Liberty Common Junior High School

Student/Parent Handbook

1825 Sharp Point Drive
Fort Collins, Colorado 80525
970-672-8060

Updated: July 17, 2026

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1. General Information

1.1. Schools

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Liberty Common School is a K12 tuition-free, classically oriented public charter school governed by a single elected Board of Directors.

Liberty Common School has two elementary campuses serving students in grades k-6. The elementary campuses utilize the Core Knowledge Sequence© curriculum, encompassing a wide range of subjects, including language arts, mathematics, science, history, geography, fine arts, and physical education. The Aristotle campus is located at 2130 West Horsetooth Road, and the Plato campus is located at 1725 Sharp Point Drive in Fort Collins, Colorado.

Liberty Common Junior High School completes the final stages of the Core Knowledge Sequence©, furnishing a powerful launchpad for Liberty's accelerated secondary-learning (grades 9-12) strategy. Classical lessons in virtue education lead the way. Liberty Common Junior High School serves students in grades 7-8 and is located at 1825 Sharp Point Drive in Fort Collins, Colorado.

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 9–12 and is located at 2745 Minnesota Drive in Fort Collins, Colorado.

JUNIOR HIGH ADMINISTRATORS

- Bob Schaffer, Headmaster — bschaffer@libertycommon.org
- Kathleen Kearney, Principal — kkearney@libertycommon.org
- Jason Mayer, Assistant Principal — jmayer@libertycomon.org

LCS and LCHS BOARD OF DIRECTORS

Board of Directors Email — bod@libertycommon.org
Governance Page — www.libertycommon.org/about/governance

WEB ADDRESS

Please visit the Liberty website regularly: www.libertycommon.org

SOCIAL MEDIA

Please stay in touch and connect with The Liberty Common School at our social network locations.

Facebook https://www.facebook.com/LibertyCommonHighSchool
Twitter http://twitter.com/LibertyCommon
Instagram https://www.instagram.com/libertycommonschool/?hl=en

2. Selection of School Policies

The Student/Parent Handbook is not a complete collection of school policies. This portion of the handbook contains a selection of school policies for convenient access. The Student/Parent Handbook is intended to be a supplement to the official School-Policy Manual, which can be found on the school's website.

All Board documents can be found at www.libertycommon.org/about/governance under "Resources and Files" > "Policies and Resources."

Students and parents should refer to the official School Policy Manual for a complete collection of school policies.

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2.1. Mission Statement

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The mission of Liberty Common School is to provide excellence and fairness in education for schoolchildren 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.

In short, we teach "common knowledge, common virtues, and common sense."

The mission statement was developed from the following set of principles:

1. Children yearn for meaning and require a basis of solid contextual common knowledge for the development of mature literacy and critical thinking, for growth and communication in a diverse society.
2. The educational "playing field" between students of differing backgrounds should be level to provide all students a basis, to the greatest degree practicable, upon which they can build further knowledge and to develop the skills necessary to communicate and succeed.
3. The skills of learning—reading, writing, speaking, calculation, and thinking—are most meaningfully learned from a combination of the knowledge or content of the curriculum, modeling, coaching, and sensible practice.
4. To thrive in work, citizenship, and personal growth, children must be taught the values of a democratic society. These values include among others: Respect for others—their property and rights; Responsibility for actions, honesty and social justice; Resourcefulness—being ready to learn, to serve, and to share.
5. Inclusiveness is fundamental in responding to the diverse needs of children and raising academic standards. All parents, regardless of economic status, should be free to choose this educational program for their children.
6. Teachers are professionals, which implies considerable autonomy, mastery, and independence. Having accepted the academic and philosophic mission of a school, the teacher needs to be free to exercise informed judgment in order to fulfill his or her primary role as an educator.
7. The principal determinants of individual academic success are individual ability and effort. The policies of Liberty (grading, discipline, homework, and teaching) must support the student's adoption of a personal quest for academic growth using the clearly marked path of expectations in knowledge, skill, and character. The guiding philosophy of the school acknowledges that children can and should be held accountable for their own schoolwork and behavior with the support of teachers and parents.

2.2. Philosophy

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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 known as *agency education*, or classical 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 the portion of education that occurs during formal schooling.

The individuals who have most clearly identified and characterized the major issues of education reform as well as put forth the best solutions are:

- E.D. Hirsch (*The Schools We Need and Why We Don't Have Them*, *Cultural Literacy*)
- William Kilpatrick (*Why Johnny Can't Tell Right from Wrong*)
- Neil Postman (*The End of Education*, *Amusing Ourselves to Death*, *The Disappearance of Childhood*)
- Diane Ravitch
- Thomas Sowell (*Conflict of Visions*)
- Jacques Barzun (*Begin Here*)

We ask all parents to please read *The Schools We Need and Why We Don't Have Them* and *Why Johnny Can't Tell Right from Wrong*. Copies are available in the front office. We also encourage parents to read the other books from this list to gain a better understanding of the philosophy of this school.

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

Children begin their cognitive development by first developing a broad framework of knowledge through early acquisitional curiosity, much like they acquire their early spoken vocabulary. After they have gained a wide familiarity with literature, history, science, math, music, people, and places, as one does in the early years of Core Knowledge, they begin to appreciate patterns and forms. Following this, particularly when trained in the Thinking Framework, or the Habits of Mind of different disciplines, the student is able to engage in mental modeling, which is possible only when one's broad background knowledge allows her or him to associate ideas and to observe patterns. By continuing the Habits of Mind and the search for patterns, discernment is applied to deeper levels of knowledge, enabling one to solve problems and exercise judgment.

