

## Student Handbook

**2023 - 2024**

### EDGE Mission

Our mission is to transform today's learners into leaders who are motivated, aware, and prepared to impact positive change around the globe.

### EDGE Vision

Our vision is to inspire and equip leaders who are committed to inquiry, innovation and impact with the competitive edge necessary to thrive in a rapidly-changing, global society.

### EDGE Values

These concepts from around the globe inspire our commitments for learning and living:

कृणा **Karuṇā** - Compassion through action

(Sanskrit - India)

**Eunoia** - A well-balanced mind

(Greek)

**Buena onda** - Good vibrations

(Spanish - Argentina)

七転び八起き **nanakorobi yaoki** - Stumbling seven times but recovering eight

(Japanese)

**Pang'ono Pang'ono** - Little by little; slowly

(Chichewa - Malawi, Africa)

## Membership in EDGE

Students accepted into the EDGE microschoo demonstrate a desire to learn in a project-based environment centered around global issues. By accepting this opportunity, students become a member of a community committed to developing the skills and knowledge necessary to explore and solve global issues. EDGE students must have an honest desire to learn and be active in their education.

EDGE students are representatives and ambassadors of their home high school community, as well as the EDGE microschoo. The EDGE microschoo is committed to authentic real-world learning and imposes unique demands on students to communicate and interact in a variety of community, professional, and global settings. Consequently, factors such as attendance, citizenship, and behavior are of utmost importance. Should a student's conduct not meet program expectations, the student may be removed from EDGE.

## EDGE Global Competencies

EDGE students acknowledge their commitment as citizens of the local, national, and international community. In addition to developing the skills and knowledge associated with high school coursework, EDGE students are interested and committed to actively learning and developing skills of global competence.

EDGE students will demonstrate active pursuit of global competencies\* that are pillars of the learning experiences embedded throughout EDGE. These will be continuously instructed, monitored, and assessed throughout the year.

**1. Investigate the World** - Globally competent students are aware, curious, and interested in learning about the world and how it works.

**2. Recognize Perspectives** - Globally competent students recognize that they have a particular perspective, and that others may or may not share it.

**3. Communicate Ideas** - Globally competent students can effectively communicate, verbally and non-verbally, with diverse audiences.

**4. Take Action** - Globally competent students have the skills and knowledge to not just learn about the world but also to make a difference in the world.

\*Source: Center for Global Education

## Attendance

Attendance at school and in learning sessions is of utmost importance to academic and personal development. Due to the unique scheduling within EDGE, it is critical that students attend all EDGE learning sessions and Flow Learning Times. With the choice that students have in their scheduling also comes the responsibility to be where you are supposed to be. Failure to adhere to these guidelines is an issue of personal and school safety.

Parents should communicate with the attendance office of the student's home high school to document excused absences.

Liberty High School Attendance Office [pam.davidson@lps53.org](mailto:pam.davidson@lps53.org) or (816) 736-7050

Liberty North High School Attendance Office [cyndi.york@lps53.org](mailto:cyndi.york@lps53.org) or (816) 736 - 5511

If a student is absent for any reason, the student should communicate with teachers to determine what learning, projects, and tasks were missed and devise a plan to make up for the missed time. When possible, this communication should occur in advance of the absence.

Students that miss a required learning session or Flow Learning Time will be marked absent in PowerSchool. Unexcused absences are marked as UNV for Unverified.

Any unverified absence may result in an administrative warning, detention, revocation of privileges, In School Suspension, or Out of School Suspension.

If a student accumulates 10 unverified absences throughout a quarter, the student will be placed on an attendance plan.

If a student continues to accumulate unverified absences while on an attendance plan, the student will be placed on probation status.

If a student continues to accumulate unverified absences while on probation, the student will be dismissed from EDGE.

## Village

EDGE learners are part of a “village” that meets throughout the four years of high school creating a home base to build community and grow and reflect on personal and academic growth. Each village is facilitated by an EDGE teacher. Through the work in village, EDGE students practice, learn, and demonstrate the competencies

for the course Global Activism. This course will be a required course for all EDGE students. Students will earn a 0.25 credit each year, totaling 1 full elective credit over the course of 4 years. Students are introduced and taught these [competencies](#) in Village/Global Activism. The goal is for these skills to be transferred to all coursework within EDGE and outside of EDGE, preparing students for life.

