknowledges that many complaints may be addressed informally through such methods as conferences or mediation. The SCHOOL encourages the use of informal procedures such as mediation to the extent possible; however, mediation or other informal procedures will not be used to resolve complaints alleging sexual assault or sexual violence or complaints by a student of sexual harassment perpetrated by an employee. Informal procedures may be used only if the parties involved voluntarily agree. Any informal process should be completed within a reasonable period of time, not to exceed 30 days unless special circumstances necessitate more time.

C. PROCESS FOR ADDRESSING COMPLAINTS OF ALLEGED INCIDENTS OF DISCRIMINATION, HARASSMENT, OR BULLYING

1. Initiating the Investigation

- a. Whoever receives a complaint of discrimination, harassment, or bullying pursuant to subsection B.1. shall immediately notify the Head of School who shall designate an individual to conduct an investigation and respond to the complaint, such individual may be a SCHOOL employee or outside consultant.
- b. As applicable, the investigator shall immediately notify the Title IX or other relevant coordinator of the complaint, and, as appropriate, may designate the coordinator to conduct the investigation.
- c. The investigator shall explain the process of the investigation to the complainant and the alleged perpetrator.
- d. Written documentation of all formal reports and complaints, as well as the SCHOOL system's response, must be maintained in accordance with this Policy.
- e. Failure to report, investigate, and/or address claims of discrimination, harassment, or bullying may result in disciplinary action.

2. Conducting the Investigation

- a. The investigator is responsible for determining whether the alleged act(s) constitutes a violation of this Policy. In so doing, the investigator shall impartially, promptly, and thoroughly investigate the complaint. The investigator shall interview (1) the complainant; (2) the alleged perpetrator(s); (3) individuals identified as witnesses by the complainant or alleged perpetrator(s); and (4) any other individuals, including other possible victims, deemed likely to have relevant information. The alleged perpetrator shall be notified of the general nature of the allegations. The investigation will include a review of all evidence presented by the complainant and/or alleged perpetrator. If the investigator, after receipt of the complaint, an interview with the complainant, and consultation with the board attorney, determines that the allegations submitted, even if factual, do not constitute discrimination, harassment, or bullying as defined in this Policy, the matter will be treated outside the scope of this Policy. Information regarding the investigator's determination and the process for addressing the complaint will be provided to the complainant.
- b. The complaint and investigation will be kept confidential to the extent possible. Information may be shared only with individuals who need the information in order to investigate and address the complaint appropriately and those with a legal right to access the information. Any requests by the complainant for further confidentiality will be evaluated within the context of the legal responsibilities of the SCHOOL system.
- c. The investigator shall review the factual information gathered through the investigation to determine whether, based on a preponderance of the evidence, the alleged conduct constitutes discrimination, harassment, or bullying, giving consideration to all factual information, the context in which the alleged incidents occurred, the age, and maturity of the complainant and alleged perpetrator(s), and any other relevant circumstances.

3. Notice to Complainant and Alleged Perpetrator

- a. The investigator shall provide written notification to the complainant of the results of the investigation within 15 days of receiving the complaint, unless additional time is necessary to conduct an impartial, thorough investigation. The investigator shall specify whether the complaint was substantiated and, if so, shall also specify:
 - i. reasonable, timely, age-appropriate, corrective action intended to end the discrimination, harassment, or bullying, and prevent it from recurring;
 - ii. as needed, reasonable steps to address the effects of the discrimination, harassment, or bullying on the complainant; and