The beginning of the moral journey follows a similar course. At first the focus is obedience to parental authority. Later the child focuses on rules, or the required patterns of expectation. As in writing or thinking, it is only through the formation of good habits that the ability to act

rightly and act wisely becomes instinctive. As those habits become more and more internalized, the student journeys closer to self-reliance.

2.3. Knowledge

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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 progressions of specific knowledge in history, geography, mathematics, science, language arts, and fine arts.

Children learn by building upon 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 driven by instinct to construct a contextual view of the world. Thus, it is important to provide them with 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 all children should share, all students can achieve equal access to this knowledge. At-risk children especially suffer from low expectations, which often translate into watered-down curricula. In schools using the Core Knowledge Sequence©, however, all children are exposed to a coherent core of challenging, interesting, interwoven knowledge. This knowledge not only provides a foundation for later learning, it 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, multi-cultured knowledge promotes effective classroom learning and promotes cooperation and respect among students, both in the classroom and in society. Liberty's teachers will be able to rely on this shared background knowledge about the students, which will enable them to build sequentially on this knowledge year after year. The ninth-grade classical-honors curriculum continues the goals of the Core Knowledge© curriculum with solid knowledge and skills building on the previous knowledge and prepares students for further high-school study.

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

2.4. Parental Involvement and Volunteering

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

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

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

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

1. Parent volunteers are an integral part of Liberty Common School. Parents are not only welcome, they are crucial if we are to have high-quality teaching of the entire curriculum each year. Parent-volunteer activities are coordinated by Liberty's Volunteer Coordinator. All persons volunteering at Liberty Common School must have a current, signed Volunteer Application and Agreement Form and Volunteer Oath Form on file with the school. Volunteer applications are subject to background checks.
2. The teacher has primary responsibility for the classroom and student learning within the classroom.
3. The teacher's "individual teaching style" sets the tone for the classroom. This includes everything from delivery of the educational program to classroom

management.

4. Parents who wish to be volunteering in the classroom need to learn the teaching style of the teacher they wish to assist. If the teaching style conflicts with the parent's volunteering style, the parent will need to either adjust his or her style or find a more compatible setting within Liberty to volunteer.
5. There will be a classroom volunteer coordinator (CVC) for each primary and intermediate class. The CVC is responsible for organizing and delegating the volunteer needs of the teacher, classroom, and parents.
6. Any grievance or concern a parent has with a classroom or a teacher will be handled by the procedures defined in this handbook.
7. Under **NO CIRCUMSTANCE** is it acceptable for a parent volunteer to confront a teacher about an issue *"in the classroom, or any other part of the school, when students are present."*
8. Parents are responsible for their pre-school children. They must remain with you at all times.
9. Liberty encourages every adult—parents, stepparents, grandparents, aunts, and uncles—to take a special interest in the lives of Liberty's students, to act as mentors and tutors, and to instill in every student a love of learning.

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

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

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

Parents will receive specific training in areas of interest to them so they may be the most efficient helpers.

LCS Policy 6.1 Adopted 6-28-01

2.5. Volunteer Code of Conduct

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Volunteers at 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 you 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 Volunteer Coordinator (VC) or the teacher.
- Dress modestly and appropriately for a school environment (i.e. Midriff covered, no short shorts/skirts, shoulders covered).
- Wear a current volunteer nametag at all times when volunteering at the school.
- Sign in and out at the front office when volunteering at the school.
- Record all LCHS volunteer hours, including those worked outside of school, on 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, and hallways.
- Arrange for a replacement in the event the volunteer cannot meet their scheduled obligations.
- Call the school (970-672-5500) 24 hours in advance and inform appropriate staff of any volunteer replacements via voicemail.

LCS Policy 6.2 Adopted 4-22-05

2.6 Nondiscrimination Policy

The Student/Parent Handbook is not a complete collection of school policies. This portion of the handbook contains a selection of school policies for convenient access. The Student/Parent Handbook is intended to be a supplement to the official School-Policy Manual, which can be found on the school's website.

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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:

(a) 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;

(b) 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,

(c) 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.

A. 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.

B. 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

C. 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.

D. 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.

e) **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

2.7 Title IX Policy

Sexual harassment betrays the principles set forth in the Liberty Common School's Foundational Stones and Capstone Virtues and is prohibited. In accordance with Colorado Statutes 22-30.5-120, 22-30.5-301, 22-32-109.1, and Title IX of the Education Amendments of 1972, LCS promotes prevention and effective, consistent responses to incidents of sexual harassment.

The complete text of the Liberty Common School Title IX Policy can be found on the school's website, https://www.libertycommon.org/title-ix.

In compliance with Titles VI & VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, the Americans with Disabilities Act, the Genetic Information Nondiscrimination Act of 2008, and Colorado law, Liberty Common School does not unlawfully discriminate against otherwise qualified students, employees, applicants for employment, or members of the public on the basis of disability, race, creed, color, sex, sexual orientation, marital status, national origin, religion, ancestry, or need for special education services. Discrimination against employees and applicants for employment based on age, genetic information, and conditions related to pregnancy or childbirth is also prohibited in accordance with state and/or federal law.

LCS's Compliance Specialist and Title IX Coordinator fielding and addressing complaints alleging sexual harassment under Title IX is Sarah Hunt, 2745 Minnesota Drive, Drive, Fort Collins CO 80525, sarah.hunt@libertycommon.org, 970-672-5511. Complaints regarding violations of Title VI, (race, national origin), Title IX (sex, gender), Section 504/ADA (handicap or disability), may be filed directly with the Office for Civil Rights, U.S. Department of Education, 1244 North Speer Blvd., Suite 310, Denver, CO 80204. Complaints regarding violations of Title VII (employment) and the ADEA (prohibiting age discrimination in employment) may be filed directly with the Federal Office of Equal Employment Opportunity Commission, 303 E. 17th Ave., Suite 510, Denver, CO 80202, or the Colorado Civil Rights Commission, 1560 Broadway, Suite 1050, Denver, CO 80202.