## Kick-Off Meetings

Each week, teachers will facilitate a Kick-Off meeting during 4th hour. The Kick-Off meeting is an important time for the EDGE community because it's a time when all students meet together to celebrate, update, and plan for the week ahead.

Teachers will provide updates for the learning community and guidance on how to prepare for the week ahead. Attendance and participation in all kick-off meetings is critical for success.

## Punch List

Each week, teachers publish a Punch List that outlines required learning sessions for the week, required tasks and projects, as well as enrichment opportunities. The Punch List is an organizational tool to support students in prioritizing and planning learning for the week. Students should keep and utilize the punch lists in order to best succeed.

## Scheduling

A core belief within EDGE is that learning should drive the use of time and space. In comparison with traditional school schedules, learning sessions within EDGE are not always relegated to the length of a 45-minute class period. Learning sessions may be longer or shorter, depending on the learning that needs to take place.

Regarding space, learning sessions for the same class do not always take place in the same room. Rather, EDGE teachers use the room within the EDGE microscool that will be most conducive to the learning task (e.g., lab, discussion, problem solving).

Each week, students are provided a punch list that outlines required sessions and learning experiences for the week. EDGE students are also generally provided with multiple options of when to attend learning sessions or complete learning experiences within the week. This allows students autonomy and ownership to schedule learning in a way that is most conducive to their learning style and needs.

During scheduling, if a student notices a conflict among required learning sessions that would prevent attendance at that session, the student should first consult with their village teacher to ensure there is not a way to attend all required learning sessions. If the conflict is unavoidable, students are expected to communicate with both teachers. Those teachers will direct the student as to which session to attend and assist in devising a plan to make up the missed session.

***EDGE students are expected to diligently complete their schedules each week using the digital scheduling tool SCHED. This includes scheduling all EDGE learning sessions, courses outside of EDGE, flex, and Flow Learning Time for the entire week.*** Scheduling allows students an opportunity to have choice and ownership in their learning, but also provides an opportunity for students to practice and develop important skills such as planning, prioritizing, time management, organization, and self-monitoring. Support is provided during Village time for students who need assistance with scheduling. Failure to complete a schedule may result in loss of privileges.

# Flow Learning Time

In addition to learning sessions, all EDGE students engage in Flow Learning Time (FLT) throughout the week. Flow Learning Time is intended to provide students the opportunity to engage in academic tasks such as reading and research, collaboration on project-based learning, and creation of learning evidence. Students may also earn the autonomy to build in a small amount of time for brain breaks that reset the mind for productivity, alleviate stress and anxiety, and reward goal accomplishment, by demonstrating successful use of Flow Learning Time as outlined below.

Flow Learning Time allows students the opportunity to deepen their academic skills, while also practicing and developing skills such as goal setting, planning, prioritizing, time management, organization, self-monitoring, task initiation, impulse control, and emotional regulation. During FLT, each student is required to have their academic goals visible for that period of time.

Successful use of Flow Learning Time looks like:

- Independently planning and prioritizing time for short-term and long-term goals
- Consistently meeting deadlines & creating system of reminders
- Consistently completing quality work at the demonstrating/transferring level
- Communicating and self-advocating proactively
- Working above and beyond to add value to the learning community
- Effectively leveraging time to maximize productivity, community building, & stress management
- Effectively using brain breaks & social time to reset & reward goal achievement

Students who are not yet demonstrating this level of use of Flow Learning Time will have required support and restrictions (e.g., required submission of FLT plan, designated FLT location).