- iii. as needed, reasonable steps to protect the complainant from retaliation as a result of communicating the complaint.
 - b. Information regarding specific disciplinary action imposed on the alleged perpetrator(s) will not be given to the complainant unless the information relates directly to the complainant (e.g., an order requiring the perpetrator not to have contact with the complainant).
 - c. If the investigator determines that the complaint was substantiated, the perpetrator(s) shall be subject to discipline or other corrective steps, as set forth in SCHOOL policy. If the corrective steps involve actions outside the scope of the investigator's authority, the Head of School or designee will be notified so that responsibility for taking the corrective steps may be delegated to the appropriate individual.
 - d. The alleged perpetrator will be provided with a written summary of the results of the investigation in regard to whether the complaint was substantiated, whether the alleged perpetrator violated relevant law or SCHOOL policies by his or her actions, and what, if any, disciplinary actions or consequences may be imposed upon the perpetrator in accordance with SCHOOL policy. The perpetrator may appeal any disciplinary action or consequence in accordance with any SCHOOL's policy governing disciplinary action. However, an appeal by the perpetrator of disciplinary action does not preclude SCHOOL officials from taking appropriate action to address the discrimination, harassment, or bullying.
- 4. Appeal
 - a. If the complainant is dissatisfied with the results of the investigation, he or she may appeal the decision to the Head of School. The appeal must be submitted in writing within ten days of receiving the notice of the results of the investigation. The appeal must state with particularity whether the complainant is appealing (1) the investigator's determination of whether the alleged conduct constitutes discrimination, harassment, or bullying in violation of this Policy, or (2) the SCHOOL's response to any violation, including the appropriateness of any remedial measures taken by the SCHOOL. If the complainant is appealing pursuant to option (2), he or she must state what additional measures the complainant believes should have been taken by the SCHOOL. The Head of School or designee may review the documents, conduct any further investigation necessary, or take any other steps the Head of School or designee determines to be appropriate in order to respond to the complaint. The Head of School or designee shall provide a written response within 10 days after receiving the appeal, unless further investigation is needed. The Head of School decision is final.
 - b. If the alleged perpetrator is the Head of School or the Head of School declines to hear the appeal and refers it to the Board of Directors, the complainant may appeal the decision in writing within ten days of receipt directly to the Board of Directors. The appeal must state with particularity whether the complainant is appealing the Head of School's decision with regard to (1) the investigator's determination of whether the alleged conduct constitutes discrimination, harassment, or bullying in violation of SCHOOL's Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying Policy, or (2) the SCHOOL's response to any violation, including the appropriateness of any remedial measures taken by the SCHOOL. If the complainant is appealing pursuant to option (2), he or she must state what additional measures the complainant believes the SCHOOL should have taken. Upon receipt of the appeal, the Board Chair shall appoint a panel of not less than two members of the Board to hear and decide the appeal. The panel shall make reasonable efforts to meet and consider the appeal within twenty days after the chairperson refers the grievance to the panel. The panel shall review the complaint on the record unless it determines that additional information may be presented. No new evidence, written or verbal, may be presented without the prior knowledge and consent of both parties. At the Board Panel's discretion, they may hold a hearing and may ask each party to make a brief oral presentation of no more than twenty minutes to summarize his or her position. The panel has the authority to ask questions, extend time limits, exclude extraneous or duplicative information, and otherwise maintain an efficient and fair appeal hearing. If a hearing is held, it will be recorded and shall be held in closed session. The Board panel may affirm, reverse or modify the decision. The Board panel shall use the preponderance of the evidence standard in reaching its decision. The Board panel will provide a final written decision within twenty days after the Board hearing unless the panel determines that additional time is needed for further review. The decision of the Board panel shall be final.

D. TIMELINESS OF PROCESS

If any SCHOOL official charged with investigating the complaint or reviewing the investigation fails at any step in the process to communicate a decision within the specified time limit, the complainant will be entitled to appeal the complaint to the next step unless the official has notified the complainant of the delay and the reason for the delay. The SCHOOL official shall make reasonable efforts to keep the complainant apprised of progress being made during any period of delay. Delays that interfere with the exercise of any legal rights are not permitted.

Failure by the complainant at any step in the process to appeal to the next step within the specified time or to attend a scheduled meeting or hearing under this policy will be considered acceptance of the results of the investigation and the SCHOOL's response to the complaint, unless the complainant provided notice of the delay and the reason for the delay and the SCHOOL consented in writing to the delay.

E. GENERAL REQUIREMENTS

1. No reprisals or retaliation of any kind will be taken by the Board or by any SCHOOL employee against the complainant or other individual on account of his or her filing a complaint or report or participating in an investigation of a complaint or report filed and decided pursuant to this policy. Disciplinary or other action may be taken against the complainant or other individual if the person knew or had reason to believe that the complaint or report was false or knowingly provided false information.

2. All meetings and hearings conducted pursuant to this policy will be private.
3. The complainant may be represented by an advocate, such as an attorney, at any meeting with the SCHOOL under this policy. Should the complainant choose to be represented by an attorney, an attorney for the SCHOOL may also be present.
4. Nothing in this policy shall prevent the Head of School or Board from suspending the alleged perpetrator without pay during the course of the investigation or taking any other action deemed appropriate where the alleged perpetrator is an employee.

