



Liberty Common Elementary School

Student and Parent Handbook

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1 General information

1.1 School

Liberty Common School is a K-12 tuition-free public charter school governed by a single elected Board of Directors.

Liberty Common Elementary School is a classically-oriented Core Knowledge® elementary school comprised of students in grades k-6.

Liberty Common High School is Northern Colorado's clearest path to college delivering a college-preparatory, classical liberal-arts curriculum emphasizing the humanities including English, foreign language, history and economics while accentuating math, science and engineering in a safe, small-school environment. Liberty Common High School is comprised of students in grades 7–12.

Board of Directors

Patrick Albright	palbright@libertycommon.org
Raven Banning	rbanning@libertycommon.org
Elizabeth Barber	ebarber@libertycommon.org
Pete Conrad	pconrad@libertycommon.org
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Elizabeth Timpe	etimpe@libertycommon.org

Board of Directors Email:	bod@libertycommon.org
Governance Webpage:	libertycommon.org/about/governance

Executive Administration (K-12)

Headmaster	Bob Schaffer	970-672-5505
Director of Operations	Bev Hanawalt	970-672-5823
Principal, Aristotle Campus (K-6)	Casey Churchill	970-658-1997, 5003
Principal, Plato Campus (K-6)	Sandy Stoltzfus	970-672-5820
Principal, High School (7-12)	Robert Robinson	970-672-5505

Web Address

Please visit the Liberty web site regularly, <https://www.libertycommon.org/>.

Social Networks

- [Facebook](#)
- [Twitter](#)
- [Instagram](#)

1.2 Campuses

Liberty Common School is comprised of three academic campuses in Fort Collins, Colorado. Two elementary-school campuses serve grades k-6 and one combined junior-high and high-school campus serving grades 7-12.

Liberty Common Elementary School

Liberty Common Elementary School – Aristotle Campus
2130 W. Horsetooth Road
Fort Collins, CO 80526

Liberty Common Elementary School - Plato Campus
1725 Sharp Point Drive
Fort Collins, CO 80525

Liberty Common High School (7-12)
2745 Minnesota Drive
Fort Collins, CO 80525

1.3 Aristotle Campus Contact Information

Address: 2130 West Horsetooth Road, Fort Collins, CO 80526

Phone Numbers:

Main Line	970-658-1997
School Absence Line	970-678-1997, option 2
School Fax Line	970-223-6976

Aristotle Campus Administration

		Ext.
Headmaster	Bob Schaffer	1220
Elementary Principal	Casey Churchill	5003
Assistant Principal	Nancy Hoyer	5011
Admin. Assistant/ Receptionist	Jill Ronen	5004
Registrar	Marnie Dame	5005
Health Technician	Krystyna Sheppard	5007

Instructors

Kindergarten	Heidi Kirkman	5106
	Becky Kleen	5104
	Sammi Knigge	5105
First Grade	Ana Bennion	5107
	Jessica Campora	5108
	Christi Hull	5109
Second Grade	Cherie Pedersen	5125
	Ann Schmidberger	5126

Third Grade	Laurel Kelly	5122
	Trinity Scarpella	5120
Fourth Grade	Steve Ronen	5230
	Maddie Webb	5229
Fifth Grade	John Bradley	5212
	Bethany Grove	5213
Sixth Grade	Alysa Balfour	5210
	Rob Huey	5211
Art	Marcia Davis	5228
Band/Music	Jill Dollar	5126
Choir/Music	Madison Niswender	5233
Latin	Cassie Auble	5204
Librarian	Kristen Hockel	5205
Physical Education	Anders Halseide	5115

Teacher's Aides (TAs)

Kindergarten	Tabitha Yu (Kirkman)	
	Bailey Whitney (Kleen)	
	Emily Ronen (Knigge)	
First Grade	Lauren Hoxie	
Second Grade	Vanessa White	
Third Grade	Rachel Ruble	
Fourth Grade	Jodi Fraser	
Fifth Grade	Angelina Rodriguez	
Sixth Grade	Cindy Roerty	

Academic-Support Team (AST)

AST Coordinator	Katie Snyder	5006
School Psychologist	Mike Crane	5204
AST Reading Interventionist/Coach	Tricia Wadsworth	5124
AST Math Interventionist/Coach	Kathy Elder	5231
AST Math Interventionist/Coach	Rachel McClarty	5231
AST Interventionist /Coach	Bonnie Beach	5124
AST Paraprofessional	Emily Leach	
AST Paraprofessional	Liz Nelson	
AST Paraprofessional	Luke Richardson	

Facility-Maintenance Team

Maintenance Coordinator	Chris Hanna	5113
Maintenance Team	Tracy Hanna	
Maintenance Team	John Loyd	

1.4 Plato Campus Contact Information

Address: 1725 Sharp Point Drive, Fort Collins, CO 80525

Phone Numbers:

Main Line	970-482-9800
School Absence Line	970-482-9800, option 2
School Fax Line	970-482-8007

Plato Campus Administration

		Ext.
Headmaster	Bob Schaffer	1220
Principal	Sandy Stoltzfus	3102
Assistant Principal	Jenna Allen	3103
Admin. Assistant/ Receptionist	Melissa Miller	3001
Health Technician/Admin. Assistant	Carrie Voggesser	3003
Registrar/Lunch Coordinator	Julie Russell	3002

Instructors

Kindergarten	Andrea DeVany	3122
	Holly Miller	3127
	Rita Santini	3121
First Grade	Jen Brown	3131
	Angela Horton	3132
	Amy Tamez	3133
Second Grade	Allison Brooks	3134
	Sherilyn Galeener	3137
	Katie Young	3135
Third Grade	Meghan Duran	3138
	Tara Greenacre	3136
	Kathryn James	3139
Fourth Grade	Elizabeth Howe	3117
	Amy Robinson	3116
	Eric Tomlin	3118
Fifth Grade	Jenny Cardenas	3202
	Rachel Hickman	3201
	Beth Holland	3203
Sixth Grade	Katrina Brennan	3204
	Charlie Eich	3205
	Elissa Hersh	3206

Art (K-4)	Tracy Nichols	3109
Art (5-6)	Erin Grandprey	3108
Latin	Cassie Auble	3119
Librarian	Paige Gowing	3124
Music (K-3), Band	Amy Clemens	3110
Music (4-6), Music	Becky Pollyea	3111
Physical Education	Donny Reeves	3112
Physical Education	Jon Wilcox	3113

Teacher's Aides (Tas)

Kindergarten	Heidi Jobman Kit Kirby Celia LeVasseur Yolanda Sears Tara Stewart Megan Woodruff	
First Grade	Julie Smith Kathrine Woodard	
Second Grade	Barbara Jones Jodi Nance	
Third Grade	Andrea Green Lori DeTomas	
Fourth Grade	Kimberly Kent Correy Ring	
Fifth Grade	Kelly Kinsland Dana Ulrey Deanna Verchick	
Sixth Grade	Amanda Dunn Meghan Jones	

Academic-Support Team (AST)

AST Coordinator	Matt Kazy	3115
AST Reading Specialist	Nancy Harmon	3128
School Psychologist	Mike Crane	3115
AST Paraprofessional	Kathy Lovely	
AST Paraprofessional/Admin Asst.	Lisa Murphy	
AST Paraprofessional	Shay Reinhart	
AST Paraprofessional	Becky Scarpella	
AST Paraprofessional	Liam Williams	

Facility- Maintenance Team

Maintenance Coordinator	Jay Montez	3150
Maintenance Team	Caleb Beede	
Maintenance Team	Adrianna Laso	

2 Overview of Liberty Common School

2.1 Selection of School Policies

This Student and Parent Handbook is intended to supplement the official school Policies Manual, which can be found on the school’s website on the following page: libertycommon.org/about/governance under “Resources and Documents” > “Policies and Resources.” The Student and Parent Handbook is not a complete collection of school policies. The sections of the handbook contain portions of select school policies as a convenience for elementary school parents.