Liberty's Title IX policies will apply the preponderance of the evidence standard. Upon request, Title IX policies, procedures, and training materials w*ill be made available.*

3. Academic Policies

3.1. Academic Program

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

Liberty's curriculum is based on the Core Knowledge Sequence© for grades k-8 (which can be purchased on the Core Knowledge© website http://www.coreknowledge.org).

Portions of it can be found in the book series What Your 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. The 9th-12th grade classical honors program builds upon the Core Knowledge Sequence© with rigorous academics and promotion of the Thinking Framework.

3.2. Enrollment

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Per the admissions process defined in the school's charter application and its contract with the Poudre School District (PSD), Liberty Common School (LCS) complies with federal and state laws regarding nondiscrimination. LCS makes no distinction on account of disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, national origin, religion, ancestry, or need for special education services of any student who seeks admission. Furthermore, admission will be offered publicly to incoming students with an effort to invite all families in the Poudre School District to carefully review the LCS Charter and enroll their children if the parents value the school's philosophy and educational offering.

Attendance by a parent or guardian at a public-information presentation is recommended and results in priority status for lottery enrollment. This recommendation ensures all parents/guardians understand Liberty's philosophy and educational approach prior to enrollment. Exceptions to the public-information-night attendance prioritization are considered on a limited, case-by-case basis by the Headmaster, Principals, and Board of Directors.

Vacancies exist whenever the number of students enrolled in class is below that class's capacity. As vacancies occur, those vacancies are filled using a lottery system. Students are eligible to fill a vacancy after participating in a conference between the student, parent, Headmaster and/or an administrator designee to discuss curriculum, required levels of performance, dress code, rules, and other expectations. This conference may include discussions of academic achievement in previous schools and written or verbal evaluations. LCS does not mandate any student testing prior to acceptance, nor do test scores or previous academic performance affect a student's chances at admission.

Upon completion of the meeting and a review of the student's academic data, the administration provides a grade-level recommendation for the student.

The following categories of applicants are exempt from the lottery-enrollment procedure in the following order of precedence:

- Currently enrolled students
- Total of the following two groups not to exceed 20% of total enrollment:
    - Children and grandchildren of Founders as defined in the charter contract with Poudre School District, and
    - Children of full-time staff
- Siblings of currently enrolled students

The lottery-enrollment procedure is then implemented to fill remaining vacancies in the following order of precedence:

- Students on the lottery list residing within PSD whose parent or guardian has attended a public-information night
- Students on the lottery list residing within PSD whose parent or guardian has not attended a public-information night
- Students on the lottery list residing outside PSD whose parent or guardian has attended a public-information night
- Students on the lottery list residing outside PSD whose parent or guardian has not attended a public-information night
- All other students on the lottery list

LCS Policy 8.1 Adopted: 8-23-01 Amended 5-29-25

3.3. Credits and Grades

<u>Academic Term:</u>
Liberty Common Junior High School operates on a traditional semester system. A semester system divides the academic year into two equal terms.

<u>LCJHS Numerical Grading Scale:</u>

A+ 97.5, A 92.5, A- 89.5,
B+ 87.5, B 82.5, B- 79.5,
C+ 77.5, C 72.5, C- 69.5,
D+ 67.5, D 62.5, D- 59.5,
F 59.5/below

LCJHS Grade Point Scales

Liberty Common High School Grade Point Average (GPA) includes grades in all courses taken at LCJHS (7-8).

Simple Grade Point Scale

All courses taken at LCJHS (7-8).
A=4.0 points, B=3.0 points, C=2.0 points, D=1.0 points, F=0.0 points.

LCJHS Transcript Grade Legend (9-12)

P - Pass
W - Withdraw
WF - Withdraw Failing
NG - No Grade
R - Repeat/Delete CR
- Credit Recovery

Honor Roll

Liberty Common Junior High School recognizes students for Honor Roll achievements for each semester and year of course work.

Semester honor roll is based on a student's simple grade point average earned for the semester. Semester honor roll lists will be published in the Liberty Common Sense after final grades for each semester have been processed. Honor roll is given for the following GPA categories: 4.0, 3.75 to 3.99, and 3.5 to 3.74.

End-of-year honor roll is recognized at the End-of-Year Awards Night in May. End-of-year honor roll is an average of a student's semester one simple GPA and semester two simple GPA as of the Monday prior to Awards Night. End-of-year honor roll is given for the following GPA categories: 4.0, 3.75 to 3.99, and 3.5 to 3.74. Students who raise their GPAs between Awards Night and finals may request updated awards from the registrar.

3.4. Graduation

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All LCHS students in grades 7–12 are expected to attend and observe the annual, school-wide Liberty Common High School Graduation Ceremony. This event is typically held on the evening of the last Friday of the school year, but may take place on another day depending on scheduling and venue considerations.

Students may wear items of bona fide religious or cultural significance during graduation ceremonies, provided such items receive prior approval for each specific article unique to each student requesting a variance. Approval shall be granted unless the item would create a substantial disruption to the ceremony or present a legitimate safety concern.

3.5. Schedule Changes

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LCJHS Schedule Change Policy (7-8)
Throughout the pre-registration process, which occurs during the spring semester, students and parents are encouraged to thoughtfully select courses. Schedule changes are limited (see the schedule change policy below) because LCJHS builds the master schedule based upon those course requests. When students do not receive their priority-course requests, the registrar and Assistant Principal will work to ensure students receive their alternate-course requests.