F. RECORDS

Records will be maintained as required by law and this Policy.

HAZARDOUS CHEMICALS

The School 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.

HONOR CODE/ACADEMIC INTEGRITY POLICY

An honor code is a principle, a standard of behavior that every person should have for oneself. When we function in groups, such as a school community, a group standard must be established by placing not the acceptable, but the ideal in high regard. We, the Longleaf Community, have established these standards and expect members of the community to uphold these ideals.

The principle of academic integrity is the cornerstone of a school community and at the heart of learning. In all our actions, we encourage students toward a life governed by values of academic honesty and respect for the work of others. Cheating; plagiarizing; giving or receiving unacknowledged assistance in academic work; lying; and stealing are unacceptable behavior in this community. Please refer to the Student Code of Conduct for potential disciplinary consequences.

As an affirmation of this principle, students are required to write out the following honor pledge on all tests and major papers, as well as other assignments as required by the instructor:

“On my honor, I have not sought, given, or received purposeful or inadvertent aid not permitted by the spirit of this assignment.”

Community members found to have violated the Academic Integrity Policy will be subject to disciplinary action which may result in dismissal from the school. Specific violations are described in this section. This list is not comprehensive; each case will be examined individually. It is the responsibility of the student to clarify with the instructor any ambiguities about violations of the Honor Code on an assignment.

VIOLATIONS

- **Plagiarism**
To plagiarize is to use the work, ideas, or words of someone else without giving that person credit. Plagiarism may involve using any of the following without proper attribution: someone else’s wording without using quotation marks, a distinctive name, a phrase, a sentence, or an entire passage or essay. The issue of plagiarism applies to any type of work, including but not limited to exams, papers, or other writing, computer programs, photography, video, or artistic work or performance. Examples of plagiarism include copying and pasting information from a webpage into a paper or PowerPoint presentation without proper citation, using images from electronic or print sources without proper citation, and the unauthorized use of translation services or devices.
- **Inappropriate Collaboration**
Close collaboration on academic work requires acknowledgment. Inappropriate collaboration involves working with someone else in developing, organizing, or revising a project (such as a paper, an oral presentation, a research project, or a take-home examination) without acknowledging that person’s help. Specific policies regarding collaborative work, peer review, use of tutors, and editing may vary by instructor.
- **Dishonesty in Examinations (In-Class, Online, or Take-Home)**
An examination is to be solely a student’s own work, unless otherwise directed by the instructor. No communication is allowed between or among students, nor are students allowed to consult books, papers, study aids, or notes without explicit permission. Cheating includes, but is not limited to, copying from another’s paper, giving unauthorized assistance, obtaining unauthorized advance knowledge of questions to an examination, or use of mechanical or marking devices or procedures for the purpose of achieving false scores on machine-graded examinations. Specific policies regarding examinations may vary by instructor.
- **Dishonesty in Papers**
Students are prohibited from submitting any material prepared by or purchased from another person or company. All papers and materials submitted for a course must be the student’s original work, unless the sources are otherwise cited.
- **Work Done for One Course and Submitted to Another**
Students may not present the same work in more than one course. Under exceptional circumstances, instructors may permit a significant piece of research, writing, or performance to satisfy requirements in two classes. However, both instructors must agree in advance to this arrangement. Students are reminded that when incorporating their own past research into current projects, they need to reference such previous work.

- **Interference with Other Students' Work**
Students may not intentionally interfere with the work of others, such as by sabotaging laboratory experiments or research, giving misleading information, or disrupting class work.
- **Purposeful Absence to Avoid Academic Deadlines**
Students may not purposefully be absent on the day an assignment is due. Likewise, students may not purposefully be absent for one class in order to complete an assignment for another class.
- **Misrepresentation through Forgery**
Students may not sign another's name as a representative of the other person.

EXPECTATIONS

Students are expected to ...

Support and maintain the academic integrity of the school community by completing all assigned work, activities, and tests according to the stated policies without engaging in any activity that would violate the spirit of the assignment.

Instructors are expected to ...

Clearly present how the Academic Integrity Policy affects each assignment, maintain the integrity of the assessment process, and highlight issues of academic integrity through ongoing classroom discussions.

Parents are expected to ...

Support the academic integrity of the school community, advise the student of potential violations of the policy, and support the imposition of penalties if the Academic Integrity Policy is violated.

