



# **Liberty Common Elementary School (Plato Campus)**

## **Student and Parent Handbook**

**1725 Sharp Point Dr.  
Fort Collins, CO 80525  
Office Main: (970) 482-9800  
Fax: (970) 482-8007**

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## General information

### 1.1. School name

The official name of the school is **The Liberty Common School**, which is governed by a single elected Board of Directors. The Liberty Common School is comprised of:

#### Liberty Common Elementary School-Plato Campus

LCS Elementary School - The Kindergarten – 6<sup>th</sup> program is referred to as a Classical Core Knowledge Elementary School and is located at 1725 Sharp Point Drive, Fort Collins, CO

### 1.2. Contact us

#### ELEMENTARY SCHOOL OFFICE

The main office number is:	482-9800
School Phone Number	482-9800
School Absence Line	482-9800, ext. 2
School Fax Line	482-8007

You can reach the office by pressing 3 after the initial greeting. To report a student absence, press 2.

To leave a voice mail message for a staff member, be sure to press “1” after the initial recording, followed by a voice mail number from below.

#### ELEMENTARY SCHOOL (PLATO CAMPUS) ADMINISTRATION

		<u>Ext.</u>
Headmaster	Bob Schaffer	1220
Elementary Principal	Sandy Stoltzfus	3120
Assistant Principal	Jenna Allen	3111
Director of Operations	Bev Hanawalt	4004
Operations Assistant	Kristi Friesen	4001
Operations Assistant	Julie Fischbeck	4002
Operations Assistant	CJ Smith	4005
Admin. Assistant/ Receptionist	Melissa Miller	3110
Paraprofessional/Health Tech	Carrie Voggesser	3113
Registrar/Lunch Coordinator	Julie Russell	3114

**INSTRUCTORS**

		<u>Ext.</u>
Kindergarten	Andrea DeVany	3119
Kindergarten	Rita Santini	3118
Kindergarten	Holly Miller	3127
1 <sup>st</sup>	Amy Tamez	3136
1 <sup>st</sup>	Jen Brown	3135
1 <sup>st</sup>	Angela Horton	3144
2 <sup>nd</sup>	Sherilyn Galeener	3138
2 <sup>nd</sup>	Katie Young	3137
2 <sup>nd</sup>	Allison Brooks	3143
3 <sup>rd</sup>	Kathryn James	3139
3 <sup>rd</sup>	Meghan Duran	3141
3 <sup>rd</sup>	Tara Greenacre	3142
4 <sup>th</sup>	Amy Robinson	3147
4 <sup>th</sup>	Jeff Siener	3145
4 <sup>th</sup>	Elizabeth Howe	3146
5 <sup>th</sup>	Jenny Cardenas	3216
5 <sup>th</sup>	Rachel Hickman	3201
5 <sup>th</sup>	Elissa Hersh	3215
6 <sup>th</sup>	Rob Huey	3212
6 <sup>th</sup>	Keri Jurgens	3204
6 <sup>th</sup>	Katrina Brennan	3205
Art	Tracy Nichols	3152
Art	Erin Grandprey	3153
Band & 1-3 Music	Amy Clemens	3109
Choir & 4-6 Music	Becky Pollyea	3210
Physical Education	Jon Wilcox	3107
Physical Education	Donny Reeves	3108
Academic Support Coord.	Matt Kazy	3151
Latin	Cassie Auble	3148
Librarian	Paige Gowing	3126

**Teacher's Assistant-Kindergarten**

Heidi Jobman	3127
Kit Kirby	3118
Celia LeVasseur	3118
Shelli Majeski	3119
Sammi Dinkel	3127
Tara Stewart	3119
Yolanda Sears	3127

**Teacher's Assistant-1<sup>st</sup>**

Erica Wightman	3136
Megan Woodruff	3144

**Teacher's Assistant-2<sup>nd</sup>**

JoAnn Morrison	3143
Jodi Nance	3137

**Teacher's Assistant-3<sup>rd</sup>**

Lori DeTomasi	3141
Andrea Green	3142

**Teacher's Assistant-4<sup>th</sup>**

Kimberly Kent	3146
Correy Ring	3145

**Teacher's Assistant-5<sup>th</sup>**

Dana Ulrey/Beth Holland	3215
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**Teacher's Assistant-5<sup>th</sup>/6<sup>th</sup>**

Meghan Frank	3201
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**Teacher's Assistant-6<sup>th</sup>**

Cindy Roerty	3212
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**AST Coordinator**

Matt Kazy	3151
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**AST Reading Specialist**

Nancy Harmon	3131
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**Academic Support Team**

Lisa Murphy	3217
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**Academic Support Team**

Kathy Lovely	3230
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**Academic Support Team**

Shay Reinhart	3130
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**Academic Support Team**

Becky Scarpella	3117
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**Academic Support Team**

Liam Williams	3317
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**Maintenance Coordinator**

Jay Montez	3150
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**Maintenance Team**

Caleb Beede	3150
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Amin Muhaydean	3150
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**BOARD OF DIRECTORS**

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Liberty Common Web Address:

Please visit the Liberty web site regularly: [www.libertycommon.org](http://www.libertycommon.org)

Liberty Common Social Networks:

Please stay in touch and connect with Liberty Common School at our social network locations. Stay on top of Liberty news, information, new photos and chatter.

## **2. Overview of The Liberty Common School**

### **2.1. Mission statement**

The mission of the School will be to provide excellence and fairness in education for school children through a common foundation by successfully teaching a contextual body of organized knowledge, the skills of learning including the Thinking Framework, and the values of a democratic society. The School recognizes the value of inclusiveness, or providing access to a broad cross-section of the community, so that students from all backgrounds can benefit from the School's educational offering. The School acknowledges the leadership of teachers in the classroom, and recognizes the responsibility of each student for his/her academic effort.

Our mission statement was developed from the following **Declaration of Principles:**

1. Children yearn for meaning and require a basis of solid contextual common knowledge for the development of mature literacy and critical thinking, for growth and communication in a diverse society.
2. The educational “playing field” between students of differing backgrounds should be level to provide all students a basis, to the greatest degree practicable, upon which they can build further knowledge, and to develop the skills necessary to communicate and succeed.
3. The skills of learning—reading, writing, speaking, calculation, and thinking—are most meaningfully learned from a combination of the knowledge or content of the curriculum, modeling, coaching, and sensible practice.
4. To thrive in work, citizenship, and personal growth, children must be taught the values of a democratic society. These values include among others: Respect for others—their property and rights; Responsibility for actions, honesty and social justice; Resourcefulness—being ready to learn, to serve, and to share.
5. Inclusiveness is fundamental in responding to the diverse needs of children and raising academic standards. All parents, regardless of economic status, should be free to choose this educational program for their children.

6. Teachers are professionals, which implies considerable autonomy, mastery, and independence. Having accepted the academic and philosophic mission of a school, the teacher needs to be free to exercise informed judgment in order to fulfill his or her primary role as an educator.
7. The principal determinants of individual academic success are individual ability and effort. The policies of Liberty (grading, discipline, homework, and teaching) must support the student's adoption of a personal quest for academic growth using the clearly marked path of expectations in knowledge, skill, and character. The guiding philosophy of Liberty acknowledges that children can and should be held accountable for their own schoolwork and behavior, with the support of teachers and parents.

## 2.2. Philosophy

Assumptions about how one learns, the purposes and goals of learning, and what constitutes effective teaching are what define an educational philosophy. Liberty's educational philosophy is known as agency education, or classical education. It forms our decisions on how knowledge, skills, and democratic values should be taught and how students, parents, and teachers should work together to accomplish the portion of education that occurs during formal schooling.

The individuals who have most clearly identified and characterized the major issues of education reform as well as put forth the best solutions are E.D. Hirsch ([The Schools We Need and Why We Don't Have Them](#), [Cultural Literacy](#)), William Kilpatrick ([Why Johnny Can't Tell Right from Wrong](#)), Neil Postman ([The End of Education](#), [Amusing Ourselves to Death](#), [The Disappearance of Childhood](#)), Diane Ravitch, Thomas Sowell ([Conflict of Visions](#)), and Jacques Barzun ([Begin Here](#)). We ask all parents to please read [The Schools We Need and Why We Don't Have Them and Why Johnny Can't Tell Right from Wrong](#). Copies are available in the library. We also encourage parents to read the other books from this list in order to gain a better understanding of the philosophy of this school.

The chief metaphor of classical education is *the journey*. The journey is the individual's own quest in life and includes responsibility for one's own education, which is a lifelong endeavor. The purpose of a liberal education is to lead young people on an odyssey of the mind and heart, which will steer them toward self-reliance. The classical allegories for a liberal education, such as the journeys of Odysseus, Aeneas, and Faust, represent a journey of the soul from one's particular time, place, and attachments to the universal and back again. The beauty of this journey is its applicability to the actual development of mind, heart, skills, and knowledge in each child.

Children begin their cognitive development by first developing a broad framework of knowledge through early acquisitional curiosity, much like they acquire their early spoken vocabulary. After they have gained a wide familiarity with literature, history,



science, math, music, people, and places, as one does in the early years of Core Knowledge, they begin to appreciate patterns and forms. Following this, particularly when trained in the Habits of Mind of different disciplines, the student is able to engage in mental modeling, which is possible only when one's broad background knowledge allows her or him to associate ideas and to observe patterns. By continuing the Habits of Mind, and the search for patterns, discernment is applied to deeper levels of knowledge, enabling one to solve problems and exercise judgment.

The beginning of the moral journey follows a similar course. At first the focus is obedience to parental authority. Later the child focuses on rules, or the required patterns of expectation. As in writing or thinking, it is only through the formation of good habits that the ability to act rightly and act wisely becomes instinctive. As those habits become more and more internalized, the student journeys closer to self-reliance.

### **2.3. Academic program**

Our goal is to provide a rich and balanced educational opportunity for all students. High standards are at the heart of our expectations, although we recognize every student has unique abilities, interests, and motivations. Parents encourage their child's success by monitoring progress in school and at home, and by participating as fully as possible in the Liberty community. Class work and homework are designed to challenge each student to make the most of his or her talents.

Liberty's curriculum is based on the Core Knowledge Sequence for grades K-8 (which can be purchased on the Core Knowledge website <http://www.coreknowledge.org>). Portions of it can be found in the book series *What Your 1<sup>st</sup> Grader Needs to Know*, *What Your 2<sup>nd</sup> Grader Needs to Know*, etc. It establishes the "master plan" for content to be explored at each grade level. Resources are obtained from many varied sources. Ninth grade classical honors program builds upon the Core Knowledge Sequence with rigorous academics and promotion of the thinking framework.

### **2.4. Knowledge**

Liberty has selected the Core Knowledge Foundation's Curriculum Sequence as the framework of its curriculum. The Core Knowledge is distinguished by planned progressions of specific knowledge in history, geography, mathematics, science, language arts, and fine arts. The ninth grade classical honors program includes economics; biology, survey of British literature; geometry; and algebra II. Our students also have the option to take courses in foreign language, Latin, physical education, band, choir, computer technology, and other electives.

Children learn by building on what they already know. Thus, it is important for them to begin building foundations of knowledge in the early grades when they are most receptive to attaining an organized body of knowledge. Children are by instinct driven

to construct a contextual view of the world. Thus, it is important to provide them an educational framework that assists them in developing the constructs upon which their viewpoints will be based. Academic deficiencies in these areas in the first nine grades can permanently impair the quality of later schooling.

By specifying the knowledge that all children should share, all students can achieve equal access to that knowledge. At risk children especially suffer from low expectations, which often translate into watered-down curricula. In schools using the Core Knowledge Sequence, however, all children are exposed to a coherent core of challenging, interesting, interwoven knowledge. This knowledge not only provides a foundation for later learning but also defines a common heritage and establishes a common ground for communication and cooperation in a diverse society.

In addition to its specificity, the Core Knowledge curriculum is characterized by knowledge that is shared, solid, and sequenced. Literacy in every subject requires a set of mechanical skills and a shared background. The shared, many-cultured knowledge that promotes effective classroom learning also promotes cooperation and respect among students, both in the classroom and in society. Liberty's teachers will be able to rely on that shared background knowledge about the students, which will enable them to build sequentially on that knowledge year by year. The ninth grade classical honors curriculum continues the goals of the Core Knowledge curriculum with solid knowledge and skills that build on the previous knowledge and prepares students for further high school study.

As used above we define knowledge not in the simplistic sense of mere facts but in the broader sense of the word, as follows: Knowledge consists of the facts, the relations between them, the thinking about them, and the effort to understand and connect them. It is not out of ignorance that we discover understanding. It is exactly because of what we already know that we can know more, that we can discern organizing principles, make and test hypotheses, and act rationally.

## **2.5. Skills**

The skills of learning, namely, reading, writing, speaking, listening, calculation, problem solving, and exercising critical judgment, are best taught through the content of a body of organized knowledge. The development of literacy is one of the primary aims and focuses at Liberty. This includes a great deal of reading from a variety of both fiction and non-fiction primary literature. Particularly in the early grades, Liberty emphasizes reading and more reading. In the early grades, students receive explicit, systematic phonemic awareness; phonics instruction, and regular assessment with individual progress closely monitored. Children are provided deliberate, coherent, direct instruction in letter-sound correspondences. Practices which teach children to rely on word-memorization (the look-say method) and guessing (through illustration and/or context) are avoided.

Mature literacy develops as students become acquainted with a broad and rich body of knowledge and become familiar with many well-written, diverse, and meaningful works of literature. The literature suggested by the Core Knowledge Sequence, as well as other literature that will be introduced, is chosen not only for its place in the core body of knowledge, its representation and various cultures, and its rich use of language, but also because it provides access to the deeper meaning of universal human problems, particularly those which preoccupy children's minds.

Liberty acknowledges the central role of language in thought and action. Liberty's students are taught to write and speak through example and sensible practice. Grammar, logic, and real spelling learned from real literature are part of these skills.

Liberty teaches thinking skills not as a stand-alone course, but rather as instruction integrated within the content. Additionally, we teach the more specific thinking skills unique to each discipline, called "Habits of Mind." The Habits of Mind to be taught for scientific literacy are found in Benchmarks for Scientific Literacy from the American Association for the Advancement of Science. The Habits of Mind for historical literacy are found in the book by the same title, which is a report of the Bradley Commission on History. Habits of Mind or the ways of thinking specific to literature, language, art, and music are also taught.

The development of skills requires time, thought, and active engagement of the visual and verbal imagination. We encourage students to replace non-instructional television watching, which is passive and discourages creative play, with the myriad of activities that will foster the development of imagination and skills. Television viewing is diametrically opposed to reading, may stifle cognitive development and imagination, trivializes information, undermines values, distorts cause and effect, and is unable to portray thought. Excessive viewing (greater than 10 hours per week) is discouraged.

## **2.6. Values**

The purpose of public education in a democracy is to prepare people for the demands of work, the duties of citizenship, and the obligation of each individual to make as much of herself or himself as possible. For this to be accomplished, our youth must be taught the values inherent in a democratic society, such as devotion to human dignity and freedom, equal rights for all, social and economic justice, the rule of law, civility and honesty, self-respect, and self-reliance. These values are taught from the content of the curriculum by inference and example, and also through our teaching methods.

## **2.7. Reading and literacy**

*"The development of literacy will be one of the primary aims and focuses of effort in the School. This will include a great deal of reading from a variety of both fiction and non-*

*fiction primary literature. Particularly in the early grades, the School will emphasize reading and more reading.” –LCS Charter*

Most American schools dedicate two or more hours each day to “literacy.” A majority of time is spent teaching children the fundamentals of reading strategies, such as making inferences, predicting, classifying, and “looking for the main idea.” The purpose of these exercises is to bolster test scores, independent of real knowledge. In contrast, Liberty strives to develop the appreciation of language, increase specific knowledge, and provide meaning to students through the achievement of Primary Literacy, Mature Literacy, and Moral Literacy.

### **A. Primary Literacy**

Primary Literacy begins with phonic recognition. Our Charter states. *“In the early grades, students will receive explicit, systematic phonemic awareness and phonics instruction. Children will be provided deliberate, coherent, direct instruction in letter-sound correspondences. Practices which teach children to rely on word-memorization (the look-say method) and guessing (through illustration and/or context) will be avoided.”*

Once phonetic decoding skills are introduced, fluency must be developed. Fluency allows students to focus their mental energies on comprehension rather than decoding. Fluency means “flowing,” and in this context it also means “fast.” **Fluency takes practice—a lot of it.** Selected phonics programs, stories, and books which have been approved by the BOD are used for the development of decoding skills and fluency at Liberty.

Teachers should use discretion and select stories and books which meet the principles of this policy and the Literature Acquisition policy to the greatest extent possible. Child-centered stories and books of a trivial nature (see Mature Literacy below) should be avoided. If a teacher is uncertain as to the appropriateness of a particular book or story, he/she should consult the Literacy Review Team. Books in the classroom which do not meet the principles of this policy should be removed from the classroom.