## Flex Time

Students are **assigned** a FLEX (Focused Learning Enhancing Experience) period and expected to follow all procedures required of Flex at their home high school. In addition to those guidelines, EDGE students should be aware of the following:

- When EDGE students remain in the View for Flex, they are required to follow Flow procedures. If students plan to solely socialize during their scheduled Flex period, they should report to a designated LHS Flex location.
- If students are at LHS during Flex and choose to leave the View for their assigned Flex period, they must work in the designated work areas of LHS for the duration of Flex.
- If students leave the View for Flex and are leaving the building (upperclassmen only with signed parent permission), students need to check in and out through the LHS Welcome Center. Students are only allowed to leave campus for Flex during their assigned Flex hour as indicated by their PowerSchool schedule.
- EDGE students may need to shift their Flex to a different period and this is an expectation if needed in order to attend required learning sessions. Shifting Flex to a different period only for social reasons is a privilege that can be earned in accordance with demonstrating quality use of Flow Learning Time. If a student shifts their Flex, they need to remain in the View area for Flex.
- If a student leaves the View to Flex when it is not the assigned Flex period, the student will be counted Unverified that hour.
- Only EDGE students should be in the View. Students who are not enrolled in EDGE and are not under direct supervision of an EDGE teacher may not be in the View during the school day.



## Lunch

EDGE students eat during 1st lunch shift. EDGE students may eat lunch in The Zone or in the cafeteria. The opportunity to eat in The Zone is a privilege, not a right, and only for EDGE students. Students are expected to be diligent with the caretaking of the space and clean up well. Students also need to be respectful of other classes and professional work taking place in The View and socialize at an appropriate volume.

## Student Belongings

Do not leave personal property unattended. If you need a place to store belongings, please see Jane Wolfley in the LHS main office to be assigned a locker.

## Shuttles

Shuttles are provided by LPS Transportation each hour of the day to transport students between the high schools. Access the shuttle schedule [HERE](#).

The pickup location at Liberty High School is the main entrance driveway. The pickup location at Liberty North High School is the main entrance circle driveway.

Students are responsible for knowing the shuttle schedule and being at the stop on time. Students should also work with their teachers for any work missed due to leaving early, or scheduling concerns. Appropriate conduct is expected on LPS shuttle transportation. Students riding the shuttles should check in and out through the main attendance office at LHS and LNHS.

# Check In / Check Out

Students entering and leaving Liberty High School and Liberty North High School are expected to check in and out through the main attendance office.

## Assessment Philosophy and Grading Policies

### *Course Competencies*

- Each course has articulated competencies that students must show evidence of learning in order to earn credit for the course.
  - Access EDGE competencies here:
    - [Course Offerings Competencies](#)
- For each competency, students will be marked as Not Attempted, Insufficient Evidence, Beginning, Approaching, Demonstrating, or Transferring.

### Learning Progress Scale

|                       |  |
|-----------------------|--|
| Not Attempted         | An indicator of NOT ATTEMPTED means instruction has occurred around this competency, but the student has not attempted to submit any learning evidence.  |
| Insufficient Evidence | An indicator of INSUFFICIENT EVIDENCE means the learning evidence is not yet of a quality to be scored using the Beginning, Approaching, Demonstrating, or Transferring criteria.  |
| Beginning             | An indicator of BEGINNING means the student has been introduced to the skill and is learning the foundational concepts. Learning in the beginning stage is often mostly teacher-directed and teacher-supported.  |
| Approaching           | An indicator of APPROACHING means the student is practicing the skill and is close to showing independent application but may still make errors or have misconceptions. The student still requires teacher instruction and scaffolding in order to execute |

|               |   |
|---------------|---|
|               | the skill.  |
| Demonstrating | An indicator of DEMONSTRATING means the student is showing command of the skill and is able to execute the skill independently and with little error. |
| Transferring  | An indicator of TRANSFERRING means the student is showing command of the skill and is able to execute the skill independently in new scenarios.       |

## Learning Progress Scale with Grades

|                              |        |
|------------------------------|--------|
| <i>Transferring</i>          | A+     |
| <i>Demonstrating</i>         | A      |
| <i>Approaching</i>           | B      |
| <i>Beginning</i>             | C or D |
| <i>Insufficient Evidence</i> | D or F |
| <i>Not Attempted</i>         | F      |

***\*All scores are based on assessment criteria listed in the course/project rubric.***

## EDGE Reassessment Policy

Our goal is for students to learn deeply and transfer learning into new situations and projects. In order to obtain this level of learning, it is important that students have the opportunity to repeatedly practice skills in order to gain independence over time and show understanding of knowledge and skills in multiple ways.