CONSEQUENCES FOR ACADEMIC HONOR CODE VIOLATIONS

Offense	Academic Sanction	Disciplinary Sanction
1st Offense	Rework/resubmit assignment for a reduced grade OR An alternate assignment	Parent, teacher and student meeting on the definition of plagiarism and future consequences.
2nd Offense	An alternate assignment for a reduced grade AND/OR A grade of zero (0) on the assignment	Research project on the consequences of plagiarism (<i>specific parameters and deadlines will be given by the Head of School on a case-by-case basis</i>) AND A letter explaining the student's conduct will be placed in the student's school records. This letter follows the student as part of their records to any other high school the student attends.
3rd Offense	A grade of zero (0) on the assignment	Any combination of the following: 1. Removal from after school activities 2. Service detention 3. Saturday school 4. Suspension 5. A letter detailing the second violation of the Honor Code
4th Offense	A grade of zero (0) on the assignment	Suspension (1-10 days at the discretion of the Head of School) AND/OR Other Consequences determined by the Head of School

All incidents of violation of the Academic Integrity Policy will be reported to the Head of School. Parents will be notified via letter regarding the infraction and the consequences within three business days of notification to school administration. Repeat offenders should expect a disciplinary sanction in addition to the academic sanction. Disciplinary sanctions may include recommendation for dismissal from the school to the Board of Directors. Please refer to the Student Code of Conduct for potential disciplinary consequences.

PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

LSA supports students in a variety of aspects, including extracurricular activities. However, participation in such events means an additional commitment outside of a student's regularly scheduled school day.

In order to participate in school-sponsored extracurricular activities, students must be in attendance for a minimum of 240 minutes on the day of an event, or the day prior to an event should it fall on a weekend day.

Under special circumstances, exceptions may be made 10 school days in advance of the school event or performance by the Head of School.

PERSONAL INTEGRITY

Respect and integrity are the basic values of the Longleaf community. One of life's lessons is learning how to live with and get along with people who may be different from oneself. Lying, stealing and behavior that intimidates, harasses, insults, humiliates or demeans another human being are unacceptable within this school community as it is in society. Infliction of physical or verbal abuse, damaging or destroying the property of others, threats, intimidation, or sexual misconduct (coercion, exploitation or abuse) will be subject to appropriate action, including possible dismissal from school.

PESTICIDE NOTIFICATION

The School 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. The School 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.

PLEDGE OF ALLEGIANCE

Each morning during announcements the school will be led in the Pledge of Allegiance. Should the student not wish to participate in reciting the pledge, it is still expected that the classroom remain free from completing any business and activities (i.e.: any instruction, use of technology, or conversations) during this time. You, the student, should remain quiet in your seat.

PUBLIC DISPLAYS OF AFFECTION (PDA)

LSA recognizes that young adults often find learning appropriate displays of affection to be a challenge. As a result, our teachers monitor the hallways between classes in order to keep all students safe and comfortable. Students are not to show signs of PDA on school grounds at any time.

STUDENT DETENTION, SEARCH AND SEIZURE POLICY

In an effort to maintain order and ensure the safety of all Longleaf School of the Arts students and employees, the Board of Directors has adopted the following policy:

The administrative staff of Longleaf School of the Arts may temporarily detain and question a student under circumstances which reasonably indicate that such student has committed or is committing a violation of law or of school policy. No student shall be temporarily detained longer than is reasonably necessary. If at any time after the onset of the temporary detention, a reasonable suspicion arises that the detained student is concealing or has concealed a weapon, stolen or illegal property, a controlled substance or associated paraphernalia on his/her person or within his/her book bag, automobile, or other storage space, a member of the administrative staff may search the student, his/her book bag, automobile, or other storage space for the purpose of disclosing the presence of suspected property. If such a search reveals contraband that constitutes a violation of local, state, or federal law, it will be seized and turned over to law enforcement authorities.

STUDENT ID BADGES

The purpose of this policy is to increase the sight security of all students on Longleaf School of the Arts' campus. Ensuring safety and security for all staff and students is our top priority each and every day. Wearing of ID Badges provides a professional setting and promotes College and Career Readiness for all students.

Student Identification Cards will be provided to every student. A student's ID card authorizes a student to be on campus. EVERY student must wear their ID cards at all times while on school grounds. It is crucial that we are able to identify everyone on campus. Identification of staff and students is a safety issue and will not be compromised.