Although phonetic practice is necessary for developing early literacy skills, practice alone does not develop language appreciation. Language is at the heart of reading. The love of the sound of language will carry with a child if it is properly developed. Children need to discover at an early age the peculiar satisfaction that comes from experiencing form in language, as in nursery rhymes and poetry. When this occurs, children will continue to prefer the sound of beautiful or interesting language as they later select books for meaning. Furthermore, we believe young children should be shown incrementally what is beyond the realm of their experience. Children who are exposed

to complex speech patterns learn to express themselves earlier and more fluently than those spoken to in careful sentences.

In the early grades, nursery rhymes, poetry, fairy tales, and captivating stories beyond the students' own reading abilities will be read aloud to children. In addition to the development of language appreciation, this practice fosters the desire in children to master the difficult skill of reading in order that they might gain personal access to the exciting world of stories.

## **B. Mature Literacy**

*“Mature literacy develops as students become acquainted with a broad and rich body of knowledge and become familiar with many well-written, diverse, and meaningful works of literature.” –LCS Charter*

According to E.D. Hirsch Jr., one of the reasons children lag behind in their reading abilities, and are thus prevented from achieving mature literacy, is a huge vocabulary deficit. Hirsch advises, and Liberty advocates, time devoted to activities that “foster vocabulary, domain knowledge, and fluency.” Domain knowledge is the threshold level of knowledge needed to understand a topic. If one knows nothing of the game of baseball, for example, one can’t comprehend the sentence: “Jones sacrificed and knocked in a run.” The more domain knowledge acquired, the easier it becomes to read and understand a wider variety of material. Hirsch suggests, “Such knowledge could be conveyed through read-alouds, well-conceived vocabulary instruction, and a variety of cumulative activities that immerse children in word and world knowledge.”

In today's schools, the teaching of the kind of specific knowledge needed to become a fully literate individual is woefully inadequate. The texts and literature used in most American elementary schools are, for the most part, of a trivial nature. There is no shortage of material on topics like pets and sharing, but little on history, geography, and science. At Liberty, vocabulary and domain knowledge are developed by teaching the rich body of content knowledge defined in the Core Knowledge Sequence. Vocabulary is further developed through Greek roots and Latin language instruction.

Finally, in order to immerse students in word knowledge and expose them to many well-written, diverse, and meaningful works of literature, we have supplemented the Core Knowledge Sequence with (primarily) classic works of fiction—stories which have withstood the test of time. In accordance with Liberty’s Charter, *“The literature suggested by the Core Knowledge Sequence, as well as other literature that will be introduced, is chosen not only for its place in the core body of knowledge, its multi-cultural representation, and its rich use of language, but also because it provides access to deeper meaning of universal human problems, particularly those which preoccupy children's minds.”*

The faculty and Academic Advisory Committee and Board have developed and approved the following additions to the Core Knowledge literature sequence:

- Recommended read-aloud lists for primary grades
- Required reading from the Great Books lists for grades 2-12
- Required summer reading books for grades K-12

The books on these lists were selected with consideration to exposing children to literature that they might not otherwise encounter. The books are intended to nudge students toward higher levels, not just in matters of syntax and vocabulary, but also in sophistication of plot, character development, conflict and resolution, and the sustained reading of lengthy works rather than excerpts. Teachers should become familiar with the books on the lists for their grades so that they can assist students in selecting books according to student interest and ability.

### **C. Moral Literacy**

At Liberty, character education is achieved through a coherent program of expectations, modeling, and study of historical and literary figures. Stories, poems, essays, and other writings in our curriculum are intended to help children achieve moral literacy. That achievement involves recognizing the virtues (e.g. honesty, compassion, integrity, perseverance, courage, citizenship), understanding what they are in practice, and developing a desire to do what is right. How is this accomplished?

**First**, literacy gives children specific moral reference points. Literature and history are rich in moral literacy. Children need specific illustration of what is good and bad so that what is morally right and wrong can be known and promoted. Through the power of imagination children become vicarious participants in a story; they share in a hero's choices and challenges and identify with his suffering and triumph. Because a child's allegiances are based not so much on right versus wrong, but on who arouses his sympathy and who his antipathy, it is important to choose stories in which virtue wins over vice, as in fairy tales and other classic works. Frequent and strong identification with virtuous and victorious heroes allow children to rehearse and strengthen their commitment to goodness.

*The right defence against false sentiments is to inculcate just sentiments.* –C.S. Lewis, *The Abolition of Man*

**Second**, reading and literacy promote fascination. Nothing compares with a story that begins "Once upon a time..." The imaginative process gives us hope because we want to believe that in the stories of our lives we too can make the right choices. Stories help

us to make sense out of our lives. A plot. A purpose. A sense that our struggles have meaning.

**Third**, reading and literacy create a living link to our culture, its history and traditions.

**Fourth**, by teaching domain knowledge, children will become a part of a common world, a community of moral persons. Reading affords us the opportunity to do what we can't often do in life—to become thoroughly involved in the inner lives of others. As with visiting foreign cultures, the sustained involvement with a character in a story enlarges children's sympathies and gives them those broad, wholesome and charitable views that are the reward of both travel and reading. This involvement is not simply the sharing of adventures, but also of ideas, emotions, loyalties, and principles.

*"...Shall we just carelessly allow children to hear any casual tales which may be devised by casual persons, and to receive into their minds ideas for the most part the very opposite of those which we should wish them to have when they are grown up? We cannot...Anything received into the mind at that age is likely to become indelible and unalterable; and therefore it is most important that the tales which the young first hear should be models of virtuous thoughts..." –PLATO's Republic*

#### **Application of Liberty's Reading & Literacy Program**

- Reading is an important component of daily homework. Each student should read or be read to every day.
- Teachers will set expectations for reading homework for K – 3<sup>rd</sup> grades.
- Students in 4<sup>th</sup> – 6<sup>th</sup> grades are expected to read at least 20 minutes per night.
- For students in 7<sup>th</sup> – 12<sup>th</sup> grades, the principal and teachers will determine the number of books from the Great Books list to be read per semester. Teachers will provide parents with discussion questions to verify the reading has been completed. Although reading time may vary on a daily basis, students should expect to read at least 30 minutes per night or 150 minutes per week.
- Students in 9<sup>th</sup> – 12<sup>th</sup> grades should expect to read at least 100 minutes per week.
- If literature is not assigned from the Core Knowledge Sequence or the approved additions to the Sequence for homework on any given day, students shall read literature selected from the approved Great Books lists for their grade(s). This homework is limited to the approved Great Books lists in order to ensure that the principles of this policy are fulfilled. Students may

read books from the Great Books lists for higher grades with teacher and parent approval.

- Students may re-read favorite selections from the approved Great Books lists in subsequent years.
- Students may submit suggestions for additions to the Great Books lists to their teachers or the Headmaster for consideration and possible approval.
- Students are encouraged to read additional books of their own choosing over and above the required reading. Parents are encouraged to steer their children toward selections which support this policy and the school's Literature Acquisition policy.
- All students are required to participate in the school's summer reading program. Teachers will set accountability measures to ensure students complete the summer reading.

### **Supporting References**

- Liberty Common School Charter Application, October 1, 1996
- LCS K – 3<sup>rd</sup> Grade Recommended Great Books List
- LCS 4<sup>th</sup> Grade Great Books List
- LCS 5<sup>th</sup> – 6<sup>th</sup> Grade Great Books List
- LCS 7<sup>th</sup> – 8<sup>th</sup> Grade Great Books List
- LCHS 9<sup>th</sup> – 12<sup>th</sup> Grade High School Recommended Great Books List
- LCS Summer Great Books List
- *The Vocabulary Deficit* by Andrew Wolfe, The New York Sun, May 2, 2003
- *The Book of Virtues*, William Bennett
- *On Learning to Read* by Bruno Bettelheim
- *The Uses of Enchantment* by Bruno Bettelheim
- *Books that Build Character* by William Kilpatrick
- *Why Johnny Can't Tell Right from Wrong* by William Kilpatrick
- *Why Johnny Can't Read* by Rudolf Flesch
- *Beginning to Read* by Marilyn Jager Adams
- *Honey for a Child's Heart* by Gladys Hunt
- *Amusing Ourselves to Death* by Neil Postman
- *The Disappearance of Childhood* by Neil Postman
- *The New Read-Aloud Handbook* by Jim Trelease
- *The Plug-In Drug* by Marie Winn



- Core Knowledge Newsletter

Adopted: 2/17/2005  
Amended: 12/3/2011  
Amended: 4/21/2016  
Amended: 9/21/2017  
Amended: 1/18/2018  
Amended: 5/27/2021

## **2.8. Summer reading**

Liberty's Charter states, "*Because television viewing is diametrically opposed to reading, may stifle cognitive development and imagination, trivializes information, undermines values, distorts cause and effect, and is unable to portray thought, the School will discourage excessive (greater than 10 hours per week) viewing.*" Our Charter explains that Liberty will encourage students to replace non-instructional television watching with activities that will foster the development of imagination and skills, such as reading.

According to our Charter, "*The development of literacy will be one of the primary aims and focuses of effort in the School. This will include a great deal of reading from a variety of both fiction and non-fiction primary literature. Particularly in the early grades, the School will emphasize reading and more reading.*" Finally the Board acknowledges that nationwide teachers observe a decline in student reading ability over the summer.

The administration, Board of Directors, and faculty all agree it is critical for our students to read quality literature during the summer to help prepare them for the demands of the Core Knowledge sequence for the upcoming year. In addition to keeping our student's skills sharp, it is our hope that students will develop a desire to read for pleasure and begin to think of themselves as readers.

For all of these reasons, the school will implement a summer reading program. Books selected for summer reading should expose children to literature with a rich use of language that they might not otherwise encounter. The books should help to nudge students toward a higher level, not just in matters of syntax and vocabulary, but also in sophistication of plot, character development, conflict and resolution, etc.

The books for students entering kindergarten through 3<sup>rd</sup> grade are intended to be read to the child by the parent (or another capable adult). Students entering 4<sup>th</sup> grade and up should be capable of reading the books themselves. The reading will provide a common foundation for class discussion as students begin the new school year. Teachers will determine what is expected from the students to demonstrate they have completed the summer reading.

The Board will appropriate funds to purchase all of the required books on the **Great Books** list.

Adopted: 5-15-03

Amended: 6-03-04

Amended 12/3/2011

Amended: 1/18/2018

## **2.9. Literature acquisition**

The Liberty Common School will be discerning when selecting books purchased with our limited financial resources, as well as in accepting book donations, so that all materials at the school support the school's literacy goals as described in our Charter and the Reading and Literacy Policy. Books are to be selected according to criteria beyond current popularity. The quality of language, the value of a story to the human experience, the contribution to character education, and the support of the Core Knowledge Sequence will play a part in Liberty's selection of books. The majority of literature at the school should be generally acknowledged as traditional classics or children's classics. To support our character education program, we will make available books which provide examples, over and over again, of the reasons for living well.

This policy applies to any book or media available to students in the school's library or classrooms as well as books read to students by parents and teachers. To support their children's education at Liberty, parents are encouraged to understand the principles of this policy and assist their children in selecting books for outside reading that are consistent with school policy.

### Literature Purchased by the School

#### **Fiction**

As described in our Charter and Reading and Literacy Policy, the focus of the school's reading program is the development of mature and moral literacy "*as students become acquainted with a broad and rich body of knowledge and become familiar with many well-written, diverse and meaningful works of literature.*" According to Neil Postman, whose ideas are frequently referenced in our Charter, "Human beings require stories to give meaning to the facts of existence... If our stories are coherent and plausible and have continuity, they will help us to understand why we are here, what we need to pay attention to, and what we may ignore." Our goal, then, is to immerse students in great stories.

**How do we identify great stories, i.e. good literature?** Great authors do not write stories so that students can identify the main characters or write plot summaries. Rather, they seek to portray characters struggling with the great issues of life (e.g. truth, love, war, faith, politics, even loneliness). As our Charter states, "*literature that will be*

*introduced is chosen... because it provides access to deeper meaning of universal human problems.”* We recognize these stories because they hold our interest, even as adults. We recognize these stories because the characters have something to learn. They develop and grow as the plot unfolds. We recognize these stories because readers desire to emulate their heroes. Good literature has withstood the filter of time, speaking to the universal struggles of humans throughout the ages.

Great stories are intended to be enlarging experiences, rather than cures prescribed for a given sociological, political or emotional problem. Genres which encourage narrow self-preoccupation, are void of meaningful character development, encourage acceptance of and identification with poor role models, or strive to give children “appropriate” attitudes about contemporary social issues (e.g. divorce, sex, war, gender) will be avoided. (See “Reading and Fiction” in the Student & Parent Handbook.)

The school will give first priority to the works of fiction required by the Core Knowledge Sequence, Board approved additions to the sequence, and books on the Board approved Great Books lists below:

- LCS K-3rd Grade Recommended Great Books List
- LCS 4<sup>th</sup> Grade Great Books List
- LCS 5<sup>th</sup> – 6<sup>th</sup> Grade Great Books List
- LCS 7<sup>th</sup> – 8<sup>th</sup> Grade Great Books List
- LCHS 9<sup>th</sup> – 12th Grade High School Recommended Great Books List
- LCS Summer Great Books List

Adopted: 3-24-05

Amended 12-3-11

Amended 9-19-13

Amended: 1/18/2018

**Non-Fiction** - The school will strive to provide content-based non-fiction books necessary to support the Core Knowledge Sequence, Board-approved additions to the Sequence, and a student reference section. Teachers may recommend books for purchase (other than text books - which require the approval of the Board of Directors) that support their instruction of the curriculum. These suggestions should adhere to the parameters of this policy, the Charter, and the Reading and Literacy Policy.

Children’s ‘non-books,’ a prevalent trend in children’s non-fiction, are composed of tiny facts and snippets of interesting material with visually pleasing photography which have no sustained narrative, carefully developed argument, or background knowledge. They require little concentration or focused thinking, but like television, are instantly accessible. The most conspicuous example of a ‘non-book’ is the *Guinness Book of*

*World Records*. Such books commonly are but diverting filler and fail to meet our criteria for prioritized acquisitions.

In addition to the student reference section, a teacher reference section and a parent education section will be acquired. The school will purchase copies of the Core Knowledge Sequence for each grade along with supporting books and references published by the Core Knowledge Foundation and the books referenced in the bibliography of our Charter.

#### Donated Literature

Classroom teachers and the school librarian will be the initial arbiters of the quality of books donated to the school. This discernment will require adherence to this policy, the Charter, and the Reading and Literacy Policy.

#### Media Acquisition

It is the policy of this school to expose students to subject matter through direct instruction, project, practice and literature to near exclusivity. Professional video productions should not serve as isolated exposition of subject matter. Video and film media will only be purchased and utilized to the extent that these materials supplement the pedagogy outlined herein, with the approval of the Principal.

#### Requests for Library Additions

Students, teachers and parents may request additions to the school's library and classroom collections. These requests will be considered with respect to the criteria outlined herein with the understanding that not all literature is destined to be considered "classic" and that student interest in reading should be affirmed and encouraged. These purchases will be subsequent to those necessary to satisfy the curriculum and required reading program, and must be consistent with the intent of this policy.

Questions about literature acquisition should be directed to the Academic Advisory Committee or the Principal. The Board of Directors is the final authority regarding any book or other media offered by the School for education or enjoyment.

#### Supporting Reference

*The Case for Good Taste in Children's Books*, Meghan Cox Gurdon, *The Wall Street Journal*, July/August 2013, Volume 42, Number 7/8

*LCS Policy 7.14*  
*Adopted: 3-24-05*  
*Amended: 9-19-13*

## 2.10. Reading and fiction

Children who read have broader sympathies and a larger picture of life. They develop more powerful, healthy, and discerning imaginations. That is, if they read the sort of stories that present them not only with memorable pictures, but also with dramas in which they imaginatively become vicarious participants in the story, sharing the hero's and heroine's choice and challenges. They meet characters who have something to learn; otherwise they would not be interested in them. If the story grips them, they root for the hero, suffering with him and cheering him on. This imaginative process of participation and identification gives them hope because they want to believe that in the stories of their lives they too can make the right choices.

The question for the child is not "Do I want to be good?" but "Who do I want to be like?" Imagination is one of the keys to virtue. It's not enough to know what's right. It's also necessary to desire to do right. Plato said, "Children should be brought up in such a way that they will fall in love with virtue and hate vice. How does a child fall in love with virtue? The right kind of stories, said Plato. Stories, because of their hold on the imagination, can help create an emotional attachment to goodness. The dramatic nature of stories enables us to "rehearse" moral decisions, strengthening our solidarity with the good.

Reading affords us the opportunity to do what we often can't do in life, to become thoroughly involved in the inner lives of others. At one and the same time, reading carries us out to others and becomes the mirror by which we discover ourselves more fully, exactly because we have escaped self-concern. Parents should be aware that, while reading is potentially an enlarging experience, it can also have an opposite effect. The danger facing children's literature does not come from ogres and villains that haunt the pages of fairy tales and fantasy stories; the danger lies, rather, in the continued proliferation of norm-less books that cater to anxiety and self-absorption, and have nothing to teach about life except, perhaps, that whatever happens is okay. The danger is not that such books lead to a life of crime, but to a life of boredom, selfishness, and limited horizons.