- While teachers will have deadlines and assessment dates, students will also have the opportunity to continue working on a competency until they have achieved the level of demonstrating or transferring, *so long as the student is showing a good-faith effort to continuously practice the skill and submit learning*

*evidence by the deadlines.* Teachers will partner with students to determine additional opportunities for students to show understanding of the competency in a new or different project, if continued practice is needed.

- In order for a student to take advantage of EDGE reassessment policies, a student must have some evidence of a competency by the end of a project. If no evidence is submitted at the end of the project for a particular competency, the student has not shown a good-faith effort to participate. This would be noted as Not Attempted and additional attempts may not be allowed.
- Students that begin showing patterns of missing deadlines, not attempting learning evidence, submitting poor quality work may be placed on a Learning Plan for support.

## Understanding Student Progress

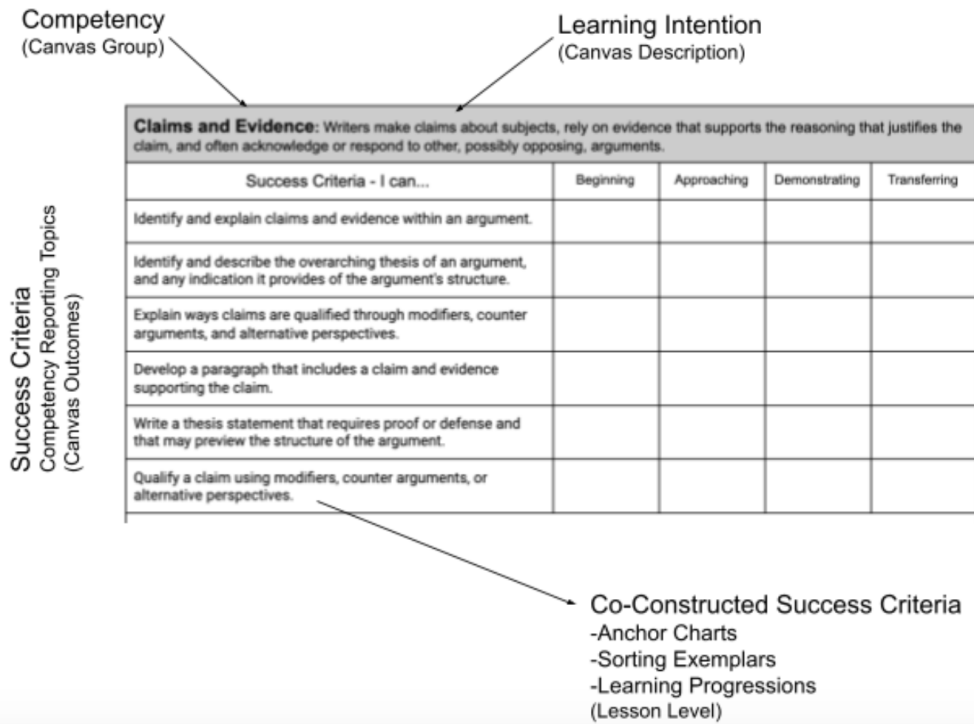
Each student is responsible for maintaining a student learning tracker on google docs. This will be used to keep track of the status of all course competencies, notes and reflections, and the learning level for each competency. This document is intended to be an ongoing tool to plan, prioritize, reflect, and celebrate learning progress. Students are expected to update the document during Village time and before, during, and after competency progress chats with teachers. Students are encouraged to share this document with parents as well.

Additionally, students and parents are encouraged to stay up to date with student learning progress using Canvas and PowerSchool. There will be two-way communication with students and parents if students are not making sufficient progress toward competencies. Communication may occur through email, phone calls, and meetings.

## Progress Reporting in Canvas

Teachers, students, and parents may use the Canvas platform to monitor progress toward each competency. Students will submit learning artifacts (e.g., projects, presentations, assignments) via Canvas and engage in a feedback process with teachers to assess progress toward the competency.

This graphic illustrates how the competency and success criteria from the student learning tracker for each course are labeled in the Canvas platform.