The benefits and reasons all students must wear their current year ID cards:

- a) To be in class
- b) To move between classes and to the restroom in conjunction with Ehall Pass
- c) To obtain early dismissal
- d) To participate in campus life activities, assemblies, prom, sporting events, etc.
- e) To be on campus before or after school

Badge Procedures

Administrators and teachers will use the criteria below to ensure compliance with the LSA Student ID Badge Policy

Students must adhere to the following guidelines for wearing their ID Badges:

- a) ID Badges must be worn on a breakaway lanyard hanging from their neck
- b) School IDs cannot be worn on a shirtsleeve, pants, outside of pockets, under a coat/jacket or at the bottom of their shirt.
- c) If a student is wearing a jacket, the lanyard must be on the outside of the jacket and visible.
- d) The ID Card must be presented to any school staff member or person of authority when seeking identification.
- e) The front and back of the ID Card must remain clear and free of stickers, markings, other photos, etc.
- f) Lost, stolen, altered, damaged and defaced ID cards must be replaced IMMEDIATELY. Badges can be replaced in the Front Office during Study Hall or before/after school (7:45am - 3:45pm). *Please note: replacement cost of a lost or damaged ID Badge is \$5.00 (will be a reprint of previous badge). Requesting a new badge with a new/updated picture is \$10.00. Payment should be made using CheddarUp. Link [HERE](#)*
- g) Students are excused from wearing IDs during classes where they present a hazard to student safety. They should be properly secured during this time.

Teachers will do an ID check during first block each day. For any student who does not have his/her ID Badge, they will adhere to the following procedures:

- a) The teacher will send the student to the office to receive a temporary ID wristband that must be worn during the entire school day. The temporary ID will have the date issued on it.
- b) Administration will assign consequences.

Consequences For Not Displaying /Possessing School ID

1st Violation -	Warning and letter to student / compliance letter
2nd Violation -	Warning and phone call to parent (BrightArrow or School Personnel)
3rd/4th Violation -	Call home by Administrator (Administration will ensure students have badges and will personally escort them to have a badge made if needed)
5th Violation -	Parent Conference with Administrator
6th Violation -	Community Service/Service Detention
7th Violation -	Subject to Suspension - Subsequent Violations will be subject to suspension and/or result in multiple Community Service/Service Detention assignments.

The consequences are cumulative for the entire school year.

Note: *Refusing to provide access to your ID to an adult on campus is considered Insubordination, a Tier 3 infraction in the LSA Student Handbook.*

STUDENT OFF CAMPUS LUNCH POLICY

Longleaf School of the Arts permits juniors and all seniors without certain disciplinary infractions to leave campus during lunch. All participants must have completed the application with all appropriate signatures, be paid up to date with fees and fines, and pay the application fee. Once students sign themselves off campus with the appropriate staff member, LSA does not assume any liability for any accident or injury that occurs.

Students who commit any code of conduct infractions during their time off campus are subject to disciplinary actions by administration and immediate loss of all off-campus lunch privileges for the next 365 days.

If a student, at the end of the previous school year, commits a major behavior infraction, within 9 weeks of the end of the year, this infraction will carry over into the new school year and off-campus lunch privileges will not be granted.

The Head of School and/or Parent reserves the right to revoke off-campus lunch privilege to students as deemed fit. Students do not have the right to appeal this decision because this is considered a privilege and not a right.

Please read the following criteria carefully to make sure that you can keep your off-campus lunch privilege. This pertains to both Juniors and Seniors:

- 4 or more tardies to school per semester (as in at the beginning of the school day), excused or otherwise, unless a doctor's note is provided, will result in the loss of your privilege. If after 9 weeks you have not been tardy, then you may have your pass returned.
- After 2 tardies back from lunch students will lose their privilege for 9 full weeks.
- Any service detention assignment in which the teacher feels you should also lose your lunch privilege because of the infraction may result in loss of privilege for 9 full weeks.
- Any complaints from the businesses that the students of LSA patronize will result in the loss of privilege for 9 full weeks.
- Juniors' grades will be checked quarterly to maintain their off campus lunch privilege. If their grades fall below a 60% in any class, students will lose their privilege for the complete quarter and can be reviewed after the next quarter grades are released.

No outside food or drinks will be permitted in the building. DoorDash deliveries are not permitted at LSA. Your bookbag, container(s), or any other bag is subject to a check when you return from lunch. You may not purchase food for teachers even if you are requested to do so.