Students and parents should refer to the official school Policies Manual for a complete collection of school policies. A table of contents for that manual is found below:

**Portions of policies included in this handbook.*

Section 1: The School and Its Goals

- 1.1 Schools*
- 1.2 Mission Statement*
- 1.3 Philosophy*
- 1.4 Knowledge*
- 1.5 Skills*
- 1.6 A Classical Framework for Teaching Thinking
- 1.7 Values*
- 1.8 Character Education*
- 1.9 Student Accountability*
- 1.10 Parental Involvement and Responsibility*
- 1.11 Teacher, School, and Professionalism*
- 1.12 Nondiscrimination*
- 1.13 Disclaimer

Section 2: The Board and Governance

- 2.1 Charter Application, Contract, Bylaws, and Addendums
- 2.2 Decision Making
- 2.3 Board Members Code of Conduct
- 2.4 Governing Style
- 2.5 Board Officer Roles and Responsibilities
- 2.6 Board Self-Evaluation
- 2.7 Public Attendance at Board Meetings
- 2.8 Policy Making
- 2.9 Board Member Conflict of Interest
- 2.10 Board Review of Administrative Procedures
- 2.11 Advisory Committees to the Board
- 2.12 Academic Advisory Committee
- 2.13 Governance Committee
- 2.14 Development Committee
- 2.15 Documents in Advance of Board Meetings

Section 3: Administration

- 3.1 Delegation to Headmaster
- 3.2 Headmaster Job Description
- 3.3 Business Manager Job Description
- 3.4 Elementary Principal Job Description
- 3.5 High School Principal Job Description
- 3.6 Dean of Students
- 3.7 College Counselor/Administrator Job Description
- 3.8 High School Athletic Director/Administrator Job Description
- 3.9 Subject Specialist
- 3.10 Board Notification

Section 4: Personnel

- 4.1 Employee Manual
- 4.2 Selection of School Staff
- 4.3 Headmaster Support and Evaluation
- 4.4 Teacher Evaluations
- 4.5 Staff Conflicts of Interest
- 4.6 Sexual Harassment
- 4.6 Leave of Absence Policy
- 4.7 Termination

Section 5: Students

- 5.1 Student Handbook
- 5.2 Student Accountability
- 5.3 Good Sportsmanship
- 5.4 Discipline*
- 5.5 Tardy Policy*
- 5.6 Student Privacy
- 5.7 Promotion Policy*
- 5.8 Interrogations and Searches
- 5.9 Students Missing Class Time

Section 6: Parents

- 6.1 Parental Involvement and Volunteering

Section 7: Educational Program

- 7.1 Educational Priorities
- 7.2 Equal Educational Opportunity
- 7.3 Policy on Teaching Science*
- 7.4 Teaching Human Sexuality*
- 7.5 Field Trips
- 7.6 Student Publications
- 7.7 Technology Policy
- 7.8 Elective Courses
- 7.9 Upper School Curriculum
- 7.10 Summer Reading*
- 7.11 Mathematics Policy*
- 7.12 Economics Policy
- 7.13 Reading and Literacy*
- 7.14 Literature Acquisition
- 7.15 Video Viewing
- 7.16 Instruction of Composition
- 7.17 Foreign Language
- 7.18 Academic Support Team*
- 7.19 ECEA 12.00*
- 7.20 Student Data Privacy

Section 8: Enrollment

- 8.1 Enrollment Policy
- 8.2 Classroom Placement Policy*

Section 9: Finances and Accounting

- 9.1 LCS Fundraising Policy
- 9.2 The Financial Condition Policy

Section 10: Facilities

- 10.1 Room Use Policy
- 10.2 Building Use
- 10.3 Non-School Use of Facilities

Section 11: Athletics and Extracurricular Activities

- 11.1 CHSAA
- 11.2 Athletics Eligibility Policy

Section 12: School Community Relations

- 12.1 Official Spokespersons

2.2 Mission Statement (LCS policy 1.2)

The mission of the school is 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.

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, calculating, and thinking -- are most meaningfully learned from 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: 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/her primary role as an educator.
7. The principle determinants of individual academic success are individual ability and effort. The policies of the school (grading, discipline, homework, pedagogy) 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 the school acknowledges that children can and should be held accountable for their own schoolwork and behavior with the support of teachers and parents.

ADOPTED: 02-24-1997

AMENDED: 03-04-2004

2.3 Philosophy (LCS policy 1.3)

Assumptions about how one learns, the purposes and goals of learning, and what constitutes effective teaching define an educational philosophy. The School's educational philosophy is agency education. It informs our decisions on how knowledge, skills, and democratic values should be taught and how students, parents, and teachers should work together to accomplish that part of education that occurs in schooling.

Agency education has as its metaphor a 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 just such an odyssey of the mind and heart, which is to lead them to 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 Thinking Framework, or Habits of Mind, the student is able to engage in mental modeling, which is possible only when one's road background knowledge allows her/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 beginnings of the moral journey are along 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 and act wisely becomes instinctive. As those habits become more and more internalized, the student journeys closer to self-reliance.

*ADOPTED: 02-24-1997
AMENDED: 03-04-2004*

2.4 Knowledge (for complete policy, see LCS policy 1.4)

The School has selected the Core Knowledge Foundation's Curriculum Sequence as the framework of its curriculum. The Core Knowledge Sequence® is distinguished by planned progression of specific knowledge in history, geography, mathematics, science, language arts, and fine arts.

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, one 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 provides a foundation for later learning, 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. Because the School's teachers will be able to rely on shared background knowledge amongst their students, they will be able to build sequentially on that knowledge year by year.

The Core Knowledge Sequence© will be the k-8 curriculum. Expansions of the curriculum, including Colorado History, foreign language, and all high school courses will be determined by the BOD. In addition, the School will develop an expanded science curriculum consistent with the Habits of Mind put forth by the American Association for the Advancement of Science, Project 2061 and the Colorado Model Content Standards for Science. This effort has the explicit support of Dr. E. D. Hirsch, Jr., founder of the Core Knowledge Foundation.

*ADOPTED: 03-04-2004
AMENDED 12-03-2011*

2.5 Skills (LCS policy 1.5)

The skills of learning, namely, reading, writing, speaking, listening, calculating, problem solving, and exercising critical judgment, are best taught through the content of a body of organized knowledge.

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. 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.

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

The School will teach the Thinking Framework not as a stand-alone course, but rather as instruction integrated within the content. Students often receive knowledge disconnected from features that make it understandable and meaningful. For instance, in math it is common to learn concepts without knowing their purposes. When you study history, you frequently find scant attention paid to the evidence underlying an historical fact or interpretation. Students may come to know something about history, but not much about historical thinking. Science instruction routinely pays insufficient attention to examples and images that make the concepts under study concrete and impart an intuitive grasp of them. Contemporary research shows that instruction offered in one context often does not transfer to other contexts. The School will use a Thinking Framework to teach the Core Knowledge curriculum.

Additionally, the School will teach the more specific critical thinking skills unique to each discipline, called "Habits of Mind." The Habits of Mind to be taught for scientific literacy is found in Benchmarks for Scientific Literacy from the American Association for the Advancement of Science (Exhibit II). 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 (Exhibit XIII). The Habits of Mind for math literacy are identified in "Children's Mathematical Development" (Exhibit XIV).

The development of skills requires time, thought and active engagement of the visual and verbal imagination. The School will encourage students replace non-instructional television watching, which is passive and discourages creative play, with the myriad of activities which will foster the development of imagination and skills. 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/week) of viewing.

ADOPTED: 03-04-2004

2.6 Values (LCS policy 1.7)

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, respect for differences, and self-respect.

Academic standards and standards for behavior and demeanor are a part of education values. In the School, children will learn sportsmanship, fair play, sharing, and taking turns. They will be given the opportunity to lead and to follow and to respect the rights of the minority. These values will be taught from the content of the curriculum, by inference and example, and also in how we teach.

ADOPTED: 03-04-2004

2.7 Character Education (for reference, see LCS policy 1.8)

Character education is a central emphasis in the complete development and formation of young scholars at Liberty Common School. Liberty invests thirteen years of character education toward the lives of its students.

The overarching achievement of a virtuous life within the context of scholarly pursuits is the acquisition and development of wisdom. If the dissemination of knowledge and values from one generation to the next is the underlying purpose of education, wisdom then is a complete expression of the core academic objective of any worthy academic institution.

Liberty's Foundation Stones and Capstone Virtues are reinforced through the rich literature, biographies, and case studies deployed in our classrooms. So are many other virtues that guide children through maturity to adulthood.

Foundation Stones – Elementary School

- **Respect:** Showing consideration for others and their property; listening to and following instructions of those in authority; honoring others.
- **Responsibility:** Doing what we have said we will do; being accountable for our actions and consequences because we know right from wrong; being dependable.
- **Self-Control:** taking charge of our actions and feelings, even in difficult situations; making good and right decisions; being able to deal promptly with problems.
- **Perseverance:** Sticking to a purpose and never giving up on what one has to do; being determined to improve; being committed to justice.
- **Cooperation:** Using skills to contribute to the common good; serving others with patience and a positive attitude.
- **Integrity:** Knowing the difference between right and wrong and having the courage to do what is right, even when it is not easy to do so.
- **Citizenship:** Using the rights and privileges one has as a member of the community to make that community a better place.

ADOPTED: 12-03-2011

2.8 Student Accountability (LCS Policy 1.9)

All students are capable of learning to accept responsibility for their own education. The philosophy and practices the School will acknowledge that young people are free to act and can be held accountable for their actions. The policies of the School will encourage discipline, hard work, cooperation, making decisions and living with the consequences. Such policies, and a clear understanding of academic expectations, will help the School's students to choose a personal quest for intellectual and personal growth. The students' sense of an alignment between their personal educational goals and those of the School's will further reinforce their desire to accept responsibility for their education. Such an approach to student accountability has been termed "agency education."