Sooner or later your child will come across a genre that encourages narrow self-preoccupation. The early teen years are obviously a time of introspection and rumination, and there is an entire literature devoted to ensuring that no emotional scab remains unpicked. This is the genre known as the realistic problem novel for young adults. The intent of such books is mainly therapeutic: to help a child with a similar problem learn self-acceptance; to let him know that there are other children just like him,

with problems and concerns just like his. There are some serious drawbacks to this problem approach. One is the problem of what might be called “trendy didacticism.” Many writers of this genre see books as cures to be prescribed for a given sociological, political, or emotional problem. So much of this literature wants to give children “appropriate” attitudes about divorce, sex, war, and gender. A second drawback in the problem novel genre is that self-acceptance rather than moral growth is called maturity. Perhaps the main trouble with literature intended as therapy is that there is not self-forgetfulness. The willingness to let go of self-concern is requisite for both moral and mental health.

Fortunately, there is no shortage of stories of another sort: books that challenge, thrill, excite, and awaken young readers to the potential drama of life, especially to the drama of a life lived in obedience to the highest ideals. Such books have something better to offer than therapeutic reassurance. Like true friends, they encourage us to be our best selves.

## **2.11. Mathematics**

### Principles for Teaching Elementary Mathematics:

1. The United States has historically taught mathematics procedurally. With the *procedural* approach students are taught “cookbook steps” for solving problems. Studies show that students are able to extract simple concepts from procedural teaching in the early grades, but in later years, as concepts become more difficult, understanding is lost, and students retain less knowledge.
2. Liberty utilizes a *conceptual* approach to teaching mathematics. With the conceptual approach, it is not enough to assert something is true, instead teachers (and students) must be able to prove why something is true every step of the way, based on concepts the students already know and understand. Once students understand why something works, they can apply the concept to other situations.
3. New knowledge builds on old knowledge. To be successful, students need to thoroughly master a math concept before moving on to the next.
4. As students progress along the Thinking Framework, students should recognize multiple ways of solving a problem, be able to evaluate each approach, and determine which would be the most reasonable to use.

The Singapore National Math Curriculum is a conceptual math curriculum which supports these principles and been approved for math instruction in kindergarten through 7<sup>th</sup> grade (Pre-Algebra) at Liberty Common School.

### Principles for Teaching Junior High School Mathematics:

1. Many junior high schools in the United States employ an integrated approach to math that attempts to spread the material from Algebra 1, Geometry, and Algebra 2 over the course of three years. The math material is sometimes diluted with social

studies and science to solve “real world” problems. This curriculum is inconsistent with conceptual mathematics because in many cases the math concepts are presented in a fragmented way so that mastery is not developed and thus student understanding is reduced.

2. A fundamentally sound understanding of Algebra is critical to further studies in math and science.
3. The study of Geometry/Trigonometry develops logic and thinking skills necessary for higher level mathematics, science, mature writing composition, philosophy, and general research.
4. Through an in-depth study of Algebra and Geometry students become very familiar with multiple approaches to solving the same problem and develop the thought process (reasoning) involved in identifying the “best” option for a given problem.

The Foerster-Alg I and Alg II and McDougal-Little Geometry series supports these principles and has been approved for Junior High School mathematics courses at Liberty Common School.

#### Skill Development:

- Skills and understanding are heavily intertwined. Teachers must combine the approved math curriculum with proper emphasis on automation of skills
- Automaticity, the ability for students to immediately recognize math facts, takes practice. Automaticity allows students to focus their mental energies on the demands of more difficult math concepts. Teachers will establish expectations for math fact automaticity at each grade level.
- Fluency in executing basic math skills is essential for students to progress to the next level. Once concepts are taught, students should be assigned sufficient practice problems so that students develop fluency of the math operations.

#### Calculators:

- Calculators prevent automaticity and are not to be used for math in grades K-6.
- Calculators may be used in Junior High School math, science, and economics courses only after students have developed automaticity and mastery of the math concepts being used.
- Junior High School teachers may develop additional policies and procedures for the use of calculators, as appropriate.

#### Curriculum Considerations:

- The approved curricula (Singapore Math and Weeks-Adkins) may not cover all math content in the Core Knowledge Sequence. In accordance with the school’s Educational Priorities policy, teachers should follow the timeline in the approved math curriculum rather than the Core Knowledge Sequence. Teachers should verify, however, that the Core Knowledge math content for their grade level is

covered at some grade level in the approved curriculum. Any gaps in the approved curriculum should be documented and provided to the Principal.

- Teachers must review Colorado state standards and ensure students have covered the required standards.

#### Supporting References:

- *Knowing and Teaching Elementary Math* by Liping Ma
- *Basic Skills Versus Conceptual Understanding*, by H. Wu, American Educator, Fall 1999
- *A Review of an Integrated High School Mathematics Program* by Diane Fogler, mathematicallycorrect.com

*LCS Policy 7.11*  
*Adopted: 11-18-04*

### **2.12. Teaching science**

The foundation of Liberty’s K-8 science curriculum is contained in the Core Knowledge Sequence. Our high school science program requires all students to complete Biology, Chemistry and Physics, plus one elective science course. In accordance with our Charter, the school will supplement its science curriculum with the ***Benchmarks for Science Literacy***<sup>1</sup> from the American Association for the Advancement of Science, Project 2061.

#### **The Nature and Limits of Science**

Science attempts to explain the natural world through observation and investigation. As explained by the National Academy of Sciences, science is a particular way of knowing about the world. In science, explanations are limited to those based on observations and experiments that can be substantiated by other scientists. Explanations that cannot be based on empirical evidence are not a part of science.<sup>2</sup> For example explanations which rely on supernatural occurrences cannot be meaningfully tested and substantiated by other scientists. Therefore, such explanations are outside the realm of science.

The National Academy of Sciences further explains, science is limited to explaining the natural world through natural causes.<sup>3</sup> Because of its inherent limits, science cannot provide complete answers to all questions. In ***Project 2061’s Science for All Americans***, included as a reference in Liberty’s Charter, the authors explain that there are many matters that cannot usefully be examined in a scientific way. There are, for instance, beliefs that - by their very nature – cannot be proved or disproved (such as the existence of supernatural powers and beings).<sup>4</sup>



**Project 2061 Benchmark (1A/M4):** By the end of 8<sup>th</sup> grade, students should know: *Some matters cannot be examined usefully in a scientific way. Among them are matters that by their nature cannot be tested objectively and those that are essentially matters of morality.*

### **Scientific Inquiry**

Progress in science consists of the development of better explanations for the causes of natural phenomena. Through repeated testing, a scientific hypothesis is either supported or refuted. In this way, the accuracy of descriptions of the natural world tends to increase with time, as subsequent generations of scientists correct and extend the work of their predecessors.<sup>2</sup> To be useful, a hypothesis should suggest what evidence would support it and what evidence would refute it. A hypothesis that cannot in principle be put to the test of evidence may be interesting, but it is not likely to be scientifically useful.<sup>4</sup>

**Project 2061 Benchmark (1A/H3):** By the end of 12<sup>th</sup> grade, students should know: *In science, the testing, revising, and occasional discarding of theories, new and old, never ends. This ongoing process leads to an increasingly better understanding of how things work in the world but not to absolute truth.*

### **Principles for Teaching Science**

- 1) Students should come to understand the nature and limits of science and the process of scientific inquiry described above and contained in the references cited in this policy. These ideas should be introduced throughout the grades in accordance with the **Benchmarks for Science Literacy** and reinforced throughout the school year - not solely as the introduction to potentially controversial topics.
- 2) Students should come to understand that there are many important questions that cannot be answered by science alone. While students should understand underlying scientific concepts and technical issues surrounding controversial subjects, science class should not proselytize or be used for political indoctrination (e.g. promoting religious or environmental agendas).
  - Questions of faith often involve influences outside the domain of science. These influences cannot be explained by science (e.g., miracles). However, studying natural evidence which appears to contradict one's faith can still lead to knowledge and understanding of natural world. This knowledge has contributed to human intellectual growth, health, and general welfare through the development of technology.
  - Questions of public policy present multi-disciplinary challenges with economic, political, legal, historical and ethical dimensions. Scientists contribute to the discussion by bringing information, insight, and analytical skills to bear on matters of public concern. Alone, they do not have the means to determine public policy tradeoffs or settle issues of ethics and morality.<sup>4</sup>

- 3) Science topics such as evolutionary biology, geology, and the Big Bang theory of cosmology can lead to student questions about whether or not supernatural forces play a role in the origin of the universe, the origin of life, and the mechanisms of evolution. If questions arise, teachers may explain to students that science cannot demonstrate the *absence or presence* of supernatural influences or causation in natural events.
- “Science can say nothing about the supernatural. Whether God exists or not is a question about which science is neutral.”<sup>3</sup>
  - “Evolutionary theory, indeed all of science, is necessarily silent on religion and neither refutes nor supports the existence of a deity or deities.”<sup>5</sup>
- 4) Topics such as *Creationism* (origins explained by reference to a deity), *Intelligent Design* (origins explained by reference to an unspecified designer), and *Metaphysical Naturalism* (the philosophy that the natural world is all that exists) extend beyond the realm of science and are not a part of Liberty’s science curriculum. These topics are not excluded from the science curriculum because a consensus of scientists have tested and negated the hypotheses put forward, but rather because the hypotheses are outside the domain of science.
- “Because science can only use natural explanations and not supernatural ones, science teachers should not advocate any religious view about creation, nor advocate the converse; that there is no possibility of supernatural influence in bringing about the universe as we know it.”<sup>6</sup>
  - “Because the basic proposals of creation science are not subject to test and verification, these ideas do not meet the criteria for science.”<sup>3</sup>
  - “Explanations employing non-naturalistic or supernatural events, whether or not explicit reference is made to a supernatural being, are outside the realm of science and not part of a valid science curriculum.”<sup>5</sup>

Science texts and resources used at Liberty should support this policy.

### References

1. *Benchmarks for Science Literacy*. Project 2061 of American Association for the Advancement of Science (1993). Oxford University Press, New York, NY. Also available at <http://www.project2061.org/publications/bsl/online/index.php>
2. *Science and Creationism, A view from the National Academy of Sciences*. Second Edition. (1999). National Academy Press, Washington, DC. Also available at <https://www.nap.edu/read/6024/chapter/1>
3. *Teaching about Evolution and the Nature of Science*, National Academy of Sciences. (1998). National Academy Press. Washington, DC. Also available at <https://www.nap.edu/read/5787/chapter/1>

4. Science for All Americans, James Rutherford and Andrew Ahlgren: Project 2061 of American Association for the Advancement of Science (1993). Oxford University Press, New York, NY.  
Also available at <http://www.project2061.org/publications/sfaa/online/sfaatoc.htm>
5. National Association of Biology Teachers Statement on Teaching Evolution. Teaching about Evolution and the Nature of Science, Appendix C, National Academy of Sciences. (1998). National Academy Press. Washington, DC.  
Also available at <https://www.nap.edu/read/5787/chapter/11#127>
6. National Science Teachers Association Position Statement on the Teaching of Evolution, July 1997. Teaching about Evolution and the Nature of Science, Appendix C, National Academy of Sciences. (1998). National Academy Press. Washington, DC.  
Also available at <https://www.nap.edu/read/5787/chapter/11>

Adopted: 3-23-17

Adopted: 9-07-00

Amended: 1-20-05

Amended 12/3/2011

Amended: 5/22/2014

### **2.13. Parental involvement and volunteering**

It is the duty, obligation and right of all parents to direct the education and upbringing of their children. As a parent-run institution, Liberty assists parents in superbly carrying out their parental-educational responsibilities.

Liberty is a school of choice. This means parents have the option to choose, for their child, the philosophy of this school as articulated in the Charter. Liberty believes the school's design will result in parents playing a strong role in their children's education. When parents have the opportunity to choose the kind of education they prefer, they find the necessary energy, time, and resources to devote to their children's education. Liberty anticipates parents will be directly engaged in tutoring, coaching, classroom instruction, preparing resource materials, and providing other necessary and invaluable leadership.

The family naturally provides the most influential and effective context for basic lifelong learning and teaching. For this reason, and at the discretion of the classroom teacher or Principal, parents are invited to teach or assist with learning projects in all subjects, depending on their interests and expertise. Parents are also encouraged to spend time reading aloud to children at school and in the home, coaching them in skill development, and otherwise contributing time and talents in a variety of ways. Parents

with children in a specific grade level will have opportunity to volunteer in that grade at the teacher's discretion.

### Parent Involvement, Observation, and Volunteering

The Liberty Common School is a charter school. As such, there are many new ideas being implemented. The classroom itself is the context for several of these innovations. There is great emphasis on parent volunteers in this school. There is also a need to establish a learning environment that best serves the students. At The Liberty Common School, we have defined the general parameters for parents volunteering in our classrooms.

1. Parents, grandparents, relatives, friends, and other members of the community who volunteer are an integral part of The Liberty Common School. Volunteers are welcome and play a crucial role in the high-quality teaching of the entire curriculum each year. Parent-volunteer activities are coordinated by Liberty's Volunteer Support Team. All persons, over the age of 18 yrs. old, volunteering at The Liberty Common School must register on the Liberty Common School Volunteer website and complete the Liberty Common Volunteer Application. The application also includes a volunteer agreement and volunteer oath form. Volunteer applications are subject to state and national background checks. Once approved, a verification will be sent to the volunteer and a name badge will be issued to use at each school's volunteer kiosk. [CLICK HERE](#) to register as a new volunteer or to update your current volunteer profile.
2. The teacher has primary responsibility for the classroom and student learning within the classroom.
3. The teacher's "individual teaching style" sets the tone for the classroom. This includes everything from delivery of the educational program to classroom management.
4. Parents who wish to be volunteering in the classroom need to learn the teaching style of the teacher they wish to assist. If the teaching style conflicts with the parent's volunteering style, the parent will need to either adjust his or her style or find a more compatible setting within Liberty to volunteer.
5. There will be a classroom volunteer coordinator (CVC) for each primary and intermediate class. The CVC is responsible for organizing and delegating the volunteer needs of the teacher, classroom, and parents.
6. Any grievance or concern a parent has with a classroom or a teacher will be handled by the procedures defined in this handbook.
7. Under **NO CIRCUMSTANCE** is it acceptable for a parent volunteer to confront a teacher about an issue *"in the classroom, or any other part of the school, when students are present."*
8. Parents are responsible for their pre-school children. They must remain with you at all times.
9. Liberty encourages every adult—parents, stepparents, grandparents, aunts and uncles—to take a special interest in the lives of Liberty's students, to act as mentors and tutors, and to instill in every student a love of learning.

Parents work in conjunction with the staff to ensure the most effective education possible for their children. To this end, parents are responsible for knowing and understanding the contents of Liberty's Charter, and are encouraged, but not required, to participate on school committees and provide other volunteer services, as they are able.

Parents are welcomed and encouraged to participate in the school, to reasonably observe and assist the teacher. However, any parent whose presence or actions are deemed by the teacher and Principal to be a distraction, to exhibit hostility, or to interfere with the instruction or learning of the students, will be barred from the school.

In order to create a consistent school atmosphere for learning, parents wishing to observe a class must arrive before class begins. Each class will have two teacher-provided chairs for observers. Observing parents do not participate in classroom activities unless invited to do so by the teachers, and observers must not interrupt teachers or students. Observers may take a few notes, however, computers, tape recording, etc., may be a distraction to students and are not permitted. Primary and Intermediate parents wishing to be active in The Liberty Common School and volunteer in various ways must go through procedures given by the Classroom Volunteer Coordinators. Parents will receive specific training in areas of interest to them so they may be the most efficient helpers.

#### **2.14. Volunteer code of conduct**

Volunteers at The Liberty Common School shall:

- Be on-time and reliable in fulfilling volunteer commitments.
- Exercise kindness while volunteering for Liberty Common School.
- Respect and abide by the confidential nature of anything they might see or hear while volunteering.
- Be prompt and dependable for the times they agree to volunteer
- Conduct themselves in a businesslike and fair manner, without partiality to individual students.
- Motivate children to work and help them succeed in school.
- Graciously accept direction and constructive criticism from staff members for which they are volunteering.
- Acknowledge the teacher as the authority in the classroom.
- Not confront a teacher regarding disagreements or differences of opinion in the presence of children.
- Be respectful of the classroom by not disrupting a teacher's instructional time or student learning.