STUDENT PARKING POLICY

LSA students who hold a valid NC Driver's License and who do not have any outstanding balances may apply for a student parking permit. When parking on campus, the LSA parking permit must be visible at all times. The parking permit must be displayed from the inside of the vehicle in the designated location. Backing into spaces is not permitted.

LSA drivers must adhere to the following list of rules or consequences will be enforced:

- With a purchased Longleaf School of the Arts parking permit, students may park in LSA student designated parking locations only. Vehicles parked in unauthorized areas on school campus may be towed at the owner's expense and the parking permit will be subject to revocation without refund.
- The safe operation of motor vehicles is required while on school property. Vehicles may not travel in excess of 10 miles per hour, and drivers must abide by North Carolina driving laws.
- The school is not responsible for damages to or theft from vehicles.
- Student vehicles are subject to search and seizure per Longleaf School of the Arts Student Handbook Policies and Procedures found under Student Detention, Search and Seizure.
- Disabled vehicles may not be left on campus overnight. If necessary, towing should be arranged by the student/vehicle owner.

- If a student with a valid parking permit transfers/withdraws from LSA during the year, the parking permit will be revoked and the parking fee will not be refunded.
- Students shall inform the front office immediately of any change in vehicle, or license plate, even if the change is only for one day.
- School parking areas are subject to monitoring on a daily basis to ensure student compliance.
- Lost parking permits will be replaced for a \$10 fee. Report any lost parking permit to the office immediately.
- Longleaf School of the Arts prohibits the possession and/or use of tobacco, drugs, and alcohol products or any related paraphernalia on school campus at any time. All school board policies are to be followed and will be enforced.
- Loitering in the parking lot is prohibited. Students should lock their cars and proceed into the building immediately upon arrival, and depart immediately following school dismissal or the conclusion of formal school activities.
- Authorization to park on campus does not provide autonomy for a student to leave campus during regular school hours (i.e. lunch, check-out). Students must have a valid off-campus lunch pass or sign out with proper authorization at the front office to leave campus during regular school hours.

STUDENT PREFERRED NAME POLICY

At Longleaf School of the Arts, we support the right to express one's individuality. When parents or guardians enroll students, legal birth names (on birth certificate) are required and will be used on all formal school documents including the graduation diploma, legal documentation, transcripts, standardized test scores (state/AP exams), etc.

A student may have their email set to their preferred name, and their preferred name can be added to PowerSchool to print on rosters. The student must complete a preferred name form. The form must be signed by a parent or guardian and submitted to the Director of Student Information. The student's preferred name will remain the same for the duration of the student's enrollment at Longleaf unless the student legally changes their name and provides LSA with proper documentation.

The student's preferred name will be used for less formal documents, such as the yearbook, art programs, certificates, etc. However, all legal documents such as standardized tests, transcripts, and diplomas will maintain their legal birth names until legally changed.

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 parents 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.

DISCIPLINE & CONSEQUENCES

1. PROGRESSIVE DISCIPLINARY PLAN

The following table outlines consequences for minor infractions not listed under Tier I, II, III, and IV below.

Number of Offenses	Resulting Discipline
1st offense	30 minutes of service detention scheduled with individual teacher
2nd offense	60 minutes of service detention scheduled with individual teacher (can be 2 X 30)
3rd offense	LSA designee notified, 90 minute service detention arranged by designee
4th+ offense	Lunch detention, ISS, OSS, other

2. GUIDE TO DISCIPLINARY CONSEQUENCES

- Tier I** Teacher Service Detention and/or Administrative Conference
- Tier II** Service Detention, removal from after school clubs or competitive activities for a time period to be determined by the Head of School, temporary alternative scheduling, and/or self-study module based on the nature of the offense.
- Tier III** 1-10 days suspension from school
- Tier IV** Recommended long-term suspension from school