Students may make schedule changes for the following reasons:

- Teacher recommendation
- Failing a required class
- Course prerequisite not met

Requests for section changes (e.g., moving a study hall from 1st period to 8th period) will be considered; however, course sections will not be overloaded to accommodate such requests.

LCJHS Drop/Add Policy (7-8)

- The deadline for schedule changes for all LCJHS students is five school days after the semester begins.

3.6. Promotion Policy

Junior High School (Grades 7-8)
It is our goal for parents, teachers, and students to work together during the year to ensure students are developing responsible work habits and achieving at passing levels. We do not force a bell curve. Rather, our metaphor is 70% is the bar, and all students need to “jump” this bar. For this reason, a failing grade is defined as a D or an F in a subject. A student with one failing year-end grade in a core course (math, English, history, or science) may be required by the course instructor to remediate his/her grade by completing a summer-school packet.

Students with a cumulative failing grade at year-end in any two core classes or three or more failing grades in all classes (including electives and semester-long courses) will fail the grade and will not be promoted to the next grade.

Students receiving special-education services with modified curriculum requirements will be considered separately from this policy.

3.7. Homework and Classwork

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Homework is a fundamental part of our general academic program. It prepares students for high school, 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. Liberty Common Junior High School homework policies will be modified as deemed appropriate by Junior High School teachers.

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

The Liberty Common School is proud to have a challenging, rigorous curriculum. This is one of the many things that makes Liberty a great school. With such a rich and rigorous curriculum, the students need time to work at home. We are aware that the student is involved with other interests and activities outside of school. The staff and administration will attempt to coordinate their schedules and calendars so the students are not inundated with work on the same day. It is understood that homework will be given and will vary depending on the work assigned on a given day, the students' organizational skills and study habits, and the nature of the assignments. Students are expected to learn how to use their free time effectively to complete the required work at each grade level. Parents are expected to support their children in this endeavor. Advanced classes may require additional homework time.

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

Each department has its own homework policy. Students are expected to know the policy for each of their classes. Students who are absent are expected, immediately

upon return, to turn in work assigned before the absence. Students have the total number of days they were absent plus one extra day to turn in any work assigned while they were gone. It is the student's responsibility to ask for work missed, and it is the teacher's discretion to decide due dates for missed work.

Students are expected to show responsibility in preparation for tests and perseverance in completing quality assignments. LCJHS students have more electives and opportunities to participate in leadership and independent choice, thus they also must express leadership and responsibility in completion of assigned work.

3.8. Penmanship

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Liberty Common High School expects students to have a legible, clear, and even beautiful pen hand. Why is this? There are two reasons. First, as **Laurel Van Maren**, founder and author of "Handwriting—It's Good for Your Brain!" (found in *What Every Liberty Parent Should Know*) says, as a classical school, we seek "to instill in children a capacity to identify and a desire to exemplify the Good, the Beautiful, and the True." In other words, writing beautifully is a small but important way to embody beauty in our penmanship.

Secondly, writing by hand is good for the brain. When one writes by hand, many of the senses are engaged, so much so that the brain actually changes when we do so. More areas of the brain are activated when writing by hand than when typing. As many studies attest (see again Laurel Van Maren's article in *What Every Liberty Parent Should Know*), the "reading circuit" of the brain is activated during handwriting, but not typing.

Synchronicity between left and right hemispheres is stimulated. Students who handwrite generate more ideas and even produce more words more quickly. Handwriting opens a door in the brain for the mind to access language, ideas, and efficiency. During reading or lectures, students who handwrite pull out more meaning and interpret more intelligently the ideas being expressed. Overall, not only does handwriting incline a student towards beauty, it also helps our brains!

For these reasons, students with poor penmanship will receive additional penmanship support. Faculty and staff will determine if a student is in need of support. Parents and students will be notified if the student is recommended for penmanship support. If recommended, the student will complete penmanship exercises independently and/or as part of an EAGLE Time activity until penmanship is improved to a satisfactory legibility.

3.9. PowerSchool

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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/public/home.html
- Your student's confidential ID: please contact office for information
- Your student's Password: please contact office for information

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

3.10. Books

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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. School Policies and Services

4.1. Communications

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

Student Assignment Books (Planners)

Organizational skills are so important to lifelong success that we have made them part of our curriculum. All students MUST have a planner. Students are expected to keep track of all of their homework assignments, projects, and tests.

Teacher Conferences
Parent/Teacher conferences are scheduled in the fall. Teachers will be available for drop in meetings for one weekday in October. 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.

Progress Letters, Mid-semester Progress Reports, Semester Report Cards Progress Letters are sent home halfway through each quarter to students with a "C-' grade or lower in any subject. Mid-semester Progress Reports are completed at the end of each quarter. They will be emailed via School Messenger. Final Report Cards for all grades will be sent via School Messenger 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.

Lyceum
Lyceum is scheduled during block weeks. This is usually a structured school-wide assembly of all students in the junior high school building. It is the principal opportunity for school-wide announcements, student communication, Order organization, and student leadership.

4.2. Attendance

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Attendance Line: (970) 672-8060, then press 2 to report an absence or late arrival.
Student Attendance Email: jhattendance@libertycommon.org

Please notify the front office before 8:15 AM.