- Schedule all in-classroom volunteer hours through the classroom’s volunteer coordinator (CVC) or the teacher.
- Dress modestly and appropriately for a school environment (i.e. Midriff covered, no short shorts/skirts, shoulders covered).
- Wear a current volunteer nametag at all times when volunteering at the school.
- Sign in and out at the front office when volunteering at the school.
- Record all LCS volunteer hours, including those worked outside of school, at the volunteer kiosk or the log sheet in the front office.
- Ensure each child in the car has a properly functioning seatbelt when transporting students.
- Provide a copy of a valid driver’s license and proof of insurance to the front office if transporting students.
- Ensure all children (e.g. Younger siblings, non-students) accompanying the volunteer on school premises are supervised at all times. Children may only accompany volunteers in the resource room, health office, lunchroom, hallways and at recess.
- Arrange for a replacement in the event the volunteer cannot meet their scheduled obligations.
- Call the school (482-9800) 24 hours in advance and inform appropriate staff of any volunteer replacements via voice mail. (Voicemail numbers are listed in this Student & Parent Handbook.)

LCS Policy 6.2  
Adopted 4-22-05

### **2.15. Teachers and professionalism**

Teachers are the center of the mind and the heart of every successful school. Without dedicated competent teachers, the best of educational practices will never actually come to fruition in the classroom. Research on effective schools reveals that after individual ability and effort, the organizational structure implemented at Liberty is most influential in determining academic achievement. Liberty’s teachers are expected to implement Liberty’s academic mission. In the classroom, the teacher is in charge. Outside of the classroom, teachers receive professional guidance with respect to specific goals and objectives from the Board of Directors through the Principal.

Professionalism requires a body of knowledge and skill applied with a clear level of accountability that affords the flexibility to accomplish the defined task. All teachers have a different style of teaching—the unique blend of classroom characteristics that enables them to give the very best of themselves to the education of their students. The teacher’s style sets some basic parameters for the parents as well as the children. Within those parameters, and at the teacher’s and/or Principal’s discretion, parents have all the opportunity to assist the teacher. A high level of parental involvement is

actively encouraged, and teachers are expected to incorporate parental volunteer efforts in the classroom as much as is reasonably possible. Parents with children in a classroom will have the priority for volunteer opportunities in that class.

The central role of teachers in the classroom deserves respect. All teachers accept responsibility for teaching the entire curriculum, both content and skills, in a way congenial to the school's philosophy toward values and the student. This will be defined as their primary role.

### **2.16. Board of Directors**

The primary responsibility of the Board of Directors (BOD) is to oversee and establish the educational and operational policies of the school consistent with the vision, philosophy, and mission of the school as defined by our Charter Application. Implementation of the policies and procedures, and daily operations, are the responsibility of Liberty's administrative personnel. The BOD meets once a month to discuss school operations and hear reports. It is during these meetings that they examine operations, establish new policies, and review and change existing policies as needed. Requests, concerns, and information items may be offered by parents, students, and teachers for public discussion during community comment at BOD meetings.

Regular meetings of the BOD will be held not less than once each month. All regular meetings are open to the public, and your attendance is welcome. Meeting agendas are posted 24 hours in advance at the front office door. For issues involving personnel, or other sensitive matters, the Board may vote by two-thirds majority to adjourn to Executive Session following the regularly scheduled Board Meeting agenda.

Documents regarding the governance of the school (Charter, contract, by-laws, BOD policies) are on our web site and are available in the office for perusal or purchase by parents.

### **2.17. Community involvement**

We have received much support from individuals and businesses within our local community. Community relations will continue to be important to us, and we are all goodwill ambassadors for Liberty. We hope to continue creating partnerships with local businesses and pursue grant opportunities. Any information or expertise you can offer in this area is greatly appreciated. Liberty may recruit individuals from the community to provide supplementary educational experiences for the students. On-site parental volunteer assistance will be encouraged and facilitated. Liberty has set a goal of community volunteer involvement equal to 50% of the entire staffing hours budgeted each year.

Liberty aspires to provide an educational system that serves the needs of the students, parents, and the community. This provides an unprecedented opportunity for parents and the community to participate in the students' educational process. Liberty has established a Community Advisory Board to obtain broad, non-parental, community-based input regarding the direction and operation of the school.

### **2.18. Student accountability**

All quality students are capable of learning to accept responsibility for their own education and behavior by arriving on time, turning in homework and class work on time, being prepared with class supplies, etc., and taking responsibility for their actions. The philosophy and practices incorporated by The Liberty Common School acknowledge that young people are free to act and are therefore moral "agents," accountable for their actions.

Our policies will encourage discipline, hard work, cooperation, decision-making and acceptance of the consequences for decisions made. Such policies, and a clear understanding of academic expectations, help our students to choose their quest for intellectual and personal growth. The students' sense of alignment between their personal educational goals and those of their school further reinforce their desire to accept responsibility for their education. Such an approach to student accountability has been termed "agency education." (See Philosophy) In addition, all students and their parents **MUST** read and adhere to the Student/Parent Contract (Appendix A) presented at the time of enrollment into Liberty Common School.

### **2.19. Academic Support Team (AST)**

Liberty Common School's excellent teaching methods, rich curriculum, and strong character education reaches the majority of students and helps bring about amazing learning, high achievement, and strong character. While students are expected to do all they can to reach the high bar, their parents are also asked to help at home. For most students, this is enough to achieve their academic success. When a student needs more than this to achieve at grade level, the school is required to intervene.

Academic Support Team's primary mission is to support students who are at risk academically by identifying and addressing barriers to their success. It improves student success toward mature literacy and independence by providing specialized instruction. AST addresses concerns through many avenues: Response to Intervention, English Language Acquisition, 504s, Advanced Learning, and special education. Support is given judiciously and only as needed. Liberty Common School intervenes with solutions while still ensuring that its students are educated with the Core Knowledge curriculum.



When difficulties arise, the following steps occur. Students move to the next step if improvements are not seen.

1. General education teachers work with the student and his or her parent/s to alleviate the problem.
2. The Student Teacher Assistance Team (STAT) – a group composed of general educators, administrator/s, and AST representative/s – through referral, offers advice to teachers and/or parents and determines the next step.
3. The student may be referred to AST for further intervention and support through the RTI process (RTI=Response to Intervention.) A student may also need screenings, observations, other testing, or an accommodation plan. STAT monitors progress and may revisit to change the plan as needed.
4. If steps 1-3 do not remediate the problem, STAT may refer a student for a special education evaluation. Written permission is required before such an evaluation can take place.

Parents are apprised of this process along the way and are encouraged to support their children in any manner they can to bring academic success. Questions about your child or this process should be directed to his or her classroom teacher or the Academic Support Coordinator.

*LCS Policy 7.18.*  
*Adopted: 12-20-12*

## **2.20. Policy for Students Under ECEA 12.00**

### **I. Introduction.**

Notwithstanding taxonomy and nomenclature used by State and Federal education-related rules and regulations, Liberty Common School finds, declares, and determines:

“The principal determinants of individual academic success are individual ability and effort. The policies of Liberty (grading, discipline, homework, and teaching) must support the student’s adoption of a personal quest for academic growth using the clearly marked path of expectations in knowledge, skill, and character. The guiding philosophy of Liberty acknowledges that children can and should be held accountable for their own schoolwork and behavior, with the support of teachers and parents.” [LCS Policy | Principle #7 | Adopted February 24, 1997].

It is self-evident that all students demonstrating the capacity to acquire knowledge at the accelerated pacing of the LCS curriculum, scope, and sequence are in possession of

exceptional intellectual gifts. Accordingly, LCS recognizes each successful student enrolled in the institution as being both gifted, and endowed by nature with exceptional academic talents.

## **II. Policy Statement.**

In accordance with Section **301-8** of the Code of Colorado Regulations, and the **2016 Rules for the Exceptional Children's Educational Act (ECEA)**, Liberty Common School (LCS) employs this Policy to identify and properly serve its students eligible for ECEA 12.00 services.

LCS rejects the anti-intellectual traditions that have become so prevalent in American schools, and instead advocates the systemic acquisition of broad knowledge, superior language and active, engaged minds consistent with the idea of “intellectual capital” described by Core Knowledge Foundation founder E.D. Hirsch, Jr. Adhering to this educational philosophy, LCS offers advanced academic opportunities, instructional rigor, and honors-level curriculum to all students.

LCS’s educational philosophy naturally and especially appeals to families of high-achieving students, resulting in a disproportionately greater population of students with the potential to be identified as exceptional, relative to traditional-public schools in the Poudre School District.

Due to the uniqueness of LCS’s educational program, and its larger percentage of potentially ECEA 12.00-eligible students, LCS has adapted the prescriptions of C.C.R. 301-8 so that both the educational needs of ECEA 12.00-eligible students are met, and the regulation is honored.

The adoption and provisions of this Policy are in keeping with this commitment.

According to the ECEA 12.00(16), a child eligible for ECEA 12.00 services is a person between the ages of four and twenty-one whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. These students include gifted students with disabilities (i.e. twice exceptional) and students from all socio-economic, ethnic, and cultural populations. These students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of the ECEA areas of indication.

## **III. Scope of Policy.**

This Policy applies to LCS students in grades kindergarten through twelve, and all LCS instructional faculty who can contribute to the identification of students covered under ECEA 12.00.

#### **IV. Procedures for Identifying Students covered under ECEA 12.00.**

Liberty Common School's K-3 curriculum is designed to teach the skills of learning, namely reading, writing, speaking, listening, calculating, problem solving, and exercising critical judgement. These skills are taught through a body of organized knowledge. In subsequent grades, students begin to be taught a greater depth of knowledge, and begin to organize principles and look for relations between things they have learned. The LCS Administration has therefore determined that the procedures for identifying students covered under ECEA 12.00 should begin in the 4th grade. Referrals for students in K-3 will be considered. Qualifying criteria and consideration procedures for K-3 differ from those described below.

- 1) Data collection for a body of evidence begins in the 4th grade, and includes assessment results from multiple sources, and multiple types of data. Students with assessment scores in the 95th percentile or higher on a nationally normed test or qualitative data indicating exceptionality will be considered for identification to receive ECEA 12.00 services under these procedures.
- 2) A student may also be considered for identification to receive ECEA 12.00 services if a teacher or parent recognizes the student is insufficiently challenged by the academically rigorous content and instruction the student is already receiving, and/or a student demonstrates exceptionality in other non-academic areas identified by ECEA 12.00. The teacher or parent alerts LCS Administration of their informed opinion, and LCS Administration shall include the student in consideration procedures.
- 3) An LCS Student Teacher Assistance Team (STAT), made up of teachers, administrators, and one or more representatives from the Academic Support Team, convenes a meeting to examine the body of evidence for each student being considered. The procedure for determining whether to identify a student to receive ECEA 12.00 services includes a STAT Team examination of the following:
  - Measure of Academic Progress (MAP) scores.
  - State-mandated assessment scores (e.g. CMAS) or other achievement assessment results (e.g. STAR).
  - Grades and grade-point average over two semesters.
  - Additional teacher input as deemed necessary and appropriate by the STAT.

- 4) Upon the examination of the evidence, the STAT will determine whether to proceed with an assessment of cognitive ability/aptitude, such as the Cognitive Abilities Test (CogAT). A student's parents will sign a Cognitive Test Permission Form indicating their acceptance or refusal of their student taking an assessment of cognitive ability/aptitude.
- 5) If the STAT has determined a student meets ECEA 12.00 eligibility criteria, and/or the student scores in the 95th percentile of an assessment of intellectual ability/aptitude, procedures for students determined to be covered under ECEA 12.00 are triggered.

#### **V. Procedures for Students Determined to be Covered Under ECEA 12.00.**

Because of the baseline academic rigor of the educational program at LCS, and the additional opportunities available for exceptional students, the school will work with the eligible student's parents to determine whether the parents would like their child to receive ECEA 12.00 services.

- 1) A meeting with the school's ECEA 12.00 designee and the parents of the eligible student will occur. The parents will be informed and educated on:
  - a) All the academic offerings available to students through the rigorous educational program at LCS. These offerings include:
    - i) Individualized enrichment opportunities directed by the classroom teacher(s), in collaboration with the parent, during the student's daily thirty-minute Extended Learning Opportunity (K-6) or 9th period of the day (7-12).
    - ii) School-sponsored extracurricular activities.
    - iii) Advanced math beginning in sixth grade for eligible students.
    - iv) Honors and high-school level course options in grades 7-12.
    - v) Advanced Placement and concurrent-enrollment classes in grades 9-12.
  - b) Their option to receive ECEA 12.00 services, documented through an Advanced Learning Plan (ALP), and how related services will/will not alter the educational opportunities already afforded to their student.
- 2) After the parents are satisfactorily informed on the extent of LCS's academic and non-academic offerings and the potential benefits of an Advanced Learning Plan, they will sign CCR 301-8 Opt-in/Opt-out Form indicating they are either
  - a) Satisfied with the School's ability to challenge their student, absent an Advanced Learning Plan, or
  - b) Dissatisfied with the School's ability to challenge their student, and request an Advanced Learning Plan.
- 3) Parents of students enrolling in Liberty Common School with an existing ALP will be informed on the extent of LCS's academic and non-academic offerings and asked to sign a CCR 301-8 Opt-in/Opt-out Form indicating they are either

- a) Satisfied with the School's ability to academically challenge their student, in lieu of an Advanced Learning Plan, or
- b) Dissatisfied with the School's ability to academically challenge their student, and request an Advanced Learning Plan.

### **Definitions**

“Advanced Learning Plan” means a written record of an eligible student’s strengths, academic and affective learning goals and the resulting programming utilized with that child and considered in educational planning and decision making [ECEA 12.00(1)].

“Aptitude Test” means an ability test to determine potential or level of performance in problem solving, reasoning and other cognitive functions. Aptitude or ability tests predict potential in an area of program eligibility and /or future academic school success [ECEA 12.00(6)]

“Gifted Children” means those persons between the ages of four and twenty-one whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advance that they require special provisions to meet their educational programming needs. Program-eligible students include eligible students with disabilities (i.e. twice exceptional) and students from all socio-economic, ethnic, and cultural populations. Program-eligible students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of the ECEA areas of designation [ECEA 12.00(16)].

“Gifted Education Services” or “Gifted Education Programs” means the services, delivery model and programs provided to eligible students pursuant to the ECEA. Relevant education services and “gifted education programs” include, but need not be limited to, strategies, programming options, and interventions reflecting evidence-based practices, such as acceleration, concurrent enrollment, differentiated instruction, and affective guidance [ECEA 12.00(17)].

Policy Amended: 02-27-20

Policy Adopted: 03-07-19

## **3. School Policies and Services**

### **3.1. Attendance**

Absence Line (482-9800, then press 2)

Regular attendance is important to ensure achievement in school; thus, we discourage vacations, trips, doctor appointments, and other non-illness related absences when school is in session. When that is unavoidable, students are responsible for any make-

up work during their absence. Assignments that are not made up, according to the time restrictions set by the teacher and school, will be reflected in their grades. It is helpful to both student and teacher to make prior arrangements to meet that requirement. Our goal is to maintain a student attendance rate of no less than 95%.

Liberty Elementary School starts promptly at 8:00 a.m. Arrival time is 7:40-7:50 a.m.

Colorado State Attendance law states, in part, that "Every elementary child who attained the age of 6 and under the age of 16 years....shall attend public school for at least 968 instructional hours during the school year, and every junior high child shall attend public school for at least 1150 instructional hours during the school year."

The State of Colorado and Poudre School District's goal for attendance is 95%, as is Liberty Common School's. In order to attain this goal, a student cannot miss more than 10 days during the entire school year. Any student missing more than 10 days of school, for reasons other than illness, will require a parent conference and the student will be required to make up the missing days after school or on weekends.

An EXCUSED ABSENCE/TARDY includes but is not limited to absence due to doctor appointment, dentist appointment, medical problems, or illness, involvement in a traffic accident, traffic problem occurring with multiple families arriving late, or when numerous carpools are affected, family emergency, death, or extreme weather.

An UNEXCUSED ABSENCE/TARDY includes but is not limited to time taken to attend family trips, late carpool, sleeping in late, lunch out from school, or professional sporting events. If a student is absent during the day, he or she may not attend Liberty social functions that same night.

It is necessary that students be in class each day to fully benefit from Liberty's rigorous academic program. It is reasonable that students will occasionally miss class due to illness, doctor appointments, or family emergencies. Such absences will be excused with a call from a parent. In these instances, students will be allowed to make up tests and quizzes without penalty. The teacher will determine appropriate adjustments, if any, to due dates for late or missed assignments.

If parents are planning an unexcused absence (e.g., vacation, absence for special events), they must make advance arrangements with their child's teacher(s) to complete any work that will be missed. In the case of an unexcused absence, make-up tests/quizzes and adjustments to assignment due dates may be allowed at the discretion of the teacher.

Recurring or routine absences from school are discouraged, however individual cases may be allowed at the discretion of the Principal and staff. In all instances the student

and teacher(s) must agree on a plan to ensure that the student remains current with all class requirements.

#### Absences Due to Illness

Absence Line (482-9800, then press 2)

If your child is absent because of illness or an appointment for which we have not been notified previously, please call to make us aware of the situation before 8:30 a.m.

Please call each day your child is to be away from school and state the reason for the absence on the Absence Line (482-9800, then press 2).