ADOPTED: 03-04-2004

2.9 Parental Involvement, Observation, and Volunteering (LCS policy 6.1)

Liberty is a school of choice. This means that parents have the option to choose, for their child, the philosophy of this school as articulated in the Charter. Liberty believes that the school's design will result in parents wanting to play 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 that parents will be directly engaged in tutoring, coaching, classroom instruction, preparing resource materials, and providing other necessary and invaluable assistance.

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 headmaster, 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/or 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.

Parental Involvement, Observation, and Volunteering

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 Liberty Common School we have defined the general parameters for parents volunteering in Liberty School classrooms.

1. Parent volunteers are an integral part of Liberty Common School. Parents are not only welcome, but also crucial if we are to have high quality teaching of the entire curriculum each year. Primary and Intermediate parent volunteer activities are coordinated by Liberty's Classroom Volunteer Coordinators. Volunteers in school must have a signed and current volunteer form on file with the school Classroom Volunteer Coordinator.

2. The teacher's "individual teaching style" sets the tone for the classroom. This includes everything from delivery of the educational program to classroom management. The teacher has primary responsibility for the classroom and student learning within the classroom.
3. Parents who wish to volunteer 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 their style or find a more compatible setting within Liberty to volunteer.
4. There will be a classroom volunteer coordinator (CVC) for each primary and intermediate classroom. This parent will be responsible for organizing and delegating the volunteer needs both of the teacher/classroom and the parents.
5. Any grievance or concern a parent has with a classroom or a teacher will be handled by the procedures defined in this handbook.
6. Under NO CIRCUMSTANCE is it ever 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."

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 welcome and encouraged to participate in the school, to reasonably observe and/or assist the teacher. However, any parent whose presence or actions are deemed by the teacher and headmaster 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 and/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 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 that they may be the most efficient helpers.

ADOPTED: 06-28-2001

2.10 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 name tag 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 or email the school 24 hours in advance and inform appropriate staff of any volunteer replacements.

2.11 Teacher, School and Professionalism (LCS policy 1.11)

Teachers are at the center of both the mind and 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 next to individual ability and effort, the organization of the school is most influential in determining academic achievement. The School's teachers will be expected to implement the School's academic mission. In the classroom the teacher will be in charge. Outside of the classroom, teachers will receive professional guidance with respect to specific goals and objectives from the BOD through the Headmaster.

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 enable them to give the very best of themselves to educating their students. The teacher's style sets some basic parameters for the parents as well as the children. Within those parameters parents have the opportunity to assist the teacher. As a high level of parental involvement will be actively encouraged, teachers will be expected to incorporate parental volunteer efforts in the classroom.

The central role of teachers in the classroom deserves respect. The School will make it clear to all teachers that they must understand and accept the responsibility of teaching the entire curriculum, both content and skills, and in a way congenial to the School's attitude toward values and the student. This will be defined as their primary role.

A number of the innovations of the School (bonus pay for teachers, additional planning time for teachers, provision of a Headmaster) that have been part of the plans for the School also directly addresses concerns resulting from a recent report for the Department of Education by the National Commission on Teaching and America's Future (Exhibit XV). The report concluded that many new teachers are poorly prepared to teach, in part because of a lack of sufficient mentoring, failure to reward better qualified teachers, and a lack of planning time. The Headmaster will be hired by and be directly responsible to the BOD. His/her foremost responsibility will be to support the teachers in their primary role by coaching them towards attainment of their professional goals. Teachers will be expected to give input regarding their needs to the Headmaster.

ADOPTED: 03-04-2004

2.12 Nondiscrimination (LCS policy 1.12)

Unlawful discrimination betrays the principles set forth in Liberty Common School's (LCS) Charter, founding documents, school policies, operational foundational-stone virtues, the school's cardinal "Capstone Virtues," and state and federal law to which LCS endeavors to adhere with aggressive fidelity. LCS provides a safe learning and work environment where all members of the school community are treated with dignity and respect. This policy applies to all

employees, students, parents, and guardians, volunteers, visitors, and others on or at a Liberty Common campus, event, or activity.

The School does not discriminate in its working or learning environments on the basis of actual or perceived race, color, creed, religion, national origin, ancestry, citizenship status, age, sex or gender (including pregnancy, childbirth, pregnancy-related conditions, and lactation), gender identity or expression (including transgender status), sexual orientation, marital status, military service and veteran status, physical or mental disability, genetic information, or any other characteristic protected by applicable federal, state, or local laws and ordinances (“protected characteristics”).

Alleged conduct regarding sex-based discrimination and sexual harassment is to be promptly addressed in accordance with LCS’s Title IX Policy. Alleged race-based discrimination and harassment is to be addressed in accordance with this policy and the Title VI addendum included herein.

Definitions

- “Race” includes hair texture, hair type, or a protective hairstyle that is commonly or historically associated with race.
- “Protective Hairstyle” includes such hairstyles as braids, locs, twists, tight coils or curls, cornrows, bantu knots, afros, and head wraps.
- “Sexual Orientation” means an individual's identity, or another individual's perception thereof, in relation to the gender or genders to which the individual is sexually or emotionally attracted and the behavior or social affiliation that may result from the attraction.
- “Gender Expression” means an individual's way of reflecting and expressing the individual's gender to the outside world, typically demonstrated through appearance, dress, and behavior.
- “Gender Identity” means an individual's innate sense of the individual's own gender, which may or may not correspond with the individual's sex assigned at birth.
- “Chosen Name” means any name a student requests to be known as that differs from the student’s legal name, to reflect the student’s gender identity
- “Harassment” or “discrimination” means to engage in any unwelcome physical or verbal conduct or any written, pictorial, or visual communication by a student or employee that is directed at a student or group of students because of that student’s or group’s membership in, or perceived membership in, a protected class, which conduct or communication is objectively offensive to a reasonable individual who is a member of the same protected class.

The conduct or communication need not be severe or pervasive to constitute harassment or discrimination if:

Submission to the conduct or communication is explicitly or implicitly made a term of condition of the individual’s access to an educational system opportunity or benefit;

Submission to, or objection to, or rejection of the conduct or communication is used, or explicitly or implicitly threatened to be used, as a basis for educational decisions affecting the individual; or,

The conduct or communication has the purpose or effect of reasonably interfering with the individual's access to their educational service, opportunity, or benefit or creating an intimidating, hostile, or offensive educational environment.

The determination of whether conduct constitutes harassment is to be judged under the totality of the circumstances and as proscribed by applicable law, including, but not limited to, C.R.S. 22-1-143, and applicable federal laws like Title VI of the Civil Rights Act of 1964 (Title VI) and Title IX of the Education Amendments of 1972 (Title IX).

A lack of good manners shall not constitute discrimination or harassment unless the totality of the circumstances dictates otherwise.

Harassment

Harassment is prohibited. Harassment based on a person's protected characteristics is a form of discrimination and is prohibited whether perpetrated by School staff, students, or third parties. All members of the LCS community share the responsibility to ensure harassment does not occur at the School, on School property, or at a School-sanctioned activity or event, or off school property when such conduct has a nexus to the school, or any School-sponsored curricular or non-curricular activity or event.

Reporting

Any student believing he or she has been a target of unlawful discrimination or harassment, or who has witnessed such unlawful discrimination or harassment, shall immediately report it to an administrator, teacher, or the School's Director of Policy and Compliance (compliance officer). Any applicant for employment, member of the public, or staff member who believes he or she has been the target of unlawful discrimination or harassment, or who has witnessed such unlawful discrimination or harassment, is encouraged to immediately report it, and file a complaint.

If the individual alleged to have engaged in prohibited conduct is the compliance officer, the complaint shall be made to any administrator, who with the Headmaster, will designate an alternative compliance officer to investigate the matter in accordance with this policy.

All reports made pursuant to this policy may be made in writing, in person, by telephone, email, or online form but shall include the information set forth in the Discrimination/Harassment Report and Complaint Form.

2.12.1 School Action

Any School employee who witnesses unlawful discrimination or harassment must take prompt and effective action to stop it.

Upon receipt of a report of harassment or discrimination, the LCS administration will promptly and impartially investigate allegations of unlawful discrimination and harassment to cease any on-going harassment, to prevent the recurrence of such behavior, and to prevent retaliation against the individual(s) who filed the complaint or any person who participates in the investigation. LCS will take interim measures during the investigation to protect against further unlawful discrimination, harassment, or retaliation, as appropriate.

Reports of harassment or discrimination are never taken lightly or disregarded and allowed to circulate without concern for the integrity and reputation of the complainant, the respondent, the School, and the greater community. Reports are processed with the highest confidentiality possible under applicable privacy guidelines, and laws, both before and after being submitted to LCS officials, and where appropriate, outside authorities.

Students or employees who knowingly file false complaints or give false statements in an investigation may be subject to discipline, up to and including suspension, referral for expulsion for students, and termination of employment for employees. No student, staff member, or member of the public may be subject to adverse treatment in retaliation for any report of harassment determined to have been made in good faith by the investigator.

Any student or employee who engages in unlawful discrimination or harassment will be disciplined according to applicable School policies and the School will take reasonable action to restore lost educational or employment opportunities to the target(s), as appropriate. In cases involving potential criminal conduct, LCS will notify law enforcement as appropriate. All cases of potential child abuse or neglect will be reported to law enforcement in accordance with mandatory reporting laws.