Attendance Procedures

- Absences/Late Arrivals: If your student will be absent or will be arriving late, please notify us of the reason by calling the Student Attendance Line or emailing jhattendance@libertycommon.org before 8:15AM on the morning of the absence.
- Extended Absences: Pre-Arranged Absence Forms are available from the Front Office and require approval signatures from the student's teachers, a parent/guardian, and the front office. Please turn in before the absence.
- Early Check-Out Procedure:
    - When you know in advance that your student will be leaving during the school day, please notify the Front Office with a written note, Student Attendance Line message, or Student Attendance email, stating the time and reason for

the early departure to the Front Office. We will give your student a pass to give to the teacher at the beginning of class. The student will be responsible for quietly leaving the classroom at the appointed time and proceeding to the Front Office to sign out or wait for parent/guardian pick-up.

- When your student isn't aware he/she will be picked up early, kindly phone the Front Office a few minutes before you arrive or stop by the Front Office when you arrive to sign out your student. Please arrange appointments/early pickups during passing periods, lunch, or study hall when possible. Thank you for your consideration of our teaching staff and school liability.
- Early dismissals for non-LCJHS athletic activities must be arranged with the Athletic Director.

Dropping Off Items for Students

If you are bringing items (lunch, schoolwork, uniform, etc.) for your student, please allow enough time to sign in as a visitor to deliver the item to your student's locker. Locker lists will be clearly posted on each bank of lockers.

Regular attendance is important to ensure achievement in school. Thus, Liberty Common School discourages vacations, trips, doctor appointments, and any avoidable absence when school is in session. Should a parent determine a student's absence is unavoidable, students are responsible for any make-up work accruing during their absence. Assignments not completed according to timeframes and expectations established by the instructor and school will be negatively reflected in the student's grades. It is helpful to both student and instructor to make prior arrangements to meet all absence-related requirements. Our goal is to maintain a school-wide student attendance rate of no less than 95%, which is the same goal set for the State of Colorado and the Poudre School District.

The school day at Liberty Common Junior High School begins promptly at 7:40 AM. Arrival on the school premises should be no earlier than 7:15AM. The school's doors officially open at 7:25AM.

Colorado State Attendance law states, in part, "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." Liberty Common

School's calendar is longer than the Poudre School District, and expectations for minimal instructional hours exceed the state's requirement.

In order to attain the school's and the state's attendance goal, a student cannot miss more than 10 days during the entire school year. Any student missing more than 10 days of school, for reasons other than illness, will require a parent conference, and the student will be required to compensate for the missing days by attending after-school or weekend instructional sessions.

For accountability and policy-compliance purposes, absences are recorded by the school in the following various categories.

It is necessary that students be in class, on time, each day to fully benefit from Liberty's rigorous academic program. It is reasonable that students will occasionally miss class due to illness, unavoidable doctor appointments, or unforeseen family emergencies. Such absences will be excused with a corresponding call from a parent to the school's front office. In these instances, students will be allowed to make up tests and quizzes without penalty. The instructor will determine appropriate adjustments, if any, to due dates for late or missed assignments. If a student is absent for more than half the school day for any reason, he or she may not attend or participate in Liberty extracurricular activities, social functions, or Liberty athletic events that same day.

If parents anticipate an unavoidable student absence, they must make advanced arrangements with their child's instructor(s) to complete any work their students will miss. Make-up tests/quizzes and adjustments to assignment due dates may be allowed at the discretion of the instructor.

An "excused absence/tardy" includes but is not limited to an absence or tardy due to unavoidable medical appointments or hazard-related problems. These include unavoidable doctor appointments or emergencies, traffic accidents, unforeseen traffic barriers that cause multiple families to arrive late, family emergency, death, extreme hazardous weather, or other hazards that cause numerous carpools and school-bound drivers to arrive late.

An "unexcused absence/tardy" includes but is not limited to instances lacking parental approval, late carpools, sleeping in late, voluntary and otherwise avoidable tardiness. Despite the best of intentions, tardiness interferes with student learning. Late arrivals interrupt the learning environment and daily classroom procedures. Being tardy will be handled in a serious manner. The school's starting signal sounds promptly at 7:40AM. At that moment, classroom doors are closed, instruction begins and the student academic day is fully underway. Students arriving after the bell rings are considered tardy and must be checked in at the front desk. Checking students in at the front desk does not guarantee the tardy will be excused. An unexcused tardy will result in a conduct violation. An unexcused absence will result in loss of credit for missed assignments, and may result in further disciplinary actions as determined by the administration.

Recurring or routine absences from school are discouraged. However, individual cases may be excused at the discretion of the Principal and staff. In such instances, the student and instructor(s) must agree on a plan to ensure the student remains current with all class requirements.

Extended absences should be discussed with your child's instructors in advance. Make-up work, alternative assignments, and the schedule for their completion, can then be devised to minimize negative impacts on academic learning. If absence is expected to extend beyond two school days, please complete a Liberty Common School Pre-Arranged Absence Request Form, found in the Front Office. Return the completed form to the Front Office.

4.3. Closed Campus

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LCJHS is a "closed-campus" school, meaning all students are required to remain on campus throughout the school day and are not permitted to leave the school property during school hours unless they are signed out through the front office by a parent/guardian.

4.4. Transportation

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Liberty Common School owns and operates a small fleet of buses to provide limited morning and afternoon shuttle bus transportation service between campuses. This service is intended to assist families with specific transportation needs, including:

- Families with children attending multiple campuses
- Families of staff members working at any of the four campuses
- Families whose child(ren) participate in after-school programs at another campus
- Families with junior-high or high-school students involved in after-school co-curricular activities (e.g., athletics, theatre) at another campus

Due to limited seating, shuttle availability will be prioritized for the scenarios listed above in the event buses reach capacity. Please refer to the charts below or to the Transportation page of our website: https://www.libertycommon.org/quick-links/transportation for details and all schedules.