VIOLATION	SANCTION
Violation of basic standards established for the school community	I
Inappropriate language	I
Disregard of directions of a school employee	I
Misuse of technological device	I
Tardy to class outside of the start of the school day	I
Breaking a classroom rule	I
Violating LSA dress code	I/II
Verbal altercation with student and/or teacher	II
Not attending teacher assigned/scheduled service detention	II
Repetitive disruptive behavior	II
Unwanted or inappropriate physical contact	II/III
Privacy Violation - Misuse of Zoom or Recorded Material	II/III
Bullying, Cyberbullying, Harassment of a Student or LSA Staff Member	II/III
Failure to adhere to off-campus lunch rules	II/III
Out of class without a pass	II/III
Tobacco Violation of <i>Alcohol, Drug, and Tobacco Policy</i>	II/III
Unauthorized absence from class	II/III
Destruction of property	II/III
Tampering with school safety equipment	III
Theft	III/IV
Drug & Alcohol Violation of <i>Alcohol, Drug, and Tobacco Policy</i>	IV
Communicating a threat	II/III/IV
Assault of another individual	IV
Possession of an item considered to be a weapon	IV
Assault with a weapon	IV

The Head of School or his/her designee will determine and reserve the right to amend the listed consequences on a case by case basis for the good of the school community as a whole. Each incident will be dealt with on a case by case basis.

A. SERVICE DETENTION

Service Detention is scheduled on a case by case basis for students who have violated minor rules. Students assigned Service Detention will be expected to arrange service time with the school's designee who oversees Service Detention. The Service Detention Coordinator will assign students dates/times for service detention. If a conflict of date/time occurs, the Service Detention Coordinator will handle changes on an individual basis between parent and student.

B. SUSPENSION

Suspension from school is a disciplinary measure that entails a student being isolated from the school community. During this period, the student is not allowed to participate or to be a spectator in the academic or extracurricular life of the school. **SUSPENDED STUDENTS ARE RESPONSIBLE FOR ALL MATERIAL COVERED DURING THEIR ABSENCE.** The faculty is not required to give extra help or attention to those students who are or have been suspended. It is the expectation that all assignments submitted during the period of suspension will be given no extra time to be completed; however, the Head of School can waive this policy in certain cases. It is important to note that records of suspensions may impact students' college application process.

C. DISCIPLINARY PROCESS

Upon receiving a report of a potential occurrence of any of the above violations in Section 2, school administration will begin an investigation. An investigation may include interviewing witnesses, reviewing camera footage, speaking with staff members, and a search of a student, a student's locker, or a student's belongings. Refusal to permit the search will result in the assignment of consequences that are commensurate with the suspected violation. Administration will speak with the student and give the student an opportunity to deny or explain the violation.

Upon completion of the investigation, school administration will determine if the preponderance of the evidence weighs in favor of the violation occurring. This means that it is more likely than not that the student committed the violation. If that is the conclusion, the student will be notified of the consequence of the violation as long as notification of the student does not pose a risk to the safety and security of other individuals on campus. If the violation is an offense which requires a report to law enforcement, the appropriate agency will be notified.

The school administrator will make a reasonable attempt to contact the student's parent or guardian by telephone to communicate the results of the investigation and the assigned consequences. The Administration shall also notify the parent or guardian in writing that the student has been suspended from school. The administrator shall provide a description of the incident or incidents that resulted in the suspension, and may offer the opportunity for an immediate informal conference with the principal.

If a student is determined to have committed a violation for which the possible consequence is exclusion or long-term suspension or expulsion, the school principal will follow the procedures outlined in the section below.

D. LONG-TERM SUSPENSION AND EXCLUSION PROCEDURES

If a principal determines that an infraction falls into the category for which a long-term suspension and/or exclusion is appropriate, they will notify the Director of a recommendation for long-term suspension or exclusion. The principal will also notify the parent or guardian in writing of this recommendation within two school days. The notification will include the time, date, and location for a hearing with the Director. The parent or guardian must notify the Director at least two days in advance of the hearing if they are bringing an advocate to the meeting, and of the advocate's role (for example, legal representation). At the conclusion of the hearing, the Director will determine if the principal's recommendation for long-term suspension or exclusion should be upheld, modified, or overturned.

If the parent or guardian either refuses the hearing or fails to attend the hearing, the Director will make the determination on whether to uphold the recommendation of long-term suspension or exclusion and communicate such a decision to the parent(s)/guardian(s) in writing.

If the student is assigned a long-term suspension or exclusion by the Director, the parent or guardian has two school days to appeal the decision to a panel of the board of directors (there is no appeal to the full board). This request must be submitted in writing to the school Director. The School will follow the requirements set forth in North Carolina's General Statutes for any such appeal and hearing.

For expulsion, the School will follow the requirement set forth in North Carolina's General Statutes.