2.12.2 Reports

Reports may be made orally or in writing. Reports may be made to any teacher, administrator, or the School's Director of Policy and Compliance:

Sarah Hunt
Director of Policy and Compliance, Liberty Common School
2745 Minnesota Dr. Fort Collins, CO 80525
970-672-5511
Sarah.Hunt@Libertycommon.org

2.12.3 Report and Investigation Procedures

A report made under this policy must include a detailed description of the alleged events, relevant dates, names of the parties involved, and any potential witnesses. A party filing a complaint ("Complainant") should do so as soon as possible after the incident.

All reports received by teachers, administrators, or other LCS staff shall be promptly forwarded to the compliance officer. Upon receipt of the report, the compliance officer shall confer with the administration, and where appropriate, the Complainant as soon as possible but no later than 3 school days after the complaint has been filed in order to obtain a clear understanding of the basis of the complaint. At this meeting, the compliance officer must explain the avenues for informal and formal action, provide a description of the complaint process, and explain that both the Complainant and individual alleged to have engaged in the prohibited conduct ("Respondent") have the right to exit the informal process and request a formal resolution at any time. The compliance officer must also explain that regardless of the Complainant's choice, the School is required by law to take steps to correct the discrimination or harassment and to prevent such discrimination or harassment from recurring. The compliance officer will also inform the Complainant that the School is also required to prevent retaliation against anyone who makes a report under this policy or participates in an investigation. The compliance officer must also explain that any request for confidentiality will be honored so long as doing so does

not preclude the School from responding effectively to allegations of misconduct, prohibited conduct, and preventing future prohibited conduct.

The compliance officer will then designate an administrator to investigate (the “investigator”) the complaint in a fair, impartial, and prompt manner. The compliance officer may serve as the investigator under appropriate circumstances. The School will make every effort to ensure investigator neutrality. The investigator shall conduct her or his investigation regardless of whether a law-enforcement agency is also investigating the incident. If two investigations occur simultaneously, the School shall coordinate its investigation with the law-enforcement agency; however, the School shall not rely solely on the criminal investigation in lieu of responding to a report of discrimination or harassment promptly and effectively. The Complainant will be informed of who will serve as the investigator.

Within five (5) days of the compliance officer’s meeting with the Complainant, the investigator shall meet with the Respondent to inform her/him of the allegations. The investigator must give enough detail about the allegations to permit the Respondent to respond to them fully. If the Respondent is a student, the Respondent’s parents or legal guardian shall be included in the meeting. The purpose of this meeting is to inform the Respondent about these procedures and to obtain a response from the Respondent about the allegations in the complaint.

The investigator shall ensure both the Complainant and Respondent are informed about this policy, including the resolution options and anticipated timeline.

At any time during this process, the Complainant and Respondent may have an advisor or other person present. The investigator and/or compliance officer shall provide written updates about the status of the investigation at least every 15 business days while the investigation is pending. Any questions during the pendency of the investigation shall be directed to the investigator and/or the compliance officer.

INFORMAL ACTION

If appropriate, the matter may be resolved in an informal manner, including through facilitated conversation(s) between the parties, counseling, or other non-disciplinary means. Informal resolution must be mutual and voluntary; no party may be compelled to resolve a complaint of discrimination or harassment informally and either party may request an end to an informal process at any time. Complaints where the underlying offense involves sexual assault or other acts of violence may not be informally resolved.

FORMAL ACTION

If a matter cannot or should not be resolved informally prior to a complete investigation, the investigator shall promptly and impartially formally investigate the allegations to determine whether, and to what extent, discrimination or harassment has occurred.

In deciding whether a law or policy was violated, all relevant circumstances must be considered by the investigator including:

- The degree to which the conduct impacted the educational environment or workplace;
- The type, frequency, and duration of the conduct;
- The identity of and relationship between the Respondent and any alleged target;

- The number of individuals alleged to have engaged in the prohibited conduct and the number of targets of that conduct;
- The ages of the Respondents and the alleged target(s);
- Patterns of misconduct;
- Other incidents at the school.

The investigator shall prepare a written findings-of-fact and recommendations within 20 calendar days following the compliance officer's receipt of the complaint or within 10 calendar days of termination of an unsuccessful, informal-resolution process, whichever is later. These written findings shall be submitted to the Headmaster and Principal.

Within 10 calendar days of receiving these written findings, the Headmaster shall make a final determination as to what occurred, whether the Respondent violated any Liberty Common School policies, or state or federal law(s), and, if so, the consequences for this behavior. The Headmaster's final decision(s), including final findings of fact, and all steps taken by the School to investigate and remedy the alleged harassment or discrimination must be shared with all parties concurrently, including the parents/guardians of the parties. The Headmaster's final decisions shall be called the Final Report. The Final Report must be completed within 60 days of the filing of the initial complaint, absent an extension of time as contemplated by this policy.

The decisions made in the Final Report must be supported by a preponderance of the evidence.

While this policy contains deadlines, these deadlines may be extended up to an additional 30 days for good cause and with prior notice of the Complainant and Respondent of the delay and the reason for the delay. Any supportive measures in place will remain throughout any extension. Delays may also occur due to necessary parties or witnesses being unavailable due to school breaks (e.g., winter break, summer vacation) or for other reasons. These deadlines may also be extended upon request of a law-enforcement agency.

APPEAL

If a party named in the complaint is not satisfied with the Final Report, it may seek relief from the President of the Liberty Common School Board of Directors within five (5) days of receiving the Final Report. The Board President shall review the information submitted by the dissenting party including the Final Report and shall have the option of meeting the Complainant, Respondent, or other affected persons, either separately or as a group. Within ten (10) business days of receiving the appeal, the LCS Board President must issue a written report indicating the findings of her or his investigation.

If a party remains unsatisfied, a final appeal may be filed with the LCS Board of Directors within ten (10) working days of receipt of the LCS Board President's decision. The LCS Board of Directors shall be the final determining body and shall decide the merits of the case based on the information contained in the formal complaint, the Final Report, and the results of the investigations at the previous two levels.

The Board's consideration of the matter will occur at its next regular meeting occurring at least seven (7) working days subsequent to the filing of the final appeal. A decision shall be issued within 20 working days after the Board's meeting. The decision of the LCS Board shall be final.

Nothing herein shall be interpreted to confer upon any person a right to a hearing independent of LCS Board policy, administrative procedure, statute, rule, regulation, or agreement expressly conferring such right. This process shall apply, unless the context otherwise requires and unless the requirements of another policy, procedure, statute, rule, regulation or agreement expressly contradicts with this process, in which even the terms of the contrary policy, procedure, law, rule, regulation or agreement shall govern.

2.12.4 Alternative-Resolution Options

In addition to, or as an alternative to, filing a complaint pursuant to this policy, a Complainant may pursue any remedy authorized by law including filing complaints with the United States Department of Education – Office of Civil Rights, the Equal Employment Opportunity Commission, and/or the Colorado Civil Rights Division. Contact information for these agencies is appended to this policy.

MISCELLANEOUS

- a. Absences - Should a student need to be excused from school due to discrimination or harassment in order to attend therapy, a medical (physical or mental-health) appointment, legal appointment, or victim-service appointment, such absence shall be deemed an “excused” absence.
- b. Accommodations and Supportive Measures - Accommodations and supportive measures will be applied to any party to protect student safety, and to preserve and restore equal access to education for the student as soon as the School becomes aware of allegations of harassment or discrimination. Accommodations and supportive measures may include, but are not limited to, counseling, extension of deadlines, extra time for homework or tests, retaking tests or resubmitting homework, the opportunity for home instruction, modifications to class schedules, and/or restrictions on contact between the parties to a report of harassment or discrimination.

Accommodations and supportive measures may be implemented at any point and continued for as long as is deemed necessary and appropriate by the compliance officer. A formal report or finding of discrimination or harassment is not required before the School may begin providing supportive measures. Additional accommodations and supportive measures may be available to support students with IEPs or Section 504 plans.

- c. Effect of Finding of Discrimination or Harassment - Upon determining, by a preponderance of the evidence, incidents of unlawful discrimination or harassment are occurring in particular settings or activities, the School will implement measures designed to remedy the problem in those areas or activities.
- d. Disciplinary Response Limited– Students should not avoid reporting alleged discrimination due to fear of a disciplinary response for school-rule violations. If discrimination is alleged to have occurred concurrently with school-rule violations by the complainant, or any other party, the complainant should still report the alleged discrimination. Any investigation into alleged school-rule violations will be conducted separate and apart from the investigation into alleged discrimination.

The School may discipline any student for conduct that violates school rules that has been investigated separate and apart from the specific incident underlying a report made under this policy.

False Reports and Safety – The School may discipline a student who makes a false report or when necessary to ensure the safety of a student or employee. A finding of “No Discrimination or Harassment” does not constitute a false report.