Riding the Liberty Common School shuttle bus is a privilege shared by students, families, and staff. To ensure safety and maintain an orderly environment, students must follow all rules and demonstrate respectful, responsible behavior while riding the bus. By completing the Intent-to-Ride Form and Bus-Behavior Contract (found on the school's website at the link in the previous paragraph), families agree to the expectations and consequences outlined below.

Shuttle-Bus Schedule

Buses will depart promptly at the times listed below. To maintain an efficient and reliable shuttle service, Liberty Common School buses operate on a strict schedule and will not wait for late students under any circumstances. Students must be at the designated pick-up location and ready to board before the scheduled departure time. Late arrivals will miss the bus and must arrange alternate transportation. Please plan accordingly and allow extra time for morning routines and afternoon transitions to ensure your student is on time.

The shuttle schedule is organized by campus location:

Aristotle Campus Students

Morning Location To/From	Departure Time	Arrival Time
Plato Campus to Aristotle Campus	7:35 AM (Back Bus Zone)	7:50 AM (West Bus Zone)
Afternoon Location To/From	Departure Time	Arrival Time
Aristotle Campus to Plato Campus	3:10 PM (West Bus Zone)	3:30 PM (Back Bus Zone)

Plato Campus Students

Morning Location To/From	Departure Time	Arrival Time
Aristotle Campus to Plato Campus	7:00 AM (West Bus Zone)	7:25 AM (Back Bus Zone)
High School to Plato Campus (with stop at Junior High)	7:15 AM (Main Lot)	7:20 AM (Drop-off at Sharp Point and March Court) 7:25 AM (Back Bus Zone)
Afternoon Location To/From	Departure Time	Arrival Time
Plato Campus to High School	3:10 PM (Back Bus Zone)	3:15 PM (Main Lot)

*For families with elementary and HS students		
Plato Campus to High School (with stop at Junior High) *For families with elementary, JH, and HS students	3:15 PM (Back Bus Zone)	3:25 PM (Pick-up at LCJHS Main Lot) 3:30 PM (Main Lot)

LCJHS Students

Morning Location To/From	Departure Time	Arrival Time
High School to Plato Campus (with stop at Junior High)	7:15 AM (Main Lot)	7:20 AM (Drop-off at Sharp Point and March Court) 7:25 AM (Back Bus Zone)
Afternoon Location To/From	Departure Time	Arrival Time
Plato Campus to High School (with stop at Junior High) *For families with elementary, JH, and HS students	3:15 PM (Back Bus Zone)	3:25 PM (Pick-up at LCJHS Main Lot) 3:30 PM (Main Lot)
Plato Campus/LCJHS to Aristotle Campus *For JH students and athletes traveling to the Aristotle campus after school	3:35 PM (Back Bus Zone)	4:00 PM (West Bus Zone)

LCHS Students

Morning Location To/From	Departure Time	Arrival Time
Plato Campus to LCHS	7:00 AM (Back Bus Zone)	7:05 AM (Main Lot)
Afternoon Location To/From	Departure Time	Arrival Time
High School to Plato Campus *For sibling pick-up only; no athletes	2:55 PM (Main Lot)	3:00 PM (Back Bus Zone)
High School to Plato Campus *Sibling pick-up and athletes	3:25 PM (Main Lot)	3:30 PM (Back Bus Zone)

4.5. Traffic Plan

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Plato Campus/Liberty Common Junior High School Traffic Map

Plato Campus/Liberty Common Junior High School Parking Map

Passengers must exit and enter the vehicle from the right-side passenger doors only.

Do not park alongside curbs opposite the school and urge students to jaywalk away from or toward your vehicle. All students must make legal street crossings at street intersections.

Students walking, biking, or skateboarding to school must make legal street crossings at intersections approaching the school property. No mid-block street crossings (jaywalking). Bicyclists and skateboarders must dismount when crossing streets onto the LCJHS property. Bicycles and skateboards should be dismounted and walked when on LCJHS property including sidewalks surrounding the school.

Do not open the driver's door to exit or enter your vehicle until all traffic has cleared. All passengers in your vehicle must exit and enter on the curbside of the vehicle only. The administration reserves the right to search any vehicle parked on school grounds at any time for any reason.

Our goal is zero traffic incidents at LCS and LCJHS. Please help us observe the highest standard of traffic safety.

4.6. Discipline Code

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Minor infractions are generally handled by a student's classroom teacher, but may also

involve a school administrator. Any time a student is required to see a school administrator, a learning opportunity arises, involving one or more of the school's Capstone Virtues (see the article on School Discipline in *What Every Liberty Parent Should Know*). 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 and when necessary, the interaction between the student and the school administrator may be followed up with an in-person conference, a phone call, and/or written communication with the parents as soon as possible.

School administrators, teachers, and/or staff 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 (including repeat offenses), suspension and/or Capstone research 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 on the same day as an after-school activity will not be allowed to participate in the activity until the detention is served. Any change in the detention will be at the discretion of the school administrator. Students serving a Capstone Research Day or suspension on the same day as an after-school activity will not be allowed to participate in the activity that day.

If a student has been given a Capstone Research Day, In-School Suspension, or Out-Of-School Suspension two or more times during the year, or if the student has received more than eight (8) conduct violations in a quarter, the school administrator 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 school administrator.

4.7. Discipline Procedures

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Conduct Violations are considered to be minor in nature. They include gum chewing, being out of dress code, skiving, or tardiness. However, the occurrence is regarded as disruptive to the school's academic process. Repetitive conduct violations indicating behavioral patterns by a student require escalated responses by the school as herein described. All LCJHS students will have a "clean slate" for conduct violations at the start of every academic quarter.