E. DISCIPLINE OF STUDENTS WITH DISABILITIES

The obligation and the responsibility to attend school regularly and to comply with the school's code of conduct applies to all students. When appropriate, a principal or designee may discipline a student with a disability who has not complied with the school's code of conduct. Exceptional Children's education services will be provided to a student with a disability if the student has been removed from school for more than ten school days. If a student with a disability is removed for less than ten cumulative days, educational services will be provided only if such services are provided to students without disabilities who have been similarly removed. The school will follow all applicable state and federal laws when disciplining students with disabilities.

F. REFERRAL TO THE AUTHORITIES

In some cases, violations on school campus also violate local, state, or federal laws. In these cases, the school administration will refer the incident to law enforcement for investigation and full prosecution.

G. GRIEVANCE AND DUE PROCESS

Purpose: To provide the procedures parents/students will follow when they have an issue at the School that constitutes a grievance.

This policy is in place to respond to parent/student grievances. Grievances may only come from current students or parents of current students. It is expected that any guardian/parent/student with an issue should try to resolve the issue by using open communication with the teacher. This means that if a parent or student disagrees with any policy or procedure within the classroom, the first level of grievance is their student's Teacher. If the student/parent is not satisfied with the teacher's response, they should then set a meeting with the Head of School. At that meeting, the teacher, student, Head of School and parent must be present and the issue at hand will be fully discussed. If the parent or student wishes to pursue the matter further, they may then submit a formal grievance letter to the Board of Directors. Similarly, if a guardian/parent/student disagrees or has an issue with a policy or procedure at the School, the guardian/parent/student should set a meeting with the Head of School. If the guardian/parent/student feels that their issue is still a concern after meeting with the Head of School and the issue meets the definition of a grievance set forth below, the guardian/parent/student may initiate the grievance procedures as described below. Many issues that a guardian/parent/student has with the classroom, teacher or School will not rise to the level of a grievance and appropriate resolution will be found with the teacher and/or administration.

1. Definition of a Grievance:

A grievance is defined as a formal written complaint by a guardian/parent/student stating that a specific action has violated a School policy, board policy, or law/regulation. Complaints under other policies including those under Title VI, Title IX, IDEA, Section 504, the School's Non-Title IX Bullying policy, the Parent's Bill of Rights, and those pertaining to student discipline are not grievances and this policy does not apply to such complaints. Please refer to the School's policies and procedures for those matters.

2. Time Limits:

A grievance will only be heard if the complaint has been filed within fifteen calendar days of the meeting with the Head of School. The fifteen-day deadline may be extended at the discretion of the Head of School.

3. Grievance Process:

Step 1: If the parties are not satisfied with the decision of the Head of School, and the grievance meets the definition set forth above, the guardian/parent/student must submit a letter in writing stating the School policy, board policy or law/regulation that was violated including details of the actions and the place, date and time of the violation. The guardian/parent/student should make all efforts to include any details about the event that may be helpful in the decision making process. The written letter should be submitted to the Head of School and to the Chairperson of the Board of Directors. If the Head of School is implicated in the grievance, the grievance should only be submitted to the Chairperson of the Board of Directors.

Step 2: Where the grievance is filed directly with the Board of Directors as set forth above or after receiving the appeal letter, the appeal shall be considered by the Board of Directors at its next regularly scheduled board meeting provided such meeting is more than seven days after the filing, or the Chairperson of the Board of Directors may call a special meeting of the Board of Directors to consider the appeal in accordance with the School's bylaws. The Board will consider and discuss the grievance in accordance with Open Meetings laws. At that meeting the Board of Directors will review the facts and notify the parties in writing (email accepted) if further action is necessary. If the board decides that it needs additional time to consider the grievance, gather information and/or conduct an investigation, it may defer its decision until another regularly scheduled board meeting or schedule a special meeting. At the meeting where the Board makes a decision on the grievance, the board will give the individual filing the grievance or appeal prior notice and the opportunity to attend the meeting. Once the board reaches a decision on the grievance, the Board will communicate that decision to the individual who filed the grievance within five School days. The Board's decision concerning the grievance is final. The Board reserves the right to appoint a Board Panel to address the grievance. In such cases, the Board Panel's decision is final and there are no additional methods to appeal to the Board. Notwithstanding any other provision, the Board may at any time conduct an investigation and/or gather additional information regarding the grievance, including interviews or engagement of an investigator.