Students and Parents are able to see their progress toward their competencies under Canvas / Grades / Learning Mastery:

Assignments | Learning Mastery

2 OF 4 MASTERED

- > **Argument** 4/4 **MASTERED**  
 3 alignments
- > **Audience** 3/4 **MASTERED**  
 2 alignments
- > **Rhetorical Situation Components** 2/4 **NOT MASTERED**  
 2 alignments
- > **Introductions & Conclusions** 2/4 **NOT MASTERED**  
 2 alignments

Students can select the (i) to the left of each Success Criteria descriptor to see the full explanation of the reported topic.

Explain how an argument demonstrates and understanding of an audience's beliefs, values, or needs. **Proficient**

Last Assessment: Mar 30, 12:34 PM

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**Calculation Method**  
Highest Score

**Example**  
Mastery score reflects the highest score of a graded assignment or quiz.  
1- Item Scores: 1, 4, 2, 3  
2- Final Score: 4

Grades > **(i)** Argument

The screenshot shows a modal window for a Success Criteria descriptor. At the top right is a close button (X). The main text describes the skill: 'Explain how an argument demonstrates and understanding of an audience's beliefs, values, or needs.' The proficiency level is 'Proficient' in green. Below this is the 'Last Assessment' date and time. A horizontal line separates this from the 'Calculation Method' section, which states 'Highest Score'. The 'Example' section explains that the mastery score is the highest score from graded assignments or quizzes, and provides two examples: '1- Item Scores: 1, 4, 2, 3' and '2- Final Score: 4'. At the bottom, a navigation bar shows 'Grades' and a right-pointing arrow next to an information icon (i) and the label 'Argument'.

The colors in Canvas align with the learning scale as follows:

Learning Mastery ▾

- >
- Transferring
- Demonstrating
- Approaching
- Beginning

The image shows a dropdown menu for 'Learning Mastery'. The menu is open, showing a right-pointing arrow at the top. Below the arrow are four color-coded squares with corresponding labels: a dark green square for 'Transferring', a light green square for 'Demonstrating', a yellow square for 'Approaching', and a dark grey square for 'Beginning'.

lain ho... Write intr... Identify an... Demonstr... Describe t

EDGE AP Language and Composition > Rhetorical Situation > Identify and describe components of the rhetorical situation.

| Mastery Level | Percentage |
|---------------|------------|
| Transferring  | 65%        |
| Demonstrating | 29%        |
| Approaching   | 6%         |
| Beginning     | 0%         |

Mastery set at: 3

**Calculation M... Highest Score**

Example: Mastery score reflects the highest score of a graded assignment or quiz.

1- Item scores: 1, 4, 2, 3

2- Final score: 4

When expanding the arrow to the left of the competency group, students can see which alignments are being used to identify their mastery in each concept, see their score towards the competency, and access the assignment to view teacher feedback.

Write a Defensible Thesis MASTERED

3 alignments

Choice RA SOAPStone & Outline

Your score

|              |               |             |           |
|--------------|---------------|-------------|-----------|
| Transferring | Demonstrating | Approaching | Beginning |
|--------------|---------------|-------------|-----------|

RA Timed Write

Your score

|              |               |             |           |
|--------------|---------------|-------------|-----------|
| Transferring | Demonstrating | Approaching | Beginning |
|--------------|---------------|-------------|-----------|

Synthesis Timed Write

Your score

|              |               |             |           |
|--------------|---------------|-------------|-----------|
| Transferring | Demonstrating | Approaching | Beginning |
|--------------|---------------|-------------|-----------|

## Grade Reporting in PowerSchool

- Within each EDGE course, the PowerSchool category is the competency topic. Competencies are listed as PowerSchool assignments. Within the score comment, the teacher will denote the learning level using the Learning Progress Scale (Not Attempted, Insufficient Evidence, Beginning, Approaching, Demonstrating, Transferring). This marking denotes the student's progress on the learning competency at the conclusion of a project or unit.
- Final grades will be based upon the scale below and evidence-based using student learning artifacts, the success criteria for each competency, and the weight of each competency.
- When multiple attempts of learning are required for a competency, teachers will communicate with students if the overall rating will be determined by the Most Recent Evidence, the Highest Evidence, or a Decaying Average.
- Teachers will enter a final grade in PowerSchool for the semester based upon student evidence across all competencies using the scale below. This final semester grade will be documented in PowerSchool and on the student's official high school transcript.
- GPA is computed based upon an A - F grading scale that does not factor in the +/- . All EDGE students will have an overall GPA computed.