Thereafter, each student will be graced three (3) recorded warnings for violations of the school's policies on any combination of the following conduct expectations: Punctuality (being on time), being in dress code, attending any required extra help clubs, and refraining from gum-chewing. Any subsequent violation of these policies will result in an offending student serving a 1-hour after-school detention on the same day the violation occurs, or as assigned by a school administrator.

An accumulation of eight (8) or more violations per student per quarter may result in loss of student privileges which include, among other privileges: Dress Code incentive days (blue jean Mondays, T-shirt days, etc.), attendance at school-sponsored social functions, participation in extracurricular clubs, participation in school sports, participation in "open-campus" privileges, and eligibility for House or Order leadership positions.

Parents will be informed of the third (3rd) and all subsequent violations and detentions upon determination by an administrator. Notices of excessive conduct violations will be issued in writing by a school administrator and will be given to the offending student to take home to parents.

It is the responsibility of parents to make sure their student is aware of this Statement of Conduct-Violation Policy. All students shall be redundantly appraised of these steps and expectations at school. Copies of this policy shall be conspicuously posted in the school throughout the academic year.

Positive reinforcement. LCHS will continue to positively reinforce admirable, virtuous behavior at school. Individual students as well as Orders are regularly rewarded upon good attire. Dress Code incentive days will continue to be generously administered.

Punctuality. Students arriving late for class will be recorded as "tardy" by their instructors. Students arriving after **7:40AM** to school will be recorded as "tardy" and must check in at the front office and obtain a late arrival slip. A late arrival slip is not a "pass" and does not excuse a tardy student. Excused tardiness is predicated upon prior arrangement by parents for late arrivals. Reasons given for tardiness, such as oversleeping, bad traffic, late carpool, etc., are not considered valid excuses for being late to school.

Formal Discipline Proceedings

Suspensions and/or Capstone Research Days can be assigned only by a school administrator. 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. According to CRS 22-33-105 2a) and b), a student may not be suspended for time exceeding 25 school days during a single school year. Opportunities will be given for a student to make up school work during suspension; however, the school will determine the amount of credit the student shall receive for this makeup work.

Levels

If the student exhibits inappropriate behavior or actions, the student may be placed on a formal discipline level. Level 1 is an indication that the student is exhibiting behavior or actions that are not acceptable. Level 2 indicates that the student is continuing with the inappropriate actions or behavior. Level 3 will result in expulsion from the school and the school district. The Liberty Common School reserves the right to place the student at any level at any point according to the severity of the offense.

Level 1 – Students will be placed on Level 1 after a major infraction or a series of minor infractions, depending on the severity of the incident(s). This will include a minimum of one (1) day and a maximum of ten (10) days of suspension and/or Capstone Research Days. A student-discipline plan may be created during the conference between parent, student, and school administrator depending on the severity of the infraction(s). A parent-student-administrator conference may be required before the student is re-admitted to the classroom. Depending on the severity of the infraction, the student may or may not be placed on Level 1 at this point.

Level 2 – Students will be placed on Level 2 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 discipline plan. Level 2 will include a minimum of two (2) days and a maximum of no more than ten (10) days total of suspension and/or Capstone Research Days. A required parent-student-administrator conference will be held before the student is allowed to return to school. If a discipline plan already exists, it will be reviewed and revised. If a discipline plan has not been created as yet, one will be created for the student at this point. Depending on the severity of the infraction, the student may or may not be placed on Level 1 or 2 at this point.

Level 3 – Students will be placed on Level 3 (officially classified as a declaration of "habitually disruptive") after one or two major infractions following a placement at Level 2, depending on severity of offense and/or because of the student's violation of his or her discipline plan. At this point, the Liberty Common School may move toward expulsion proceedings. Prior to expulsion proceedings, a student may appeal the decision and obtain a hearing from the Board of Directors. In addition, "The board of education of each district may deny admission to or expel for any period not extending beyond one year, any child whom the board of education, in accordance with the limitations imposed by this article, shall determine does not qualify for admission to, or continued attendance at, the public schools of the district." (CRS 22-33-105 2c).

According to Colorado statute, a student may be declared habitually disruptive after being suspended three times (3) within one year on the grounds set forth in CRS 11-33-106 for causing a material and substantial disruption in the classroom, on school grounds, in school vehicles, or at school activities or events because of behavior that was initiated, willful, and overt on the part of the student, and the suspensions were made for:

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

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

- Carrying, bringing, using, or possessing a dangerous weapon on school property, on a school bus, or at a school-sponsored activity

A "dangerous weapon" includes:

- A firearm (loaded or unloaded) or any facsimile that could reasonably be mistaken for a real firearm;
- Any pellet gun, BB gun, or other device designed to propel projectiles that is not reasonably considered a toy;
- A fixed-blade knife longer than three (3) inches or a spring-loaded/pocket-knife blade longer than three and one-half (3.5) inches;
- Any other object capable of being used or intended to be used to inflict death or serious bodily injury.

Exception for Toys: Items which are clearly and reasonably considered toys (for example, brightly-colored plastic toy guns or foam-dart guns which cannot reasonably be mistaken for real weapons) are not considered dangerous weapons under this policy. However, any item which causes legitimate fear, creates a substantial disruption, or could reasonably be mistaken for a real weapon will still be addressed under this policy.

Non-lethal devices for legitimate school activities (theater, approved sports, etc.) may be authorized in advance by the school's administration.

- 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.

4.8. Bullying

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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. This policy complies with all applicable state laws, rules, and school-district policies.

Bullying betrays Respect, Citizenship, Self-Control, and Responsibility as set forth in the school's Foundation Stones; and, Justice and Temperance as set forth in the school's Capstone Virtues. Bystanders who fail to take action in the presence of bullying betray the Capstone Virtues of Fortitude, Gratitude, Prudence, and Patriotism. 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, a credible threat to use force or coercion, 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. Liberty Common School (LCS) or "the school," as used in this Policy, applies to students in all grades kindergarten through twelfth grade.