Annual Notice

The School will issue a written notice prior to the beginning of each school year that advises students, parents/guardians, staff members, and the general public that the educational programs, activities, and employment opportunities offered by the School are offered without regard to disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry, or need for special education services. With respect to employment practices, the School will also issue written notice that it does not discriminate on the basis of age, genetic information, or conditions related to pregnancy or childbirth.

Upon request, the notice will be translated into any language by a contracted translation-services vendor. The notice will also be made available to persons who are visually or hearing impaired as appropriate.

The notice will appear on a continuing basis in School media in accordance with C.R.S. § 22-1-143.

SCHOOL RECORDS

All records of harassment and discrimination, including reports prepared by the School in response to complaints, shall be retained for seven (7) years from the date of the alleged conduct. This record will include information about any accommodations or supportive measures taken in response to the report or complaint filed and documentation of the basis for the School’s action and response.

TRAINING

The school shall implement trainings about this policy as required by C.R.S. § 22-1-143.

Outside Resources

If you or someone you know is a victim of domestic violence or sexual violence, please contact:

National Domestic Violence Hotline: 800-799-7233
Rape, Abuse, & Incest National Network (RAINN): 800-656-4673
TESSA: 719-633-3819

In addition to, or as an alternative to, filing a complaint pursuant to this regulation, a person may file a discrimination complaint with the U.S. Department of Education, Office for Civil Rights (OCR); the Federal Office of Equal Employment Opportunity Commission (EEOC); or the Colorado Civil Rights Division (CCRD). The addresses of these agencies are as follows:

Denver Office for Civil Rights (OCR), U.S. Department of Education
Address: 1244 Speer Blvd., Suite 310, Denver, CO 80204-3582
Telephone: 303-844-5695
Email: OCR.Denver @ed.gov

Federal Office of Equal Employment Opportunity Commission (EEOC)
Address: 303 E. 17th Avenue, Suite 410, Denver, CO 80203
Telephone: 800-669-4000
Website: <https://eeoc.gov>

Colorado Civil Rights Division (CCRD)
Address: 1560 Broadway, Suite 825, Denver, CO 80202
Telephone: 303-894-2997
Email: DORA_CCRD@state.co.us

TITLE VI ADDENDUM

Title VI prohibits discrimination based on race, color, or national origin in programs or activities that receive federal financial assistance. A recipient of such funds violates Title VI if it creates, accepts, tolerates, encourages, or leaves uncorrected a racially hostile environment.

A “racially hostile environment” is created by race-based harassment that, based on the totality of circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a student’s ability to participate in or benefit from the school’s education program or activity.

A hostile environment can be created by student-to-student, staff-to-student, or third-party-to-student harassment. The harassing acts do not have to be targeted at a particular person to create a hostile environment and can, instead, be directed at anyone. Further, the actions of multiple offenders or situations, taken together, can create a hostile environment. In most cases, however, it will take more than a casual or isolated incident of harassment to create a racially hostile environment. A racially hostile environment can be based on an individual’s actual or perceived race as well as an individual’s association with others of a different race or color (e.g., the harassment might be referencing the race and/or color of a sibling or parent that is different from the race of the person being harassed whose access to the school’s program is limited or denied).

LCS expressly prohibits all race-based harassment in its programs and activities, including student-to-student harassment. Examples of student-to-student race-based harassment include:

During school, students raise their fists during class to mock Black power, and students create a club called the Kool Kids Klub, which they refer to as the KKK.

During school, several students are subjected to racial slurs and insults, including statements that Asian students should “go back to their country” and “eat a dog.”

Indian students are mocked for their accents and English language skills and are told to “go back to their country.”

Members of a visiting basketball team mutter racially offensive comments to an LCS team member.

All incidents of racial harassment should be reported to an LCS staff member or LCS’s Director of Policy and Compliance so that LCS can determine whether a racially hostile environment exists. This determination will be based on the totality of the circumstances, including consideration of the following factors: the context, nature, scope, frequency, duration, and location of the race-based or color-based harassment, as well as the identity, number, age, and relationships of the persons involved. A hostile environment will be found if the harassment was sufficiently severe or pervasive that it would have limited or denied the ability of a reasonable person, of the same age and race or color as the victim, under similar circumstances, from participating in or enjoying some aspect of the LCS’s education program or activity and that the victim, him or herself, was limited or denied the same.

LCS must address all racially hostile environments of which it has actual or constructive notice. LCS has “actual notice” when a responsible employee, staff member, or agent of the school receives facts, reports, or other information that a hostile environment exists or when a responsible employee or agent of the school witnesses the harassment. LCS is deemed to have “constructive notice” when a reasonably diligent inquiry into reported allegations or incidents of harassment should have informed LCS that a hostile environment exists.

If it is determined that a racially hostile environment exists, LCS has a legal duty to take reasonable, timely, and effective steps to end the harassment, eliminate the racially hostile environment and its effects, and prevent the harassment from recurring.

During its investigation into instances of harassment, LCS will make supportive measures available to students who were reportedly harassed. The supportive measures will be appropriate and reasonable based on each situation and may include, but are not limited to: counseling, modification to class schedules, extra time for homework or tests, retaking tests or resubmitting homework, and/or restrictions on contact between the parties to a report of harassment or discrimination.

Any student who is found to have racially harassed another student will be disciplined pursuant to LCS’s Code of Conduct; the discipline may include suspension or expulsion. LCS may also impose other appropriate measures like detention, changing class schedules, the issuance of a no-contact order, counseling, or mandatory participation in mediation or other restorative processes. LCS may also implement broader initiatives, such as assemblies, guest speakers, awareness campaigns, etc., across appropriate student populations to eliminate any remaining effects of the hostile environment and to prevent the harassment from reoccurring.

If a student with a disability is a victim of harassment on any basis, LCS will convene that student’s IEP team or Section 504 team to determine whether the bullying or harassment has changed the student’s needs such that the student was denied FAPE. If FAPE is implicated,

LCS will take all such steps as are necessary to remedy the denial (e.g., providing compensatory education) and ensure that FAPE is provided going forward.

LCS expressly prohibits retaliation against any person who complains or reports, whether formally or informally, about harassment or discrimination based on race, color, or national origin, or participates in any manner in any investigation of the same. “Retaliation” is an action that is intended to deter a reasonable person from reporting the harassment or participating in an investigation. Retaliation is not limited by medium – it can be communicated verbally or nonverbally, through physical action, or writing, for example – and can be expressed as intimidation, threats, coercion, or other adverse action. This policy prohibits retaliation by school staff and students, among others. Student-to-student retaliation may take many forms including name calling (“snitch,” “whiny,” or racial slurs), excluding the reporting student from groups or activities, or physical aggression. LCS does not tolerate retaliation and will discipline any student or staff member who engages in prohibited conduct within the bounds of school policy and the law, up to and including termination of employment for staff and suspension or expulsion for students.

LCS POLICY 1.12 ADOPTED 3-27-25

2.13 Board of Directors And Governance (For all policies related to the BOD and school governance, see section 2 of the LCS Policies Manual.)

2.14 Title VI Record-keeping Policy

2.14.1 INTRODUCTION.

The purpose of this policy is to ensure compliance with the recordkeeping requirements of Title VI of the Civil Rights Act of 1964 (Title VI), a federal law that prohibits discrimination based on actual or perceived race, color, and national origin. This policy outlines procedures for maintaining accurate and complete records related to Title VI compliance.

Prudent safekeeping of such records upholds the school’s Capstone Virtues of Prudence and Justice. This comprehensive record-keeping Policy addresses all Title VI records from their creation to disposal, is in keeping with Liberty Common School’s historic and ongoing commitment to these virtues, and its commitment to compliance with applicable state and federal laws.

2.14.2 SCOPE.

This Policy applies to creating, sharing, storing, and destroying records of alleged or known discrimination occurring on LCS property, and/or at LCS-sanctioned events or programs off-school property such as study-abroad programs, fieldtrips, or internship programs.

2.14.3 STATEMENT REGARDING PRIVACY.

LCS endeavors to protect the privacy of all individuals involved in a report of alleged or known discrimination. Any data collected and recorded under this Policy is shared only as allowed by law and only as necessary to comply with Title VI, other relevant federal and state laws, and applicable school policy.

2.14.4 RECORD-KEEPING REQUIREMENTS.

1. Complaint Records. LCS maintains records of all complaints alleging discrimination based on Title VI. Complaint records shall include:
 - a. Complaint forms;
 - b. Name of complainant and parent/guardian, if applicable;
 - c. Complainant's contact information;
 - d. Complainant's status (student, staff member, other);
 - e. Date and time of complaint receipt; and,
 - f. Description of alleged discrimination including witnesses.
2. Investigation Records. LCS maintains records of all investigations conducted in response to complaints. Investigation records shall include:
 - a. Names and titles of investigator;
 - b. Date and scope of investigation;
 - c. Names and contact information of witnesses and parties involved;
 - d. Evidence collected and analyzed (e.g., witness statements, interview notes, photographs, audio or video recordings, screenshots, etc.); and,
 - e. Findings and conclusions.
3. Training Records. LCS maintains records of training and technical assistance on Title VI provided to the School. These records shall include:
 - a. Date and location of training;
 - b. Training participants;
 - c. Topics covered; and,
 - d. Materials and resources used.