|                              |        |
|------------------------------|--------|
| <i>Transferring</i>          | A+     |
| <i>Demonstrating</i>         | A      |
| <i>Approaching</i>           | B      |
| <i>Beginning</i>             | C or D |
| <i>Insufficient Evidence</i> | D or F |
| <i>Not Attempted</i>         | F      |

***\*All scores are based on assessment criteria listed in the course/project rubric.***



\*\*Note that the following EDGE courses (Network 53) will likely report grades using assignments, tests, etc. and total points. These courses also include students outside of EDGE so must also follow the protocols of grading and reporting used throughout the high schools.

## Parent-Teacher Conferences & Exhibition Events

We invite all parents and guardians to join us for Fall and Spring Parent-Teacher Conferences. Parent-Teacher conferences are an opportunity to meet with EDGE teachers for a one-on-one conversation about your student's progress in coursework. In order to ensure all parents have an opportunity to meet with EDGE teachers, we encourage parents to schedule one parent-teacher conference with their student's Village/Global Activism teacher. The Village teacher will provide a summary of your student's progress in all EDGE coursework. EDGE parent-teacher conferences will take place on the following dates:

October 18, 2022 3:30pm - 7:30pm                      Fall Parent-Teacher Conferences

March 15, 2023 3:30pm - 7:30 pm                      Spring Parent-Teacher Conferences

We invite all EDGE families and the community to attend our Fall and Spring Exhibition events. All EDGE students are expected to participate in the Fall and Spring Exhibition events. These events are an opportunity for students to share about their EDGE learning experiences with parents and our community. EDGE exhibition events will take place on the following dates:

November 16, 2022 1:00pm - 7:00pm                      Fall Exhibition Event

May 10, 2023 1:00pm - 7:00pm                      Spring Exhibition Event

# Probation Status

Our goal is to ensure every student's success and to provide interventions and support when students are struggling to be successful in the EDGE environment. Success in EDGE is a partnership between the student and staff, and students must be willing to recognize areas of improvement and take steps to improve in these areas. This is important for the student's overall success and the success of all EDGE students.

Students who demonstrate patterns of concern (e.g., attendance, behavior, academic progress) and who do not demonstrate improvement through interventions and support from EDGE staff may be placed on probation status. If a student is placed on probation status, they will be notified through a personal meeting with EDGE staff and via written notice. Parents will also be informed through written notice.

Failure to improve in the areas of concern while on probation status means a student will not be able to return to the EDGE microschool for the following school year. It should be noted that our goal is for all students to be successful and that probation status is a formal notice of concern and extension of support.

## EDGE Senior Capstone Project

All EDGE Seniors will complete a Senior Capstone Project. A Capstone Project is an opportunity for students to pursue a project that arises out of their personal interests and curiosities and makes a real-world impact. A student's Senior Capstone Project should benefit not only their educational growth, but ideally also a community beyond the immediate school setting. In recognition of a student's participation in EDGE and the successful completion of a Capstone Project, EDGE graduates will be eligible to earn EDGE cords to wear at graduation. EDGE Senior Capstone Projects may also be designed to fulfill the requirements of a

client-connected project that counts as a Market Value Asset. Beginning with the class of 2025, all LPS graduates are required to have at least one Market Value Asset experience.

For additional information, see the [EDGE Senior Capstone Project Handbook](#).

## Clubs

EDGE clubs provide a way for students to explore their interests and be more involved in the EDGE community. The following clubs are available to students within EDGE:

Crochet Club

EDGE Memory Book

James Madison Society

Stream Team

Telling the EDGE Story (ex. podcast, social media)

One great way for EDGE students to remain connected to their home schools is through participation in clubs and organizations. We encourage all EDGE students to explore the opportunities offered at their home schools.

[LHS Clubs](#)

[LNHS Clubs](#)