It is critical to student safety that we know where students are on school days. The office staff must place calls daily to parents who have not contacted the Absence Line. Parents will be notified that an absentee call was not received by the telephone broadcast system, School Reach. To minimize these calls, please make sure to inform the school of your student's absence.

#### Extended Absences

Extended absences should be discussed with your child's teacher in advance. Make-up work, alternative assignments, and the schedule for their completion, can then be devised to minimize negative impacts on academic learning.

#### Late Arrival (Tardy)

Tardiness is a form of absence and interferes with student learning. Late arrivals interrupt the learning environment and the daily procedures and will be handled in a serious manner. Promptly at 8:00 a.m., the bell rings, doors to classrooms are closed, and the student academic day begins. Students arriving after the bell rings will be considered tardy and must be checked in at the front desk by a parent or guardian. After five tardies in a quarter, students in grades 4 through 6 will serve a lunch detention. Every tardy until nine will also result in a lunch detention for that quarter. The 10<sup>th</sup> tardy will result in an after-school detention that will be held from 3:00 to 4:00. Parents will be given warning emails and will be notified if a student reaches this many tardies. If the tardies continue to occur on a frequent basis, a meeting may result between the parent/student/teacher/Principal. Loss of privileges for extracurricular activities may result. This policy will reset each quarter giving students and parents an opportunity to improve.

Students may NOT be taken from classroom, halls or playground without prior acknowledgement by teacher, AND official sign in or out by parent in the front office, and notification to teacher(s) concerned. Parents should not pull siblings from their classroom to attend classroom events such as classroom open houses. On a field trip, students taken by parents (or representative) from the field trip must check out with the teacher who has oversight of field trip students.

### **3.2. After-school child care and transportation**

Students should be dropped off no earlier than 7:30 a.m. and picked up from school no later 3:30 p.m. in the Elementary School. Junior High school and High school students should be dropped off no earlier than 7:15 and leave campus by 3:45, unless arrangements are made with a specific teacher or coach.

Liberty has an after-school child care program available from 3:00-6:00 p.m. for students who need supervision after school. This service will require registration and a fee. Students who are not picked up by 3:30 p.m. will be sent to the program and the full rate will be charged to the parent. The Liberty Common School cannot be held responsible for students after 3:30 p.m.

### **Liberty Common Bus Transportation Plan**

Liberty Common owns and operates a small fleet of buses. The school offers limited morning and afternoon shuttle service between campuses.

Bus transportation is offered for students who meet the following criteria:

- Between the Plato Campus and the Aristotle Campus for families traveling a “long distance” to the Aristotle Campus. A “long distance” is defined as approximately 15 miles or more to the Aristotle campus from the family’s residence.
- Between the Plato Campus and the Aristotle Campus for families who have children attending both elementary-school campuses.
- Between the Plato Campus and Liberty Common High School (afternoons only) for families who have children attending an elementary campus and the high-school campus.
- Between Liberty Common High School and the Plato Campus (afternoons only) for junior-high and high-school students participating in after-school co-curricular activities (e.g. athletics, theatre, etc.).

Transportation between campuses is restricted to the above scenarios due to limited seating.

In order for students to ride a Liberty Common School bus, families must complete the *Intent to Ride Form*, as well as the *Bus Behavior Contract* agreeing to rules and expectations for riding the bus.

Shuttle service will run Monday through Friday. Families will be notified of any changes or cancellations to the shuttle schedule.

### **Bus Service Between Plato and Aristotle Campuses**

#### **Morning Schedule:**

Leave Aristotle Campus	7:10 am	Leave Plato Campus	7:35 am
Arrive Plato Campus	7:30 am	Arrive Aristotle Campus	7:50 am



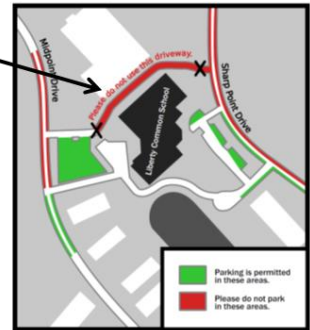
### **Afternoon Schedule:**

Leave Aristotle Campus	3:10 pm	Leave Plato Campus	3:35 pm
Arrive Plato Campus	3:30 pm	Arrive Aristotle Campus	3:50 pm

### **Pick-up/Drop-off Locations and Guidelines:**

#### **Plato Campus:**

Location: Behind the school, off Midpoint Drive.



#### **Drop-Off/Pick-Up Options:**

1. Parents who prefer to drop their children off may drive through the circular drop-off/pick-up lane directly behind the school building.
2. Parents who prefer to park and walk their children to the bus may park in the lot directly to the west of the school building. Parents must walk their children through the parking lot for safety, and may not use the parking lot as a drop-off/pick-up lane.

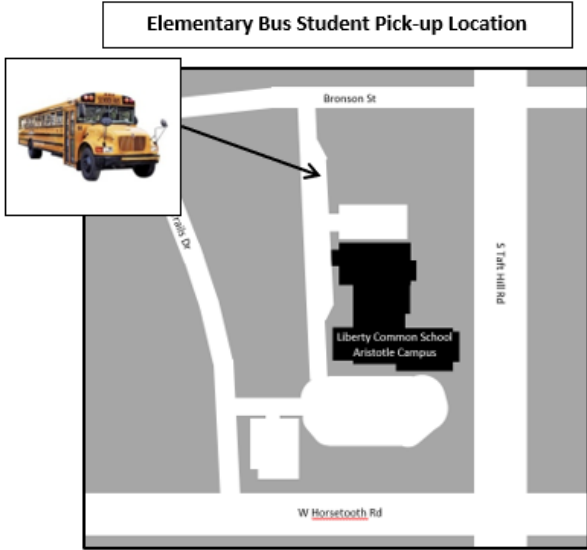
Note: Parents are not permitted to drive or park between the school and Advanced Energy for drop-off/pick-up. The driveway and parking spaces are owned by Advanced Energy.

#### **Aristotle Campus:**

Location: Northwest side of school in the drive-through lane.

#### **Drop-Off/Pick-Up Options:**

1. Parents who prefer to drop their children off may do so in the drop-off/pick-up lane south of the parked bus.
2. Parents who prefer to park and walk their children to the bus may park in the lots to the north or south of the school building. Parents must walk their children through the parking lot for safety, and may not use the parking lot as a drop-off/pick-up lane.



**Bus Service Between Plato and High School Campuses (afternoon only)**

- Students attending the Plato Campus may ride the shuttle to the high school campus.
- LCHS students with siblings at either elementary campus may ride the shuttle to the Plato Campus.
- LCHS students participating in co-curricular activities at the Plato Campus.

**Afternoon Schedule:**

Leave LCHS (main-entrance lot)	2:52 pm
Arrive Plato Campus (back of building)	3:00 pm
Leave Plato Campus (back of building)	3:10 pm
Arrive LCHS (main-entrance lot)	3:15 pm
Leave LCHS (main-entrance lot)	3:30 pm
Arrive Plato Campus (front of building)	3:35 pm

**3.3. Books**

All books are on loan to students for their use during Liberty’s school year. Books are to be kept clean and handled carefully. Students will be fined for damaged or lost books.

Replacement Cost for Lost or Damaged Books

Fines for lost and/or damaged books are as follows:

NEW BOOK:	Full cost of book
1 year old:	80% of original cost
2 years old and greater than 2 years old:	50% of original cost

### **3.4. Classroom placement policy**

The classroom placement policy is designed to promote educational excellence and fairness by optimizing the learning environment in both tracks at each grade level while meeting special needs of individual students.

Parents may request a specific classroom environment for their children by writing a letter to the Principal by April 15. However, such requests are not guaranteed because they can lead to imbalances in the classroom environment. Teachers at each grade level use their knowledge of classroom dynamics, special needs, balance of boys and girls, friendships, availability of volunteers, diversity of student achievement, etc., to determine classroom assignments in order to provide a fair and common education for all students.

### **3.5. Communications**

The official means of communication of The Liberty Common School is the Common Sense newsletter. Official communication from the school may include but is not limited to information regarding:

- Curriculum
- School policy
- Changes in personnel
- Actions of Board of Directors
- School Calendar and scheduling
- Changes in fees and schedules
- Requests for Volunteers

#### Communication Folders

Communication between school staff and parent/students is crucial for overall school success. Every Monday, students in grades K-6 will receive a large envelope or folder filled with all the written communication for that week. This may include, but not be limited to, newsletters, permission slips, conference information, report cards, special event fliers, and homework. Parents should look for the envelope each week, read the contents, sign any documents needing to be returned, and send it back. Whenever papers are sent home, parents are expected to read them carefully. Parents may use e-mail for teacher communication. Good communication is always a two-way street!

Please be aware that any "School-to-Home Communications" are critical to the success of Liberty and the parents of Liberty students. Volunteers, teachers, and parents who help distribute these communications are not to stamp, insert, or attach any foreign matter on, into, or with copies of the communications into or with other publications, nor permit others to do so, without prior written approval by the Principal or member of Liberty Board of Directors. In addition, classroom teachers have the authority to

approve items going home with their students. Any Liberty communication should include a teachers stamp or initial or an administrative initial, or member of the BOD.

### Student Assignment Books

Organizational skills are so important to lifelong success that we have made them part of our curriculum. To help students manage their assignments, we require each 3<sup>rd</sup>-6<sup>th</sup> grade student to use an assignment book. The 3<sup>rd</sup>-6<sup>th</sup> grade will have an assignment book provided by Liberty Common School. This book will include an Assignment Log and a Communication Log for parent and teacher. The Assignment books should go home every night, and provide parents with a convenient method to monitor their child's work and work-study skills.

### Teacher Conferences

Parent/Teacher conferences are scheduled in the fall. Teachers will schedule conferences via a parent sign-up sheet. Arrangements for additional conferences may be made with your child's teacher before or after school hours. A spring conference may be held at the teacher's discretion.

### Mid-Term Reports and Report Cards

Mid-Term Reports are sent home halfway through each quarter to students with a "C" grade or lower in any subject. Student Report Cards are completed at the end of each quarter. They will be sent home with students or mailed. Final Report Cards for all grades will be mailed home approximately one week after school is out.

### Advertising on School Grounds

All materials posted or distributed on school grounds must be submitted to the office for formal approval before posting or distributing. All items approved will contain either a stamp or administrative initials. Any unapproved materials will be removed or confiscated.

## **3.6. Discipline code**

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

The Principal, or faculty members may assign consequences. Depending on the nature of the offense, damages to others, and continued pattern of offenses, consequences

may include detentions, service, student behavior plans, fair remuneration, relinquishing privileges, apologies, required extra work, and/or activity restrictions. Should a situation become more severe, a parent conference will be required immediately. For major infractions, suspension procedures will be followed.

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

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

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

#### Formal Discipline Proceedings (K-12)

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

Suspensions at The Liberty Common School can be assigned only by the Principal. Prior to suspension, the student's parent will be notified, and a parent conference will be required before the student returns to class. Notice of suspension shall be given in writing. An informal hearing will be offered to a parent and student after receipt of notice of suspension lasting less than 10 days, by the Principal. A parent conference involving Principal, student, and student's parent(s) or guardian(s) may be required before a student will be readmitted following a suspension. A suspension lasting more than 10 days will be given a formal hearing.

#### Levels

If the student continues to be disruptive and exhibits inappropriate behavior or actions, the student will be placed on levels. A level 1 is an indication that the student is exhibiting behavior or actions that are not acceptable. A level 2 status indicates that the student is continuing with the inappropriate actions or behavior.

A level 3 will result in expulsion from the school and the school district. The Liberty Common School reserves the right to place the student at any level at any point according to the severity of the offense.

#### Step 1, Initial suspension

An initial suspension will occur after a major infraction or a series of minor infractions, depending on the severity of the infraction(s). Step one, initial suspension, will include a minimum of a one-day, and a maximum of a ten-day suspension. A remedial student discipline plan may be created during the conference between parent, student, and Principal depending on the severity of the infraction. A parent-student- Principal conference may be required before student re-admittance to the classroom. Depending on the severity of the infraction, the student may or may not be placed on a level 1 at this point.

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

A secondary suspension is the second step of formal discipline proceedings and will occur after one or two major infractions following initial suspension, depending on severity of offense, and/or as a result of the student's violation of his or her remedial discipline plan. Step 2 suspensions will include a minimum of two days and a maximum of no more than ten days total suspension. A required parent-student- Principal conference will be held before student is allowed to return to school. If a remedial student discipline plan already exists, it will be reviewed and revised. If a remedial student discipline plan has not been created as yet, one will be created for the student at this point. Depending on the severity of the infraction, the student may or may not be placed on a level 1 or 2 at this point.

#### Step 3, Final suspension

A final suspension from The Liberty Common School is the third and final step of formal discipline proceeding. After a final suspension, and prior to movement toward a declaration of "habitual disruption" (placing the student on a Level 3) or the expulsion proceedings, a student may appeal the decision and obtain a hearing from the representative of the Board of Directors. In addition, "The board of education of each district may deny admission to, or expel for any period not extending beyond one year, any child whom the board of education, in accordance with the limitations imposed by this article, shall determine does not qualify for admission to, or continued attendance at, the public schools of the district. (CRS 22-33-105 2c).

*According to Colorado statute, a student may be declared habitually disruptive after being suspended three times in one year on the grounds set forth in CRS 11-33-106 for causing a material and substantial disruption in the class, on school grounds, on school vehicles, or at school activities or events because of behavior that was initiated, willful, and overt on the part of the student, and the suspensions were made for*

- Continual, willful disobedience or open and persistent defiance of proper authority;
- Willful destruction or defacing of school property;
- Behavior on or off school property, which is detrimental to the welfare or safety of other students or of school personnel;
- Serious violations in a school building or in or out of school property;
- Repeated interference with a school's ability to provide educational opportunities to other students;
- And other grounds found in CRS22-33-106(1)(a),(b),(c),(d), and (e).

Expulsion from The Liberty Common School shall be mandatory for the following violations:

- Carrying, bringing, using, or possessing a dangerous weapon (including a firearm or firearm facsimile, any pellet, or BB gun or other device operational or not, designed to propel projectiles by spring action or compressed air, fixed blade knife with a blade that measures longer than three inches in length or a spring loaded knife with a blade longer than three and one-half inches, any object, device, instrument, material, or substance, whether animate or inanimate used or intended to be used to inflict death or serious bodily injury. Non-lethal devices related to this section may be specifically authorized by school administration for legitimate school activities – such as theatrical productions, sports [for example, fencing], or other school-sanctioned activity – prior to use or possession on school property);
- The sale or possession of a drug or controlled substance;
- Death threats to other students, faculty, administration, or Members of the Board of Directors;
- The commission of an act, which if committed by an adult would be robbery, or assault other than third degree assault.

Expulsion is also mandatory if a student is declared habitually disruptive.

### **3.7. Playground & recess rules**

#### Equipment

- Equipment must be used in the manner for which it is intended.
- Tag, pushing, shoving, chasing, wrestling, or other horseplay is not allowed on or near any playground equipment.
- Hanging on, swinging from, or climbing on the tetherball pole, soccer goals, or legs of other playground equipment is not allowed.
- Jumping from bar to bar is prohibited.
- Pulling or pushing other students off of the bars is not allowed.

#### Swings

- Students should be sitting down and swinging in a back and forth motion.
- Side-to-side swinging, twisting, standing on swings, jumping from swings, double swinging, or tummy swinging is not allowed.
- Students who are not swinging should not be in the swing area.
- Crawling under, running between, or chasing around swings is not allowed.
- Saving of swings is not allowed. Swings are available on a first come, first served basis.
- No jumping off of swings.

### Slides

- Students must slide down feet-first on their bottoms.
- One person on a slide at a time.
- Standing on slides, running up, or climbing up slides is not allowed.
- Jumping from the top in order to slide down is not allowed.
- Jumping off of the slide is not allowed.
- Going down the slide backward or headfirst is not allowed.
- No rocks are to be thrown or rolled down the slides.

### Crossbars

- Students must use two hands on the bars.
- Hanging by the legs or sitting on crossbars is not allowed.
- Jumping from bar to bar is not allowed.
- Pulling or pushing other students off of the bars is not allowed.

### Bleachers

- Students are permitted to sit on the bottom row of the bleachers.
- Hanging from, jumping on/off, or playing on or under the bleachers is not allowed.

### Sports

- Observe a “Hands-Off” policy. Grabbing, holding, tackling, tagging, hitting, or wrestling is not allowed.
- Students may retrieve balls that have gone over the fence only when they have asked a playground monitor for permission.

### Toys

- Only small toys are allowed unless they cause a distraction or disturbance.

### Behavioral Expectations

- During the morning recesses, food may be eaten in the shaded gravel area of the playground.
- Students must pick up all trash and food and dispose of it properly.



- After lunch, no food is to be eaten outside.
- Throwing or kicking of rocks, gravel, sand, dirt, snow, or inappropriate objects is not allowed.
- Rude or profane language is not allowed.
- Disrespect is not allowed.
- Making giant snowballs is not allowed.
- Hiding, stealing, or playing Keep-Away with another student's clothing or other belongings is not allowed; bullying, intimidating, chasing, or pulling on another student's clothing is not allowed.
- Tumbling, summersaults, or acrobatic moves are not allowed.
- Please respect P.E. equipment and do not play with it, unless given permission.
- Tell an adult immediately if you or another student is injured.
- Students should only leave the playground area with the permission of a staff member.