2.14.5 RETENTION AND DISPOSITION.

1. Retention Period. LCS will retain records for a minimum of seven years from the date of creation. Records are securely stored in accordance with federal and state regulations.
2. Disposal. LCS professionally destroys records in accordance with federal and state regulations. This means LCS ensures records are assiduously shredded when appropriate and sensitive information is safe-guarded at all times.

Liberty Common School does not discriminate in its working or learning environments on the basis of actual or perceived race, color, creed, religion, national origin, ancestry, citizenship status, age, sex or gender (including pregnancy, childbirth, pregnancy-related conditions, and lactation), gender identity or expression (including transgender status), sexual orientation, marital status, military service and veteran status, physical or mental disability, genetic information, or any other characteristic protected by applicable federal, state, or local laws and ordinances.

LCS does not discriminate on the basis of disability in violation of Section 504 regulations.

Reports of discrimination may be made orally or in writing to any professional classroom instructor, administrator, and/or the School's Director of Policy and Compliance:

Sarah Hunt
Director of Policy and Compliance, Liberty Common School
2745 Minnesota Dr.
Fort Collins, CO 80525
970-672-5511
Sarah.Hunt@Libertycommon.org

3 Academic Policies

3.1 Academic Program

Liberty provides 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 2010 edition of the Core Knowledge Sequence® for grades K-8. Portions of it can be found in the book series What Your 1st Grader Needs to Know®, What Your 2nd 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.

3.2 Academic-Support Team (LCS policy 7.18)

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.

ADOPTED: 12-20-2012

3.3 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 generally 10 minutes per grade level per night, e.g. 30 minutes for 3rd grade students, 60 minutes for 6th grade students, etc.

In addition to regular homework assignments discussed above, we expect each child to read, or be read to 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 reader 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.

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 students may be 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.

In grades 2-6, the following consequences, with teacher discretion, 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 $\frac{1}{2}$ of the point value of the grade were the work done on time.

3.4 Promotion Policy (LCS Policy 5.7)

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 October 1st to enter Kindergarten
- A student must be 6 years old by October 1st to enter first grade
- A student must be 7 years old by October 1st 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
K	Not tested	Not tested	Not tested	Not tested
1*	Not timed to 9+9	Not timed to 18-9	Not tested	Not tested
2	20 FPM to 9+9	20 FPM to 18-9	15 FPM 0,1,2,3,4,5,10's (second semester)	Not tested
3	20 FPM to 9+9	20 FPM to 18-9	15 FPM to 9x9	15 FPM to 81÷9
4	25 FPM to 10 + 10	25 FPM to 18-9	20 FPM to 12x12	18 FPM to 144÷12
5	30 FPM to 10+10	30 FPM to 20-10	25 FPM to 12x12	25 FPM to 144÷12
6	35 FPM to 12+12	35 FPM to 20-10	35 FPM to 12x12	35 FPM to 144÷12

**1ST-GRADE TESTS ARE LIMITED TO 15 MIN. AND NUMBER LINES ARE NOT AVAILABLE 2ND 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 parents will be notified in advance if retention is a possibility.

Students on IEPs with modified curriculum requirements will be considered separately from this policy.

3.5 Reading and Literacy (for complete policy, see LCS policy 7.13)

“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 correspondence. 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 defense 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 – 3rd grades.
- Students in 4th – 6th grades are expected to read at least 20 minutes per night.
- For students in 7th – 12th 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 9th – 12th 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.

ADOPTED: 2/17/2005
 AMENDED: 12/3/2011
 AMENDED: 4/21/2016

AMENDED: 9/21/2017
 AMENDED: 1/18/2018
 AMENDED: 5/27/2021

3.6 Summer Reading (LCS policy 7.10)

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 students' 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 3rd grade are intended to be read to the child by the parent (or another capable adult). Students entering 4th 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: 05-15-2003
 AMENDED: 06-03-2004
 AMENDED: 12-03-2011
 AMENDED: 01-18-2018

3.7 Mathematics Policy (for complete policy, see LCS Policy 7.11)

What we want to find out is whether [the study of mathematics] is on the whole one which, when taken further, has the effect of making it easier to see the form of the good. And that, we say, is the tendency of everything which compels the mind to turn to the region of ultimate blessedness which it must spurn no effort to see. —Plato

Principles for Teaching Elementary Mathematics:

Historically in the United States, mathematics has been taught procedurally. With the procedural approach, students are taught “cookbook steps” for solving problems. Studies show that students can 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.

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.

New knowledge builds on old knowledge. To be successful, students need to thoroughly master a math concept before moving on to the next.

As students progress along the Thinking Framework, they should recognize multiple ways to solve 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 has been approved for math instruction in kindergarten through 6th grade at Liberty Common School.

Principles for Teaching Junior-High and High-School Mathematics:

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.

At Liberty Algebra 1, Geometry, and Algebra II with Trigonometry are purposefully taught as distinct year-long courses.

- A fundamentally sound understanding of Algebra is critical to further studies in math and science.

- The study of Geometry/Trigonometry develops logic and thinking skills necessary for higher-level mathematics, science, mature writing composition, philosophy, and general research.

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 goal is for all Liberty graduates to be ready for college-level mathematics courses, including but not limited to calculus and statistics courses.

Skill Development

Skills and understanding are heavily intertwined. Teachers must combine the approved math curriculum with proper emphasis on the 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 to develop fluency in 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 and high school math, science, and economics courses only after students have developed automaticity and mastery of the math concepts being used. Junior high and high school teachers may develop additional policies and procedures for the use of calculators, as appropriate.

Curriculum Considerations

- The approved curricula may not sequentially 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 by the teacher and provided to the Principal.
- Teachers must review the current Colorado standards and ensure students have covered the requirements.

3.8 Policy on Teaching Science (for complete policy, see LCS Policy 7.3)

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** 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.² 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.³ 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).

Project 2061 Benchmark (1A/M4): By the end of 8th 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.² 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.

Project 2061 Benchmark (1A/H3): By the end of 12th 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).
 - a. 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 the natural world. This knowledge has contributed to human intellectual growth, health, and general welfare through the development of technology.
 - b. 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.
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.
 - a. "Science can say nothing about the supernatural. Whether God exists or not is a question about which science is neutral."
 - b. "Evolutionary theory, indeed, all of science, is necessarily silent on religion and neither refutes nor supports the existence of a deity or deities."
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.
 - a. "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."
 - b. "Because the basic proposals of creation science are not subject to test and verification, these ideas do not meet the criteria for science."

- c. “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.”

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

3.9 Teaching Human Reproduction (LCS Policy 7.3)

Parents have the fundamental responsibility for their children’s education, which includes the teaching of human reproduction. The school’s role should be viewed as a supportive one. We respect the right of parents to engage in conversations with their own children regarding human sexuality separate from the content taught by the school on human reproduction.

Children are naturally modest concerning their bodies and their functions and are not ready to learn everything at once. They are naturally curious, however, and need to get answers to their questions in a way appropriate to their stage of development. In teaching this topic, we want to minimize the embarrassment associated with it for both children and parents. We refer parents to chapters 1 and 3 of *Why Johnny Can’t Tell Right from Wrong*, by William Kilpatrick, as a supporting reference.

We teach human reproduction in the context of science in the fifth grade and in subsequent life science courses through twelfth grade. In the elementary grades we adhere to the Core Knowledge Sequence, which includes human reproduction in fifth-grade science. These discussions will occur during regular school hours in gender-separated environments. Parents will be notified in advance and invited to attend class with their child. An alternative activity will be provided for students whose parents choose to excuse their child from the class. The fifth-grade material dealing with human reproduction will be repeated in an evening class. The evening presentations will also be separated by gender, and parents will have the opportunity to preview the material to be covered. Parents may choose to attend any of the evening classes with or without their child.

ADOPTED: 09-07-2000
AMENDED: 09-26-2019

3.10 ECEA 12.00 (LCS policy 7.18)

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 judgment. 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:
 - a. Measure of Academic Progress (MAP) scores.
 - b. State-mandated assessment scores (e.g. CMAS) or other achievement assessment results (e.g. STAR).
 - c. Grades and grade-point average over two semesters.
 - d. 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 are 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 advanced 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)].

ADOPTED: 03-07-2019
AMENDED: 02-27-2020

4 School Policies and Services

4.1 After-School Childcare

Students should be dropped off no earlier than 7:30AM. and picked up from school no later than 3:30PM at the elementary campuses. Junior-high and high-school students should be dropped off no earlier than 7:15AM and leave campus by 3:45PM, unless arrangements are made with a specific teacher or coach.

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

4.2 Athletics

Elementary / Junior-High Athletics

Liberty Common School offers several opportunities for students to participate in a variety of sports. The primary focus of the co-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.

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', wrestling (6-8), and boys' and girls' track and field (6-8).

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

4.3 Attendance and Tardies (LCS Policy 5.5)

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 AM Arrival time is 7:30-7:55 AM

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 may 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 administration. 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

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 AM. Please call each day your child is to be away from school and state the reason for the absence on the Absence Line for your child's campus.

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 AM, the bell rings, doors to classrooms are closed, and the 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 10th 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 fieldtrip, students taken by parents (or representative) from the field trip must check out with the teacher who has oversight of field trip students.

4.4 Book Replacement

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

4.5 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.

IV. Related Definitions.

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

V. 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.
 - i. All bullying cases that violate existing Colorado criminal statute will be reported to law enforcement in accordance with state statute and this Policy.
 - ii. 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.
 - iii. 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.
 1. During the time which the school administration communicates disciplinary procedures to the respondent, a discussion reinforcing acceptable behavior expectations will also occur.
 - iv. 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 aftereffects 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 them 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 aftereffects of the incident as appropriate.

4.6 Bussing and Transportation

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

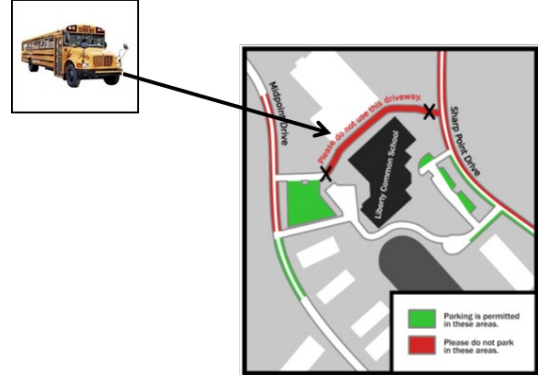
Pick-up/Drop-off Locations and Guidelines:

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.



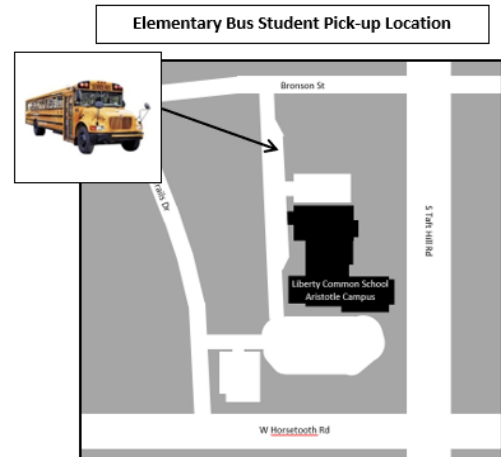
Note: Parents are not permitted to drive or park between the school and Advanced Energy for drop-off/pick-up. The driveway and parking spaces are owned by Advanced Energy.

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

4.7 Classroom Placement Policy (LCS policy 8.2)

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.

Parents are required to submit a Student Classroom Profile Form.

ADOPTED: 06-28-2001

4.8 Communications

The official means of communication of Liberty Common School is the *Liberty 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 the Board of Directors
- School Calendar and scheduling
- Changes in fees and schedules
- Requests for Volunteers

Communication Folders

Communication between school staff and parents/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. 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 3rd-6th grade student to use an assignment book. The 3rd-6th grade will have an assignment book provided by Liberty Common School. This book will include an Assignment Log and a Communication Log for parents 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.

4.9 Dress Code (LCS Policy 5.10, Student Attire)

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 the 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 (including logos) is allowed on any items worn by students. This includes socks. 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 color with no logo (Liberty Common logos are approved).
****See chart for complete compliance guidelines***

Bottoms 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. ****See chart for complete compliance guidelines***

**Jewelry/
Accessories**

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 noise-making 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. No smart watches (any watch with functions other than telling time).

Hats No hats may be worn indoors.
No costume style accessories (e.g. cat-ear headbands).

Shoes and Socks

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.
Tennis shoes with non-marking soles must be worn in gym class.
No writing, drawing, or depiction (including logos) allowed on socks.
Brand logos are permitted on shoes.

Hair Hair color must be natural and limited to two natural colors.
No hair tinsel or radical/distracting hairstyles (e.g. mohawk, shaved designs, etc.).

Outerwear 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.

Fieldtrips Students must be in Dress Code or a modified version of the School-Wide Dress Code at the discretion of the teacher.

**Free Dress Days/
Olympic Day**

Clothing must be in good condition, not tattered, frayed, threadbare, or see-through. Tops must have sleeves and must cover the shoulders, 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 costumes. 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	Burgundy
Skirt, Skort	Woven, twill, corduroy and loosely fitting knit (no denim or spandex) No shorter than 3" above the knee							
Shorts	Woven, twill, corduroy, and polyester (e.g. flat-front golf shorts) 3-5 pockets (no cargo shorts) No shorter than 3" above the knee							
“Uniform” Jumper	Woven, twill, corduroy No shorter than 3" above the knee							
Slacks, Trousers	3-5 pockets (no cargo pants) Properly fitting; no exposed undergarments							
Tights, Stockings, Leggings	May only be worn under a skirt, skort or jumper; no patterned hosiery							
Polo Shirt-Style Dress	Knit, short or long sleeve No shorter than 3" above the knee							
Polo Shirt or Blouse	Button up, or snap up, with a collar Short or long sleeve; no sleeveless tops							
Turtleneck or Mock Turtleneck	May be worn alone or under Dress-Code-Compliant top							
Sweater	Pull-over, cardigan, vest May be worn over Dress-Code-Compliant top							
Sweatshirt	Non-hooded May be worn over Dress-Code-Compliant top							
Undershirt	May be worn under any Dress-Code top.							
Dress Jacket	May be worn over Dress-Code-Compliant top							

4.10 Discipline Code and Infractions

For purposes of handling discipline, 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.

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 his or her own actions, and students are instructed to share the incident with their parents. If 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 a parent to attend class with the 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, the Principal reserves the right to restrict the school events or field trips that the student may attend. All decisions concerning this matter will be made at the discretion of the Principal.

Formal Discipline Proceedings (K-12)

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

Suspensions at 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 the 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 inappropriate actions or behavior. A level 3 placement will initiate expulsion proceedings.

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(s)/guardian(s), 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 ten days. A required parent-student- Principal conference will be held before the 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 yet been created, 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 Liberty Common School is the third and final step of suspension proceedings. After a final suspension, and prior to movement toward a declaration of "habitual disruption" (placing the student on a Level 3), or the initiation of expulsion proceedings, a student may appeal the decision and obtain a hearing from member(s) 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).

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 CRS 22-33-106.

The initiation of expulsion proceeding from 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.

The initiation of expulsion proceedings is also mandatory if a student is declared habitually disruptive in accordance with CRS 22-33-106.

4.11 Fieldtrips

I. Purpose

Liberty Common School recognizes the importance of out of classroom experiences for students.

II. Definition

“Fieldtrip” 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.

III. Guidelines for K–6 Fieldtrips

- All fieldtrips 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 fieldtrip 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, and all drivers have a valid driver’s license.
- The trip director is responsible for ensuring that all students are accounted for upon departure, arrival at destination(s) and upon return, except those brought by their own parents.

- The parent or guardian of each student participant must sign a Fieldtrip Permission Slip.
- No student is allowed to leave the field trip with anyone but his or her parent or guardian, and without notifying the trip director prior to initial departure.
- Siblings will not be allowed to ride on a field-trip bus without prior approval from the field-trip director and Principal. It is up to the field-trip director's discretion to determine the number of chaperones and siblings allowed on each field trip.

4.12 Grievance Process

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.

4.13 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 healthcare 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 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 parents 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 a 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.

4.14 Lockers

Liberty Common School provides lockers for students in 4th, 5th and 6th grades. The lockers are the school property and not the students. Liberty has the authority to search lockers when deemed necessary. Problems with lockers should be reported to the office. 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 valuables secure. Liberty Common School cannot be held responsible for valuables that are taken from lockers.

4.15 Lost and Found

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.

4.16 Lunch Program

Students may bring lunch from home, or parents may purchase lunches online through the school's contracted provider. Information on food services is available at libertycommon.org/quick-links/food-services.

At Liberty Common elementary campuses, the only lunch item available for purchase at school is milk for \$0.50.

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.

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 Common School does not participate in the federal government's Free & Reduced-Price Meals program. Applications are available at the front office upon request or by emailing bhanawalt@libertycommon.org.

4.17 Personal Electronic Devices

Mobile electronic communication devices of any kind including cell phones, smart watches, tablets, laptops, and gaming devices may be used outside the building only before or after school hours. With the exception of devices required for monitoring health conditions (i.e. diabetes), during school hours, all 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 (7:45 AM - 3:15 PM), 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.

4.18 Playground and 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 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 physical-education 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.

4.19 PowerSchool (Student Information System)

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: <https://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.

4.20 Safety Procedures

Liberty Common School has a security team and emergency safety procedures. An Emergency Management Plan is available for review in the front office. Emergency contact information must be updated in PowerSchool 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.