#### Track Rules

- The entire shed area is off limits.
- Sand pits are off limits during recess.
- Road-access gates are off limits to students. If a ball goes beyond the gate, notify an adult.
- Hanging on soccer goals is prohibited.

### **3.8. Bullying**

#### **I. Policy Statement.**

Bullying is not tolerated at Liberty Common School (LCS). In accordance with Section **22-32-109** (2)(a)(I) through (X), C.R.S (2002), LCS promotes prevention and effective, consistent responses to incidents of bullying.

Bullying betrays Respect, Citizenship, Self Control, and Responsibility as set forth in the school's Foundational Stones, and Justice as set forth in the school's Capstone Virtues. Bystanders who fail to take action in the presence of bullying betray the Capstone Virtue of Fortitude. The purpose of this policy (Policy) is to make clear Liberty Common School's position on all forms of bullying, observations of bullying, and to establish procedures to be followed where bullying is known or alleged to have occurred.

This Policy specifically addresses bullying by LCS students and students visiting from other schools. Incidents of bullying shall be treated with the seriousness they deserve, promptly and fairly for the benefit of all parties concerned.

Students shall not engage in any form of bullying as defined by law or in this Policy.

LCS is committed to providing a safe place for learning, teaching, and gathering free from unlawful harassment and power-imbalances that result from bullying. The adoption and enforcement of the provisions of this Policy are in keeping with this commitment.

## **II. Bullying is hereby defined as:**

1. Any written or verbal expression, or physical or electronic act or gesture, or a pattern thereof, that is intended to coerce, intimidate, or cause any physical, mental, or emotional harm to any student, or
2. Aggressive behavior that results in an imbalance of power, such as but not limited to a student's use of physical strength, access to embarrassing information, and/or popularity to control or harm others.

## **III. Scope of Policy.**

This Policy applies to conduct occurring on LCS property and at LCS-sanctioned events or programs off school property, such as study-abroad programs, fieldtrips, or internship programs.

## **V. Related Definitions.**

1. **Complainant.** Any LCS student seeking resources, support, and/or a formal disciplinary process in response to bullying.
2. **Respondent.** Any LCS student who has been alleged to have violated this Policy.
3. **Bystander.** Any student who witnesses bullying in any of the forms described above.
4. **Pattern.** Any bullying behavior that happens more than once.

## **VI. Procedures.**

1. It is the responsibility of Liberty Common School to insist all students and faculty set a positive example by not engaging in bullying. LCS will take action by:

- a. Providing procedures to address bullying reports and accusations to all students and parents;
  - b. Encouraging the reporting of all accusations that meet the above definition;
  - c. Reporting results of any bullying investigation to law enforcement in a timely manner as specified below;
  - d. Following-up with complainant to ensure the behavior has stopped, and that he/she has not experienced any retaliation or reprisal.
  - e. Having any additional adults present during conversations between administrators and students as the principal deems necessary.
2. If a student thinks he/she is a victim of bullying, he/she is encouraged to first speak to the alleged bully and insist the behavior be stopped. If the behavior continues, the alleged victim will report the bullying to any LCS faculty member. However, if the alleged victim feels he/she is unable to safely approach the alleged bully, he/she will immediately report the incident to any LCS faculty member.

### **3. Reporting by faculty.**

It cannot be controlled if a complaint will be made or to whom the complainant will first speak. It is important all school employees understand that reports of incidents that meet the above bullying definition are to be immediately channeled to a school administrator. Reports of bullying should never be taken lightly or disregarded and allowed to circulate without concern for the integrity and reputation of the accused, the accuser, the school, and the greater community.

- a. Upon the reporting of any bullying allegation, LCS will take immediate action to eliminate the misconduct, prevent its recurrence, and address its effects.
- b. As soon as the school administration knows, or reasonably should know about a possible bullying event, there should be a prompt investigation to determine relevant facts such as they may be reasonably ascertained. The investigation should be prompt, thorough, and impartial.
- c. Promptly upon completing the investigation and determining what occurred, the school administration should determine if the bullying incident meets the criteria of any specific criminal violation according to

Colorado criminal statute, such as but not limited to physical assault, stalking, threat with a deadly weapon, taking a thing of value, etc.

- All bullying cases that violate existing a Colorado criminal statute will be reported to law enforcement in accordance with state statute and this Policy.
  - If upon completing the investigation the school administration is unsure whether the complaint meets the criteria of a Colorado criminal statute, it will report the incident to local law enforcement.
  - If upon completing the investigation the school administration determines the incident does not meet the definition of a Colorado criminal statute, disciplinary procedures outlined elsewhere in the Student/Parent Handbook, with a reasonable balance between the pattern and severity of the bullying behavior, will be applicable.
    - During the time which the school administration communicates disciplinary procedures to the respondent, a discussion reinforcing acceptable behavior expectations will also occur.
- d. The LCS Board of Directors will be notified of any incident in which law enforcement becomes involved.

#### **4. Student bystanders and witnesses to bullying.**

Bystanders who witness acts of bullying which meet the definition of this Policy have moral obligations in accordance with the Capstone Virtue of Fortitude:

- a. Never laugh or engage in any behavior that might encourage the bully.
- b. Don't become an audience for the bully.
- c. Privately reach out to the victim to offer friendship and support; encourage the victim to respond in accordance with this Policy.
- d. Include the victim in activities with you and/or your friends.

#### **5. Administration follow-Up.**

After an investigation has occurred and the reporting to law enforcement has been completed in accordance with this Policy, the school administration will follow up with all parties involved.

- a. The school administration will meet or speak with the complainant and his/her parents, informing them of disciplinary actions taken, and any reports filed with law enforcement when applicable. The school administration will communicate any new information received from law enforcement, or any other source, pertaining to the incident and/or the after effects of the incident as appropriate.
- b. The school administration will meet or speak with the respondent(s) and his/her parents to implement discipline, and inform of any reports filed with law enforcement when applicable. The school administration will communicate any new information received from law enforcement, or any other source, pertaining to the incident and/or the after effects of the incident as appropriate.

### **3.9. Infractions**

For purposes of handling discipline, The Liberty Common School will consider infractions of rules as either *major* or *minor*.

Special note about dress code violations: Students in violation of dress code will be given school-owned clothing to wear for the day, or may be required to call home for appropriate clothing. Students must be strictly in code to attend class. Students out of code may do class work in the office or in an isolated workspace until dress is in code. Continued dress code violations will require stronger consequences including suspensions and a conference with the parent.

*Examples of Minor Infractions include, but are not limited to the following:*

Yelling; slamming; kicking; throwing; running in halls; causing minor damage to personal property (without intent to injure others); losing school property\*; disobeying school and classroom rules; clowning around in class or halls; continual patterns of misbehavior in or out of class; ridiculing others or using profane language or gestures; showing disrespect to an adult through face, body, or action; three unexcused tardies per quarter; continual late arrivals to classes.

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

*Examples of Major Infractions include, but are not limited to the following:*

Any minor infraction or pattern of activity that is detrimental to the welfare or safety of other students or repeatedly interferes with a school's ability to provide educational opportunities to other students; hitting, shoving, biting, or physically assaulting another

student; verbal intimidation or threats, physical intimidation, or sexual intimidation or harassment; possession of matches or cigarette lighter (or other dangerous items); willful destruction or defacing of school property\*; theft\*; actions of continual willful disobedience or open persistent defiance of proper authority; cheating on a test; plagiarism; tampering with any document; providing false statements of any kind; leaving the school property without permission; truancy; or cutting class.

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

### **3.10. Dress Code**

School-wide dress standards at Liberty Common School are established to create an environment of academic excellence without unnecessary distractions to reduce social distinctions. With these dress standards, we intend to support and reinforce the themes of all aspects of Liberty Common School's character-education efforts, including the school's Foundation Stones.

The Dress Code is in effect for all students, every day from the start of the school day until the end of the school day. The Dress Code will be strictly enforced by all school staff members and administrators. Administrators will render final determinations regarding Dress Code.

**Neatness** Clothing worn in school should be clean, neat, and in good repair. Students may not wear badly wrinkled, tattered, torn, threadbare, frayed, or faded clothing. No writing, drawing, or depiction is allowed on any items worn by students. Clothing may not be worn inside out or backward. No clothing may be tied around the waist in the building. Clothing may be fitted but not excessively tight. Clothing may not be see-through and fabrics must be thick enough to conceal skin and undergarments.

**Tops** Dress-code approved tops, including polo-style dresses, are short or long sleeved, with collars and no logos, in the following solid colors: navy, red, white, hunter green, burgundy. Except for the top button or snap, all shirt and blouse buttons or snaps must be fastened. Shirts must be tucked in at all times in the building except during Physical Education classes. No hooded jackets or sweatshirts may be worn in classrooms or hallways beyond a student's locker or hook. Sweaters, non-hooded sweatshirts, vests, three-quarter zip pullovers, and dress jackets may be worn over a Dress-Code-compliant top and must be a solid dress-code top colors with no logo (Liberty Common logos are approved).

**\*See chart for complete compliance guidelines**

<b>Bottoms</b>	Bottoms, with no logos, are approved in the following solid colors: tan, black, navy. Shorts, skirts, skorts, and “uniform” jumpers may be no shorter than 3 inches above the knee in front and back when standing straight. Denim fabric is not allowed regardless of color except for approved jeans/free-dress days. Solid color leggings and tights may be worn under a skirt or jumper in any of the approved top or bottom colors. Patterned hosiery is not allowed. Dress-Code-Compliant bottoms do not include: cargo pants, cargo shorts, knit/spandex bottoms (e.g. leggings, jeggings, and tightly fitting skirts) lace/lace overlay, overalls, sweats, or nylon flight pants. <b>*See chart for complete compliance guidelines</b>
<b>Jewelry/ Accessories</b>	No more than two earrings per ear are permitted for females. Males may not wear earrings. No visible piercings other than on the ear will be allowed. Only one wristband or bracelet may be worn at a time on each arm. Only one belt may be worn at a time. No spikes or studs on bracelets, belts, or necklaces; no visible tattoos or drawings on oneself; no oversized, illuminated, or noisemaking jewelry; no jewelry that depicts violence or glorifies death or violence is allowed. Neckties or bowties may be worn snug at the collar with a full-front buttoning or snapping shirt.
<b>Hats</b>	No hats may be worn indoors. No costume style accessories (e.g. cat-ear headbands).
<b>Shoes</b>	Shoes need to be appropriate for daily activity and may not be distracting (e.g. light-up shoes). Sandals worn with heel-straps are approved. Dress pumps with or without heel straps are permissible. Tennis shoes with non-marking soles must be worn in gym class.
<b>Hair</b>	Hair color must be natural and limited to two natural colors. No radical/distracting hairstyles (e.g. mohawk).
<b>Outerwear</b>	No hats, gloves or cold-weather outerwear (parkas, jackets, coats, and hooded sweatshirts) may be worn in the building beyond a student’s hook or locker.
<b>Field Trips</b>	Students must be in Dress Code or a modified version of the School-Wide Dress Code at the discretion of the teacher.
<b>Free Dress Days/</b>	Clothing must be in good condition, not tattered, frayed, threadbare, or see-through. Tops must have sleeves and must cover the shoulders,

**Olympic Day**

midriff, cleavage and undergarments. Bottoms must be no shorter than three inches above the knee. No knit/spandex/athletic leggings, jeggings, yoga pants, and tightly fitting skirts. No clothing depicting violence or glorifying death, alcohol or drugs. All students will wear their Olympic Day class t-shirts on Olympic Day.

**Dress Code Compliance Guidelines:**

Item	Approved Style/Fabric	Solid Colors (no logos)						
		Tan	Black	Navy	Red	White	Hunter Green	Bur-gundy
<b>Skirt, Skort</b>	Woven, twill, corduroy and loosely fitting knit (no denim or spandex) No shorter than 3" above the knee							
<b>Shorts</b>	Woven, twill, corduroy, and polyester (e.g. flat-front golf shorts) 3-5 pockets (no cargo shorts) No shorter than 3" above the knee							
<b>"Uniform" Jumper</b>	Woven, twill, corduroy No shorter than 3" above the knee							
<b>Slacks, Trousers</b>	3-5 pockets (no cargo pants) Properly fitting; no exposed undergarments							
<b>Tights, Stockings, Leggings</b>	May only be worn under a skirt, skort or jumper; no patterned hosiery							
<b>Polo Shirt-Style Dress</b>	Knit; short or long sleeve No shorter than 3" above the knee							
<b>Polo Shirt or Blouse</b>	Button up, or snap up, with a collar  Short or long sleeve; no sleeveless tops							
<b>Turtleneck or Mock Turtleneck</b>	May be worn alone or under Dress-Code-Compliant top							
<b>Sweater</b>	Pull-over, cardigan, vest  May be worn over Dress-Code-Compliant top							
<b>Sweatshirt</b>	Non-hooded  May be worn over Dress-Code-Compliant top							
<b>Undershirt</b>	May be worn under any Dress-Code top.							
<b>Dress Jacket</b>	May be worn over Dress-Code-Compliant top							

**3.11. Enrollment policy**



Per the Admissions Process defined in our charter application and contract with Poudre School District (PSD), Liberty Common School (LCS) will not make any distinction on account of disability, race, creed, color, gender, national origin, religion, or ancestry of any student who seeks admission. Furthermore, admission will be offered publicly to incoming students with an effort to invite all families in the Poudre School District to carefully review the LCS Charter and enroll their children if the parents value the school's philosophy and educational offering.

Before a child's name may be added to the lottery list, attendance by a parent or guardian at a LCS or LCHS Public Information Night will be mandatory. The purpose of this requirement is to ensure all parents understand Liberty's philosophy and educational approach prior to enrollment. Exceptions to this attendance requirement will be considered on a limited, case-by-case basis by the Principals and Board of Directors. Vacancies exist whenever the number of students enrolled in class is below that class' capacity. As vacancies occur, those vacancies will be filled using a lottery system. Students will be eligible to fill a vacancy after participating in a conference between the student, parent, Headmaster and/or Principal to discuss curriculum, required levels of performance, dress code, rules, and other expectations. This conference may include discussions of academic achievement in previous schools and written or verbal evaluations. Upon completion of the meeting and review of the academic data, the administration will provide a grade recommendation for the student.

The following lottery enrollment procedure will be implemented in the following order of precedence:

- Currently enrolled students
- Founding parents' children names in the 2009 contract addendum with PSD
- Children of full-time staff
- Siblings of currently enrolled students
- Children of graduates of Liberty Common High School from 2013 and beyond, and children of graduates of Liberty Common School's 9th grade from 2009 and before.
- Students on the lottery list residing within the Poudre School District whose parent or guardian **has** attended a public information night.
- Students on the lottery list residing within the Poudre School District whose parent or guardian has **not** attended a public information night.
- Students on the lottery list residing outside the Poudre School District whose parent or guardian **has** attended a public information night.
- Students on the lottery list residing outside the Poudre School District whose parent or guardian has **not** attended a public information night.
- All other students on the lottery list

Adopted: 8/23/01  
Amended 12/3/2011  
Amended 2/21/2013  
Amended 12/19/2013  
Amended 2/20/2014

### **3.12. Athletics**

#### **Elementary /Jr. High School Athletics**

Liberty Common School offers several opportunities for students to participate in a variety of sports. The primary focus of the extra-curricular athletics program is to develop both the values of competition, and sportsmanship. Liberty Common is also committed to its philosophy of enriching the students' lives through the development of sports students may continue to play as adults.

In Liberty Common's elementary school, students participate in the physical-education program. This takes place from kindergarten through sixth grade, as part of the students' regular schedule.

Junior-high athletics are available to students beginning in the sixth grade. Liberty Common School is a member of Northern Plains Middle Level Association (NPMLA). Students in grades 6-8 participate in sports offered through NPMLA, which includes the following schools:

- Eaton Middle School
- Estes Park Middle School
- Frontier Academy (Greeley)
- Highland Middle School (Ault)
- Liberty Common
- Milliken Middle School
- Ft. Lupton Middle School
- Platte Valley Middle School (Kersey)
- North Valley Middle School (LaSalle)
- University Middle School (Greeley)
- South Valley Middle School Platteville)
- Turner Middle School (Berthoud)
- Weld Central Middle School (Keenesburg)

Currently, LCS fields teams in boys' and girls' cross country (6-8), girls' volleyball (7-8), boys' and girls' soccer (6-8), boys' and girls' basketball (7-8), boys' and girls' track and field (7-8).

Students participating in extra-curricular sports must maintain the grade of C or better in each class and participate at the discretion of the Principal or Athletic Director.

### **3.13. Field trips**

The Liberty Common School recognizes the importance of out-of-classroom experiences for students. Each of our classes may take field trips during the year. In this discussion, “field trip” means a journey or excursion away from school grounds, involving two or more persons that is organized and/or sponsored by the school or by an authorized employee of the school, for curricular relevance. Insurance can be purchased for individual field trips by contacting the front office.

#### Guidelines for K-6 Field Trips\*

- All field trips must be approved by the Principal.
- All field trips must have curricular relevance and are considered part of the school day.
- The school faculty or staff member (i.e. the “trip director”) designated to be in charge of a field trip has the responsibility to enforce compliance with school policy by all persons participating in the field trip.
- The trip director must obtain assurance, prior to the commencement of the field trip, that any personal vehicle used on the field trip will be covered by liability insurance.
- The trip director is responsible for ensuring that all students are accounted for on departure, arrival at destination(s) and on return, except those brought by their own parents.
- The parent or guardian of each student participant must sign a Field Trip Permission Slip.
- No student is allowed to leave before the termination of the field trip without notifying the director first.
- A bus must be used for all out-of-town field trips that are approximately 10 miles beyond the city limits of Fort Collins. A bus may also be required for a closer area at the teacher’s discretion.
- When a bus is required, all students must ride on the school bus or with their own parent.
- Siblings will not be allowed to ride on a bus. It is up to the teacher’s discretion to determine the number of chaperones allowed on each field trip.
- All drivers must provide proof of current insurance and valid Colorado driver’s license.

### **3.14. Grievances**

Liberty Common School values opinions, perspectives, and ideas of the parents of students at the school, as well as the importance of being accountable to parents for the educational program for their children.

An important element of institutional accountability is to provide avenues for parent suggestions, and grievances that both satisfy parents, and improve the operation of the school. The sequence for raising parent suggestions, and grievances is prioritized as follows:

Sequence For Expressing Parental Concern:

1. Teacher appointment — If a concern exists regarding specifics of the classroom, the teacher, or relevant support-staff member may be contacted directly for an appointment. We recommend parents work directly with the teacher to resolve concerns for which teachers are responsible. Parents should be mindful of the time constraints of teachers. Please do not interrupt a teacher's lunch, or grading time.
2. Principal appointments — If a concern exists regarding a specific area of school administration, or if a parent has been unable to satisfactorily address a concern by working directly with the teacher regarding classroom issues, the principal (or an assistant principal) may be contacted directly for an appointment. Parents utilizing this avenue can expect a response from the principal as soon as practical.
3. Personal Appointments — If there exists a concern of a personal nature involving a particular member of the LCS staff, or Board of Directors, the individual may be contacted directly for an appointment. Parents should be careful to respect the time, and privacy of those they need to contact.
4. If a parent has pursued all available options, yet issues remain unresolved, a formal grievance may be summarized, and submitted in writing to the Board of Directors. The Board will review the summary, and make one of the following determinations: The Board may sustain a previous administrative decision. The Board may appoint up to two of its members to investigate the matter. The Board may address the matter in an open Board format. The Board may address the matter in an executive session.
5. BOD Meeting — Parent grievances may be raised during the community-comment portion of any BOD meeting.
6. If there is a concern related to sexual harassment involving any member of the Liberty Common School community which impedes access to the school's

educational programming, refer to grievance procedures in the [LCS Title IX Policy](#).

Proposed Action to BOD—The following excerpt from the Bylaws of Liberty Common School, Article 2, Section 13, outlines a specific avenue for parents to propose formal action by the BOD: *“The BOD believes that parents and staff should have a means to be heard by the BOD; to propose action to the BOD; in matters of sufficient community concern, to compel BOD action. To that end, the BOD adopts the following procedure; any parent or staff member may present a proposed action to the BOD or any BOD member in writing at any time. If it is moved and seconded at the next meeting of the BOD at which a quorum is present, the BOD will vote on it.”*

### **3.15. Health services**

Limited health services are available at school. Please do not bring sick children to school. Liberty’s health office is staffed from 8:00-3:00 each day by a health technician. Office staff and volunteers occasionally supervise and assist students with health care needs. Please note that it is the parent’s responsibility to notify the office if a child has been injured at home and may need special considerations at school. Keep school records up to date; especially phone numbers and emergency contact information! Immunization records must be current for students to remain in school.

Poudre School District policy requires that no medication, prescription, or over-the-counter medication (including aspirin, cough drops, vitamins, etc.), shall be given to a student by any school personnel except on written orders of the parents and the physician or dentist. Students may not self-medicate at the school. When medication is to be given at school, physician or dentist instructions are required to accompany the medication. All medications must be in the original pharmacy-labeled container including the student’s name, name of drug, dosage, name of physician, and current date. Medical Request Forms are available at Liberty’s Health Office.

Parents will be informed when a student has been injured seriously. If a parent cannot be reached, school personnel will determine what action needs to be taken. Any child with a fever of 100 or above will not be allowed to remain in the classroom. Please also see CDPHE recommended stay home policy [here](#). If a head injury is sustained, the parent will be contacted. In case of more serious injuries, or if the parent cannot be contacted, the school will immediately call 911 for emergency assistance. Liberty follows the Poudre School District Health Service policies.

In compliance with state law, all children in Colorado schools must have complete up-to-date immunization record on file in the Liberty office. This record includes proper shots for measles, mumps, rubella, diphtheria-pertussis-tetanus (DPT), Hepatitis B, Varicella (chickenpox), and polio. Parent-signed personal or religious exemptions should be submitted each school year. Medical exemptions only need to be submitted once. (See C.R.S. 25-4-903 (4)). Students may not continue enrollment without up-to-date immunization records.

### **3.16. Homework and classwork**

Homework is a fundamental part of our general academic program. It prepares students for high school and college, and for entry into the working world upon graduation. It also helps develop a strong work ethic and personal organizational skills. Homework's immediate educational purpose is:

- To reinforce skills and concepts learned in class,
- To develop study skills and habits,
- To practice skills and knowledge in ways that are not readily accomplished in the classroom, and
- To inform parents of what is being taught in the classroom.

Homework assignments should be expected Monday through Thursday of each week and on some weekends. The amount of time required to complete homework assignments is approximately 10 minutes per grade level per night, e.g. 30 minutes for 3<sup>rd</sup> grade students, 60 minutes for 6<sup>th</sup> grade students, etc.

In addition to regular homework assignments discussed above, we expect each child to read, or be read to, at least three times a week and preferably every day. The amount of reading homework varies for each grade. Teachers will inform students what is expected for their grade level. As cited in *A Nation at Risk*, "the single most important factor for determining whether children will go to college is being read to as a child." Going to college is not necessarily a destination point for all, but becoming a life-long learner probably should be, if one hopes to remain competitive throughout one's lifetime. We believe becoming a competent reader is critical to being a good student, and the first step to being able to explore the world. By making sure your child is reading at home, you are directly contributing to his/her education. By reading to your child and participating in this process as a parent, you encourage your child's growth and strengthen family ties. By reading in front of your children, you model good habits and reinforce your expectations.

The Liberty Common School is proud to have a challenging, rigorous curriculum. This is one of the many things that make Liberty a great school. With such a rich and rigorous curriculum, the students need time to work at home. We are aware that the student is involved with other interests and activities outside of school. The staff and

administration will attempt to coordinate their schedules and calendars so the students are not inundated with work on the same day. It is understood that homework will be given and will vary depending on the work assigned on a given day, the students' organizational skills and study habits, and the nature of the assignments. Students are expected to learn how to use their free time effectively to complete the required work at each grade level. Parents are expected to support their children in this endeavor.

All student work should contain the student's first name, last name, subject, and full date. Optional labels include but are not limited to assignment, and teacher's name or class. Failure to include this information may result in loss or reduction of credit received.

In grades 2-6, the following consequences have been established regarding homework and quality of work:

1. No name on assignments or homework, assignments will be thrown away and the student will receive a zero.
2. No name on a test will deduct 10% off the test.
3. Partial name or date, teacher will deduct 5% off the assignment or test grade.

In primary grades, completed work (quality work done with clear effort) in math, reading, or writing (skills areas) receiving a grade of 75% or lower may be redone with teacher discretion, and within a week for ½ of the point value of the grade were the work done on time.

### **3.17. Lockers**

The Liberty Common School provides lockers for students in 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grades. THE LOCKERS ARE SCHOOL PROPERTY and not the individual's. 5<sup>th</sup> & 6<sup>th</sup> grade students will be issued locks with the lockers. Locker combinations are not to be given to anyone else. Liberty has the authority to search lockers when deemed necessary even if it requires removal of the lock. Problems with lockers should be reported to the office. The Liberty Common School is not responsible for lost, damaged, or stolen items.

1. Students are not allowed to decorate the inside of lockers with posters, pictures, or anything else which advertises sex, drugs, suicide, cults, alcohol, or promotes other negative or derogatory messages as determined by Liberty staff.
2. Lockers must be kept neat and orderly at all times. Locker checks will occur each quarter.
3. Lockers must be kept closed when not in use to maintain the integrity of the fire corridors and avoid careless accidents. Items outside lockers, or on the floor, may be removed or disposed of.

4. It is the students' responsibility to keep their lockers secured. The Liberty Common School cannot be held responsible for valuables that are taken from lockers.

### **3.18. Personal Electronic Devices**

Mobile electronic communication devices of any kind including cellphones, smart watches, tablets, laptops, and gaming devices may be used outside the building only before or after school hours. During school hours, such devices must be kept in lockers or in backpacks if hanging on designated hallway hooks. Devices should be turned off or silenced. If a device is seen or heard inside the building during school hours (7:30AM-3:20PM), it will be confiscated immediately and given to an administrator. To guarantee student privacy and security, any device that has the capacity to take recordings (pictures, video, audio) is strictly prohibited in all bathrooms and locker rooms at any time, for any reason. Such violations will result in an automatic out-of-school suspension and device confiscation.

### **3.19. Lost and found items**

Lost clothing, notebooks, lunch boxes, and other items will be placed in the "Lost and Found" located in the primary hallway. Jewelry, glasses, and items of value will be placed in the Front Office for safekeeping. Identification will be required for their return.

Any items left will be given to a local charity, the school clothes closet (if in dress code and good condition) or discarded. All items left at the end of the school year will be donated or disposed of ONE WEEK AFTER THE LAST DAY.

### **3.20. Lunch program**

Students may bring a lunch from home or parents may purchase lunches online through the school's contracted provider, Wholesome Food Services. To create an account, inquire on cost, and review policies related to the timeline for ordering and canceling lunches, please go to [www.wholesomefoodservices.com](http://www.wholesomefoodservices.com).

The only lunch items available for purchase at school are beverages, juice or milk, for \$ .40.

If parents plan to drop off a lunch for their child, please ensure the lunch is dropped off in the front office prior to the beginning of the student's lunch period. If the student's lunch has not arrived by the beginning of the lunch period, the child's account will be charged for a forgotten lunch (see below).

If a student has forgotten their lunch, the school will provide a modest lunch to the student. The student's account will be charged \$3.00 to cover the cost of the forgotten



lunch. Forgotten lunches will be \$3.00 for the first 5 lunches, after 5 forgotten lunches per year, the price is \$4.00 per forgotten lunch.

Liberty Common School provides free or reduced-price meals for students of low-income families that qualify. Funds to cover these meals are donated by other Liberty families as needed. Liberty does not participate in any government-sponsored “free-or-reduced lunch” welfare programs. Applications are available at the front office upon request or by emailing [bhanawalt@libertycommon.org](mailto:bhanawalt@libertycommon.org).

### **3.21. Promotion policy (updated 11/23/20)**

#### **A. Elementary and Intermediate Students (K-6)**

Our primary goal at the elementary levels is solid literacy. A child cannot go on to more complex studies if he or she does not have adequate reading skills. Not meeting any one of the following categories is grounds for retention. The policy for passing to the next grade is as follows:

##### **1. Reading Level**

A student may pass to the next grade if the child has adequate reading ability. For example, first graders must read at a minimum of 1.8 instructional level to pass to second grade; second graders must read at a minimum of 2.8 instructional level to pass to third grade; third graders must read at a minimum of 3.8 instructional level to pass to fourth grade; fourth graders must read at a minimum of 4.8 instructional level to pass to fifth grade. The teacher will test all students and determine grade level. These levels are defined by STAR reading assessment. The intent is that a student is reading at or above grade level to be promoted to the next grade.

##### **Phonograms (Kindergarten)**

A student in kindergarten must achieve mastery of the phonograms at 100% of the first 45 phonograms taught.

##### **2. Age**

Age is the second criteria for placement in a grade level at Liberty Common School. A student must fall within district guidelines to enter a grade:

- A student must be 5 years old by September 15<sup>th</sup> to enter Kindergarten
- A student must be 6 years old by September 15<sup>th</sup> to enter first grade

- A student must be 7 years old by September 15<sup>th</sup> to enter second grade

### 3. Math Automaticity

A student must demonstrate math fact automaticity standards for his/her classroom by the end of the year.

NOTE: FPM = Facts Per Minute

Grade	Addition	Subtraction	Multiplication	Division
<b>K</b>	Not tested	Not tested	Not tested	Not tested
<b>1*</b>	Not timed to 9+9	Not timed to 18-9	Not tested	Not tested
<b>2</b>	20FPM to 9+9	20 FPM to 18-9	15 FPM 0,1,2,3,4,5,10's (second semester)	Not tested
<b>3</b>	20 FPM to 9+9	20 FPM to 18-9	15 FPM to 9x9	15 FPM to 81÷9
<b>4</b>	25FPM to 10 + 10	25 FPM to 18-9	20 FPM to 12x12	18 FPM to 144÷12
<b>5</b>	30 FPM to 10+10	30 FPM to 20-10	25 FPM to 12x12	25 FPM to 144÷12
<b>6</b>	35 FPM to 12+12	35 FPM to 20-10	35 FPM to 12x12	35 FPM to 144÷12

\*1<sup>st</sup>-grade tests are limited to 15 min. and number lines are not available 2<sup>nd</sup> semester

### 4. Classroom Grades

A student needs to be receiving grades that are at a passing level. We have determined that at or above a 70% is a passing level to be considered for promotion. This percentage is acquired by averaging the semester grades. A student with a cumulative failing grade (D or an F) at year-end in any two core classes or three or more failing grades in all classes (including specials and electives) will fail the grade and will not be promoted to the next grade.

The final determination for promotion will be made by STAT (Student, Teacher, Assistance Team), administration, and the classroom teacher. The parent will be notified in advance if retention is a possibility.

Special education students on IEPs with modified curriculum requirements will be considered separately from this policy.

### **3.22. Safety procedures**

The Liberty Common School has a safety task force and emergency safety procedures. An Emergency Management Plan is available for review in the front office. In order to ensure the safe management of your child, each family must complete an Emergency Contact Form. This form must be updated whenever there is a change in address, home or work phone numbers, or emergency contacts. It is vital that parents keep the school office up-to-date with this information in case of personal or school emergencies.

### **3.23. Student information release**

Certain “directory information” including the student’s name, address, telephone number, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received, and other similar information may be released without parental consent unless the parent notifies the school in accordance with the Students Records Policy that they do not want certain designated directory information released without prior consent. Please complete the Non-Permission Form if you **DO NOT** want your name, address, and phone number published in our school directory. Otherwise it will be assumed that you have given your approval. The Directory Form is available on the school website under Forms & Resources.

In addition, classroom activities and events sponsored by schools occasionally are photographed or videotaped by representatives of the news media for publication in newspapers or broadcast on television. If for any reason you **DO NOT** wish to have your student(s) photographed or videotaped for these purposes, please complete the Non-Permission Form. If this form is not completed and returned to the school, it will be assumed that you have given your approval. The non-permission form does not include the filming at The Liberty Common School musicals, plays, or special events.

### **3.24. Student Data Privacy Policy**

#### **I. Policy Statement**

Student privacy is a critical component of Liberty Common School’s (LCS) operations, for the protection and management of the various types of student records and

Personally Identifiable Information (PII) is critical to LCS's operations. Concurrently, using data effectively and responsibly is foundational to making the best decisions and improving student performance in our school. LCS maintains student files, as well as computer systems and related devices that collect and record data as required for educational delivery, management, and reporting purposes. Student PII or other sensitive data requested, collected, captured, generated, stored, or otherwise entrusted to and maintained by LCS shall be analyzed on a case-by-case basis and shared only for legitimate educational purposes with authorized third parties, or as required by law. Reasonable care must be taken to ensure student PII or other sensitive data is never misused or disclosed to unauthorized individuals or agencies.

The purpose of this policy (Policy) is to establish general privacy practices for student records and PII academic and discipline records, and information captured or generated by LCS's operations, systems, network devices, or communications. The policy further delimits conditions where PII may be disclosed.

The privacy and protection of confidential student and faculty records, and the PII contained therein, shall be governed by the federal Family Education Rights and Privacy Act (FERPA) and Children's Online Privacy Protection Rule (COPPA), and the Colorado Student Data Transparency and Security Act (SDTSA), and this Policy.