4.21 Student Fees

In an effort to streamline student activity fee collections throughout the year, Liberty Common School charges a flat-fee rate. 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: fieldtrip fees (except 6th-grade Spartan Week), Eagle Games, Olympic Day t-shirts, etc.

Student-Activity Fee:

- \$50 per LCS Student

Students may incur additional charges for lost or damaged items such as lost or damaged library books.

4.22 Traffic Guidelines

4.22.1 Aristotle Campus Traffic Guidelines:

Liberty Common School is a carpool school. Parents are expected to drop off students in the morning and pick them up after school. We encourage all parents to carpool each day. The front office will publish a carpool list at the beginning of each year so that you can find and contact families that live close by.

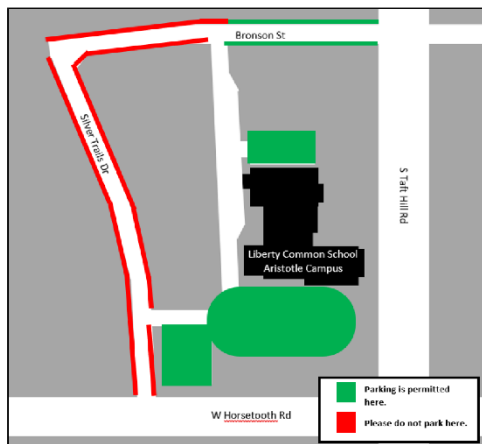
Times

Morning drop-off times | 7:30-7:55 AM

Afternoon pick-up times | 3:00-3:30 PM

Helpful hints

- Arrive early to school so that students are not tardy and rushed.
- Students should have all backpacks and materials ready to leave the car.
- Pull all the way forward in the carpool lane (even if there is no one behind you).
- Do not leave your car.
- Pick up and drop off in the same locations for morning and afternoon.
- Let all family members and relatives know these traffic procedures.
- Drive slowly. You are in a school zone with a lot of children.
- When exiting Bronson St, do not turn left onto S Taft Hill Rd.



Parking

Please do not park in the red zones during drop off and pick up times. There are restrictions on these parking areas for safety reasons and respect to our neighbors. The traffic increases considerably during these times, and we need to allow neighborhood traffic to move freely.

How to drop off and pick-up at Liberty Common School:

Liberty Common Aristotle Campus will use the Drive Line Application to release students at the end of the day. This application allows communication to the classroom, so students know when their carpool has arrived. This will allow a safe and efficient dismissal at the end of the day. Because of the varying nature of arrival times during drop off, families are free to drop off anytime between 7:30 and 8:00 AM. Please do not drop off any earlier as there are no staff on duty to monitor students.

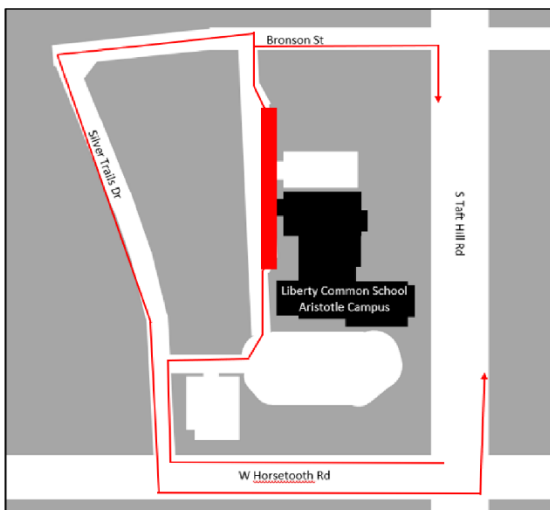
When you arrive at the school, please display your driveline placard in your window. A Liberty staff member will enter your family number in the application via their phone. This number will be sent to the Drive Line Application website that is on display in each classroom. This will allow your child to know you are waiting outside ready to pick them up. We will have grades

Kindergarten through First Grade pick up on the South door and grades Second through Fourth will pick up on the West side of the building. 72 | Page

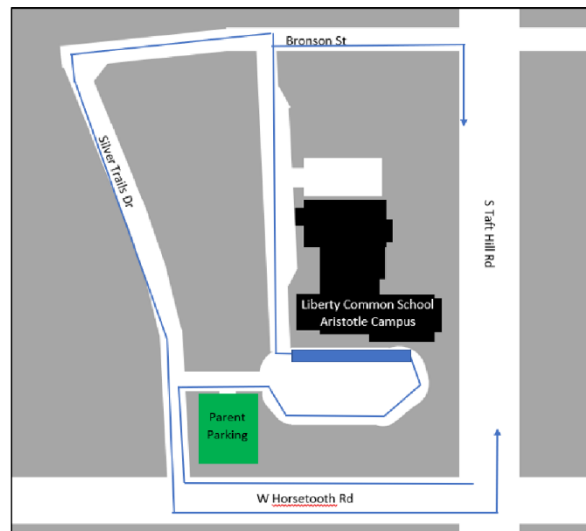
We encourage all families to carpool as much as possible throughout the year. We will send home carpool information at the beginning of the year. Carpooling will help reduce traffic congestion around the school. If you are picking up children from another family due to carpooling, please know the other family's number and share this with the Liberty staff on duty that day.

- **Step One.** Memorize and keep your pick-up location and number. Keep a placard in your car.
- **Step Two.** Learn the drop off and pick up procedures and understand what to do (see below maps and helpful tips).
- **Step Three.** Communicate your drop off and pick-up plan with your child.

Red Pick Up
Pick Up Lane is from the West



Blue Pick Up
Pick Up Lane is from the South



Additional information:

1. You are free to park in any green zones. Please do not park in the red zones.
2. Stay in your car.
3. Pull all the way forward.
4. Do not have students load in the queue up area. Only load in the assigned loading area.
5. Once your car is loaded, you are ok to pull out slowly to the left and pass others waiting in line. This will allow others to pull forward to pick up or drop off.
6. When exiting Bronson St, do not turn left on S Taft Hill Rd. If you want to go north on Taft Hill Rd, please drive through the neighborhood to get back on W Horsetooth Rd and use the light to turn north on Taft.
7. If parking in the satellite lot to the southwest, parents should walk to the school and escort students back to car across pickup lanes.

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

4.22.2 Plato Campus Traffic Guidelines:

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 Shar Point.
- Do not park your vehicle along Shar Point north of the front driveway.
- Do not park and unload on the East side of Shar Point.
- Do not block the entryway to the Advanced Energy Parking lot on Shar 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 Shar Point.
- Please do not exit north (left turn) on Shar Point unless you are 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 the loading area to a parked vehicle unless accompanied by the parent or carpool 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 are 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 the only ones 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 AM. If a student does not make it through the doors by 8:00 AM he/she will need to be taken around the front and personally checked in by his/her parent or carpool ride.
- After dropping off, carefully turn into the circle and exit out the driveway.
- When exiting, please be careful and exit north (right turn) on Midpoint Drive.
- Do not exit south (left turn) on Midpoint Drive.
- No children or visitors will be admitted to the school through the back doors after 8:00 AM
- **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 PM.
- 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 the loading area to a parked vehicle unless accompanied by the parent or carpool 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 Midpoint Drive.
- Do not exit south (left turn) on Midpoint Drive.
- **When entering the loop, please yield the right of way to the field driveway traffic.**

When dropping off in the middle driveway at LCS:

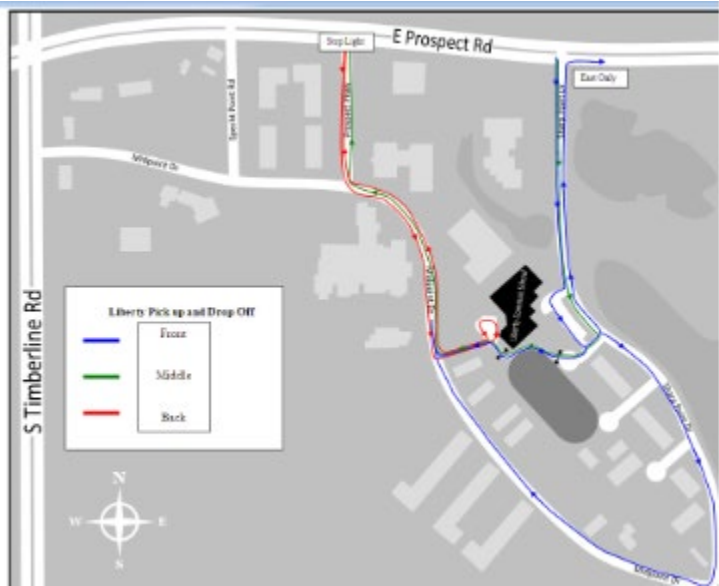
- The field driveway gates will open at 7:30 AM.
- Enter the field driveway drop off via March Court off of Sharp Point.

- 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 Midpoint Drive.
- Do not exit south (left turn) on Midpoint Drive.

When picking up in the middle driveway at LCS:

- The field driveway will close at 3:20 PM.
- 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 Midpoint Drive.
- Do not exit south (left turn) on Midpoint Drive.
- 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.

Liberty Common Elementary School traffic-flow map.



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