This Policy attempts to be as comprehensive as possible, but it is not intended to cover every situation which may be considered student-data-privacy related. LCS is committed to providing a place for learning, teaching, and gathering free from concerns that one's PII will be poorly protected and/or misused. LCS administrators and IT specialists will prioritize student-data privacy when evaluating whether to engage with third-party school-service providers. The adoption of this Policy is in keeping with this commitment.

## II. Scope of Policy

This Policy applies to all LCS staff and students in contact with PII or sensitive data requested, collected, captured, generated, stored by, or entrusted to LCS.

## III. Definitions

1. **Data.** As used in this policy, "data" means any student or family PII collected, captured, stored, generated, or otherwise entrusted to and maintained by LCS, its employees, contractors, subcontractors, agents, systems, storage devices, or other means. This includes systems and devices involved in the transmission and storage of video and voice data.
2. **Personally Identifiable Information.** As used in this policy, "personally identifiable information" (PII) is information that, alone or in combination, personally identifies an individual student or the student's parent or family, and that is collected, maintained, generated or inferred by a public-education entity, either directly or through a school service, or by a school service contract-provider or school-

service on-demand provider. PII includes but is not limited to: (1) the student's name; (2) the name of the student's parent or other family members; (3) the address or phone number of the student or student's family; (4) personal identifiers such as the student's Social Security Number, student number or biometric record; (6) indirect identifiers such as the student's date of birth, place of birth or mother's maiden name; or (7) photographic and voice records.

3. School-Service. An internet website, online service, online application, or mobile application that is designed and marketed primarily for use in a preschool, elementary school, or secondary school; is used at the direction of teachers or other employees of LCS; and collects, maintains, or uses Student PII. School Service does not include an internet website, online service, online application, or mobile application that is designed and marketed for use by individuals or entities generally, even if it is also marketed to a United States preschool, elementary school, or secondary school.
4. School-Service Contract-Provider. An entity, other than a public-education entity or an institution of higher education, that enters into a formal, negotiated contract with LCS to provide a school service.
5. School-Service On-Demand Provider. An entity, other than a public-education entity, that provides a school service to LCS, subject to agreement by LCS, or an employee of LCS, to standard, non-negotiable terms and conditions of service established by the providing entity.
6. Student Academic and Discipline Records. "Records" are any information or data, including but not limited to academic and discipline records, recorded in any medium including, but not limited to, handwriting, print, tapes, film, and any electronic storage or retrieval media. "Student records" are those records directly related to a student and maintained by LCS.
7. Third Party. A third party, for the purpose of this Policy, is an entity other than LCS or a person who is not employed by LCS.

#### IV. Transparency

CS will maintain a Student Privacy page on its website. This page will contain all elements required by the SDTSA, including:

1. A list of all School-Service On-Demand Providers used by LCS. This list will be maintained by the IT Department, and updated a minimum of twice per year.
2. A list of any School-Service On-Demand Providers which LCS has either refused to use or discontinued to use due to student-privacy concerns. This list will be maintained by the IT Department.
3. A list of School-Service Contract Providers engaged in a contractual relationship with LCS, along with links to the executed contracts. This list will be maintained jointly by the LCS Administration and the LCS IT Department.
4. A link to access a list of the Colorado Department of Education's inventory of data containing PII on individual students.
5. A description of PII in language understandable to a layperson.
6. A link to this Policy.

## V. Maintenance of Student Records and Data Retention and Destruction

All student-education records, including but not limited to confidential PII and student academic and discipline records, shall be retained for the periods required by governing law and relevant LCS policy. Thereafter, such records are subject to destruction in accordance with governing law, recognized best practices, and Section VII of this Policy.

## VI. Access to Student Records and Personally Identifiable Information

1. Access to PII, and the collection and sharing of PII, is only authorized in accordance with governing law and this Policy. Student PII or other sensitive data may only be collected or reviewed by LCS staff for legitimate educational purposes related to educational decisions, legal compliance, reporting, or other lawful purposes.
2. Requests for any student academic and/or discipline records will be denied unless it can be reasonably ascertained by an LCS administrator that there is parental consent for the release of requested records to the individual or entity furnishing the request, and that the request is consistent with governing law. Every new request for a student record will require a new communication of parental consent to an LCS administrator.
3. LCS will only provide student PII to the Colorado Department of Education as required by law or as a condition of receiving a benefit, such as grant funding or special designations.
4. LCS will only disclose student PII and sensitive data to a School Service Contract Provider which contractually agrees to comply with any LCS addendums, FERPA, COPPA, and SDTSA laws, and for legitimate educational purposes.
5. LCS will only disclose student PII and sensitive data to a School Service On-Demand Provider which contains in its user-agreement language consistent with FERPA and SDTSA laws.
6. Access to LCS computers, e-mail and document accounts, and to electronically stored PII shall be password protected. Further, LCS administrators shall ensure the security of electronically stored PII, including but not limited to: (1) controlled building access, (2) video-surveillance monitoring of building ingress/egress, and (3) adherence to the LCS Computer Security Policy.
7. LCS employees, volunteers and students shall report to the LCS administration all threats and known or suspected occurrences of unauthorized access, loss, disclosure, modification, disruption or destruction of electronically stored student records or confidential PII.

## VII. Data Destruction

1. LCS will dispose of or destroy data in a manner consistent with governing law and current industry standards. The IT Director will determine the appropriate process for making sensitive, digitally maintained data from computer desktops,

- laptops, hard drives, and portable media, inaccessible and unusable. The IT Director will be responsible for compliance with governing law and this Policy.
2. Paper and hardcopy records maintained by LCS and containing student PII or other sensitive data shall be shredded.
  3. A School-Service Contract-Provider must contractually agree to destroy student PII in a manner consistent with the SDTSA. This means:
    - a. The School Service Contract Provider will contractually agree to destroy records containing student PII at the request of LCS, unless parental consent for record retention is attained. The contract provider shall provide the LCS with a Certificate of Data Destruction, and
    - b. The School Service Contract Provider will contractually agree to, following the termination or conclusion of the contract, destroy all student PII collected, generated, or inferred as a result of the contract. The contract provider shall provide the LCS with a Certificate of Data Destruction.

#### VIII. Vendor or Provider Misuse and/or Breach of PII

If LCS determines that a School Service On-Demand Provider or School-Service Contract provider has experienced a material breach, engaged in misuse of student data, or allowed unauthorized release of student PII, the LCS Board of Directors will ensure the following are accomplished:

1. Notifying the individuals impacted by the breach, and communicate the steps in place to address and resolve the breach.
2. Public discussion of the nature of the material breach, and provide an opportunity for the service-provider or LCS administration to respond.
3. A decision whether any contracts shall be subject to termination, and if any providers will be disqualified from future engagement with LCS.

#### IX. Staff Training

1. LCS shall take measures to periodically educate and train staff regarding its obligation under governing law and this Policy, to maintain the privacy and protection of student records and PII, including but not limited to maintaining the privacy and protection of PII when using LCS information technology, online services, and mobile applications.
2. LCS staff are and will continue to be trained to refrain from engaging any School-Service On-Demand Provider without first consulting either an LCS administrator or the LCS IT Director regarding the specific provider being considered. Staff will only engage a School-Service On-Demand Provider once receiving explicit permission to do so.

#### X. Data-Security Audits

The IT Director shall implement practices and procedures to maintain the security of electronically stored PII, including but not limited to: (1) access logging and monitoring by device and location; (2) intrusion detection and vulnerability testing; (3) use of automated tools and monitoring procedures to detect, report and remediate system

vulnerabilities and breaches; (4) responding to threats and occurrences of unauthorized access, loss, disclosure, modification, disruption or destruction of electronically stored PII to LCS administration; and (5) notifying the LCS administration of affected persons of such threats and occurrences.

The director of the IT Department will determine if an external/independent third-party security auditor is necessary to maintain the integrity of LCS server security.

#### XI. Enforcement

LCS is committed to enforcing this Policy and engaging in practices to protect the privacy of every student and family from whom it collects data. LCS staff found to be in violation of this Policy, at the sole discretion of LCS administrators, may be subject to disciplinary action, up to and including termination.

### **3.25. Student fees**

In an effort to streamline student activity fee collections throughout the year, the Liberty Administration charges a flat fee rate of \$35.00 per student. This one-time fee helps offset the cost of many of our special events at both campuses. A few expenditures include but are not limited to: field trip fees (except 6<sup>th</sup>-grade Spartan Week), Eagle Games, Olympic Day t-shirts, etc. This is a separate fee from any High School classroom elective fees that would be collected for those classes.

This annual one-time fee will be collected electronically via credit card, debit card, or electronic check, thru our e-Fund for Schools program. The intent of using e-Fund for Schools program is to reduce inefficiencies in the collection and accounting process as well as lessen the burden on Liberty parents to remember to come in and pay or send payments to the school with their child.

### **3.26. PowerSchool**

Powerschool provides the opportunity to access your student's grades, attendance record, and lunch account balance through the Internet. In order to access this information you will need the following information:

- Website location is: <http://libertycommon.powerschool.com/guardian>
- Your student's confidential ID: please contact office for information
- Your student's Password: please contact office for information

It is possible to access this account wherever you can make an Internet connection. If you do not have access to the Internet, please feel free to visit the office staff to receive your student's report. Please remember to keep your passwords confidential so only you can access the information.



### 3.27. Elementary-School traffic plan

#### When dropping off students in the front of LCS:

- Children are only to be let out of your vehicles in the front area parking lot where you see a red line, near the mailbox, on the passenger side.
- Please pull as far forward on the red line before unloading.
- Do not stop at the first spot, if there is room to pull forward, please do so.
- If someone is stopped in front of you and you are not in the red drop off zone, but still in the white zone, you may use the passing lane to pull forward to the next available spot on the yellow drop off zone.
- Please do not unload from the passing (left hand) lane.
- Do not allow the children to unload in front of the school on Sharp Point.
- Do not park your vehicle along Sharp Point north of the front driveway.
- Do not park and unload on the East side of Sharp Point.
- Do not block the entryway to the Advanced Energy Parking lot on Sharp Point while lining up to drop off.
- When exiting you must turn left out of the drop off area and exit south (right turn) on Sharp Point.
- Please do not exit north (left turn) on Sharp Point unless you will be going east (a right-hand turn) on Prospect.
- Please have the students ready to exit promptly with their belongings once the vehicle has stopped.
- Please do not get out of your vehicle.

#### When picking up students in the front of LCS:

- Children are only to be picked up in the front area parking lot where you see a red line, near the mailbox.
- Do not allow the children to load into your vehicles on Sharp Point.
- Students must load from the red line pick up area.
- When picking up please pull as far forward on the red line as possible.
- Do not stop at the first spot, if there is room to pull forward, please do so.
- The children may load into the vehicle on the passenger side from the red loading areas.
- Please have the children load your vehicle as quickly as possible.
- The children are not to leave from the loading area to a parked vehicle unless accompanied by the parent or car pool driver.
- Please do not get out of your vehicle.
- Do not park your vehicle along Sharp Point north of the front driveway.
- Do not park and unload on the East side of Sharp Point.
- Do not block the entryway to the Advanced Energy Parking lot on Sharp Point.
- Please do not park in the adjacent businesses parking lots.
- Do not drive through parking lots of adjacent businesses.

- When exiting the lot, turn left and exit south (right) on Sharp Point.
- Do not exit north on Sharp Point unless you will be going east on Prospect.
- Please do not use the Handicap Parking spaces unless you have the proper licensing or permission from the front office.

#### When dropping off students in the back of LCS:

- When dropping off please pull as far forward into and around the loop as possible before unloading.
- Children are only to be let out of your vehicles in the loop where the cones start.
- Children should exit on the passenger side of the vehicle.
- Since cars are turning around in the circle, please do not pass other vehicles that are in line. Wait until the other cars in front of you leave or pull forward.
- Please have the students ready to exit promptly with their belongings once the vehicle has stopped.
- Please do not get out of your vehicle.
- Do not park in the adjacent businesses parking lots.
- Do not drive through the parking lots of adjacent businesses.
- The doors to the back entrances will be closed and locked at 8:00 a.m. If a student does not make it through the doors by 8:00 a.m. he/she will need to be taken around front and personally checked in by his/her parent or carpool ride.
- After dropping off, carefully turn in to the circle and exit out the driveway.
- When exiting, please be careful and exit north (right turn) on Mid Point.
- Do not exit south (left turn) on Mid Point.
- No children or visitors will be admitted to the school through the back doors after 8:00 a.m.
- **When entering the loop, please yield the right of way to the field driveway traffic.**

#### When picking up students in the back of LCS:

- The back pick up will end at 3:20 p.m.
- Children are only to be picked up in the loop where the cones start.
- When picking up please pull as far forward into and around the loop as possible before loading.
- Please have the children load your vehicle on the passenger side as quickly as possible.
- The children are not to leave from the loading area to a parked vehicle unless accompanied by the parent or car pool driver.
- Do not park in the adjacent businesses (Advance Energy) parking lots.
- Do not drive through the parking lots of adjacent businesses (Advance Energy).
- When exiting, please be careful and exit north (right turn) on Mid Point.
- Do not exit south (left turn) on Mid Point.

- **When entering the loop, please yield the right of way to the field driveway traffic.**

#### When dropping off in the middle driveway at LCS:

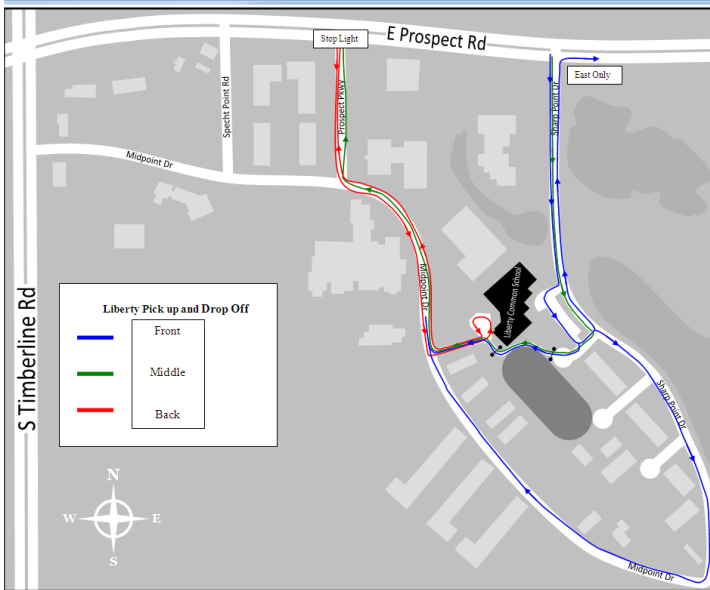
- The field driveway gates will open at 7:40 a.m.
- Enter the field driveway drop off via March Court off of Sharp Point.
- Children are only to be let out of your vehicles in the front area between the cones.
- Please do not unload before the first cone or beyond the last cone.
- When dropping off please pull as far forward along the cones before unloading.
- Do not stop at the first spot, if there is room to pull forward, please do so.
- If someone is stopped in front of you and you are not in the cone drop off zone, you may use the passing lane to pull forward to the next available spot.
- Please do not unload from the passing (left hand) lane.
- Please have the students ready to exit the passenger side promptly with their belongings once the vehicle has stopped.
- Please do not get out of your vehicle.
- Exit single file out of field driveway.
- Yield to oncoming back drop off traffic and turn left out of the field driveway exit.
- When exiting, please be careful and exit north (right turn) on Mid Point.
- Do not exit south (left turn) on Mid Point.

#### When picking up in the middle driveway at LCS:

- The field driveway will close at 3:20 p.m.
- Enter the field driveway drop off via March Court off of Sharp Point.
- When picking up please pull as far forward as possible.
- Do not stop at the first spot, if there is room to pull forward, please do so.
- If someone is stopped in front of you and you are not in the cone drop off zone, you may use the passing lane to pull forward to the next available spot.
- Please do not get out of your vehicle.
- Please have the children load your vehicle on the passenger side as quickly as possible.
- Please do not load before the first cone or beyond the last cone.
- Exit single file out of field driveway.
- Yield to oncoming back drop off traffic and turn left out of the field driveway exit.
- When exiting, please be careful and exit north (right turn) on Mid Point.
- Do not exit south (left turn) on Mid Point.

See route map for Liberty Common Elementary School below.

**Liberty Common Elementary School traffic-flow map.**



- When in the vicinity of the school, travel at a cautionary speed.
- Do not use cell phones or text while driving.
- Drive with headlights on.
- Put your vehicle in “park” when passengers are entering or exiting your vehicle.
- Make sure you and all passengers are wearing seatbelts.
- Always yield to pedestrians and bicyclists.
- Come to a complete stop at stop signs.
- Always use turn signals. Do not block intersections.
- Make solid eye contact with other motorists, pedestrians and bicyclists near your vehicle.
- Be courteous at all times, especially to the many businesses in the LCS neighborhood.

**Zero Incidents:** Our goal is zero traffic incidents at LCS. Please help us observe the highest standard of traffic safety.

#### 4. End of Document

Thank you for reading this handbook carefully and discussing it as a family. Welcome to The Liberty Common School and have a great school year.