V. Related Definitions.

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

VI. Procedures

1. It is the responsibility of Liberty Common School to insist all students and faculty set a positive example by not engaging in bullying. LCS will take action by:
    a. Providing procedures to address bullying reports and accusations to all students and parents;
    b. Encouraging the reporting of all accusations that meet this Policy's definition;
    c. Reporting results of any bullying investigation to law enforcement in

a timely manner as specified below;

d. Following-up with the 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, staff member, or administrator. 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, staff member, or administrator.

3. Reporting by faculty, staff, or administrator. 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 bullying definition of this Policy 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, including, but not limited to, physical assault, stalking, threat with a deadly weapon, taking a thing of value, etc.
    - All bullying cases that violate an existing Colorado criminal statute will be reported to law enforcement in accordance with State Statute and this Policy.
    - If upon completing the investigation the school administration is unsure whether the complaint meets the criteria of a Colorado criminal statute, it will report the incident to local law enforcement.
    - If upon completing the investigation the school administration determines the incident does not meet the definition of a Colorado criminal statute, disciplinary procedures outlined elsewhere in the Student/Parent Handbook, with a reasonable balance between the pattern and severity of the bullying behavior, will be applicable.

- During the time which the school administration communicates disciplinary procedures to the respondent, a discussion reinforcing acceptable behavior expectations will also occur.

d. The LCS Board of Directors will be notified of any incident in which law enforcement becomes involved.

4. **Student bystanders and witnesses to bullying.** Bystanders who witness acts of bullying which meet the definition of this Policy have moral obligations in accordance with the School's Foundation Stones, and Capstone Virtues:
   a. Never laugh or engage in any behavior that might encourage the bully.
   b. Do not 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 that appropriate disciplinary actions have been taken, and any reports filed with law enforcement when applicable. Due to the School's legal obligations to protect the privacy of all students, it is possible details of disciplinary actions or non-public student records are unable to be disclosed or discussed with persons other than the student's parents. The school administration will communicate any new information received from law enforcement, or any other source, pertaining to the incident and/or the after effects of the incident as appropriate.
   b. The school administration will meet or speak with the respondent(s) and his/her parents to implement discipline, and inform of any reports filed with law enforcement when applicable. The school administration will communicate any new information received from law enforcement, or any other source, pertaining to the incident and/or the after effects of the incident as appropriate.

<u>Cyber-Bullying</u>

Liberty's electronic devices, computer networks, or other property, whether accessed on campus or off, during or after school hours, may not be used for the purpose of harassment. All forms of harassment over the Internet, commonly referred to as "cyber-bullying," are unacceptable and viewed as a violation of Liberty's acceptable computer-use policy and procedures.

Malicious use of Liberty's computer system to develop programs or to institute practices

that harass other users or gain unauthorized access to any entity on the system and/or damage the components of an entity on the network is prohibited. Users are responsible for the appropriateness of the material they transmit over the system.

Hate mail, harassment, discriminatory remarks or other antisocial behaviors are expressly prohibited. Cyber-bullying includes, but is not limited to the following misuses of school technology: Harassing, teasing, intimidating, threatening or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or website postings, including blogs. It is also recognized that the author (poster or sender) of inappropriate material is often disguised (logged on) as someone else.

Students and community members who believe they have been the victim of such misuses of Liberty-owned technology, as described herein, should not erase the offending material from the system. A copy of the material should be printed or otherwise preserved and brought to the attention of the Administration.

For situations in which cyber-bullying originates from a non-school computer, and is brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be severely disruptive of the educational process so that it markedly interrupts or severely impedes the day-to-day operations of the school and is in violation of a publicized school policy. Such conduct includes, but is not limited to, threats, or making a threat off school grounds, to harm an employee, student or Member of the Board of Directors of The Liberty Common School.

Disciplinary action may include, but is not limited to, loss of computer privileges, detention, suspension or expulsion for verified perpetrators of cyber-bullying.

Always feel free to confer with the Administration if you have any questions or concerns.

Students possess the right of privacy as well as freedom from unreasonable search and seizure as guaranteed by the Fourth Amendment of the U.S. Constitution. This individual right, however, is balanced by the school's responsibility to protect the health, safety, and welfare of all its students and to ensure compliance with school rules. School employees (usually administrators) may conduct searches of property or person when they have reason to suspect the health, safety, or welfare of students or staff may be endangered.

Liberty is not responsible for loss, theft, or breakage of items brought to school.

<u>Student Sexual Misconduct</u>

I. Policy Statement

Sexual misconduct is not tolerated at Liberty Common School (LCS). In accordance with Colorado Statutes 22-30.5-120, 22-30.5-301, 22-32-109.1, and Title IX of the Education Amendments of 1972 when applicable, LCS promotes prevention and effective, consistent responses to incidents of sexual misconduct.

The purpose of this policy (Policy) is to make clear Liberty Common School's position

on all forms of sexual misconduct, and to establish procedures to be followed in investigating, reporting, and resolving instances where misconduct is known or alleged to have occurred.

Sexual misconduct, defined as including sexual harassment, sexual assault, sexual exploitation, intimate-partner violence, stalking, indecent exposure, or retaliation betrays the principles set forth in the school's Foundational Stones and Capstone Virtues. This Policy specifically addresses sexual misconduct by LCS students and students visiting from other schools. Incidents of sexual misconduct 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 sexual misconduct as defined by law or in this Policy.

LCS is committed to providing a safe place for learning, teaching, and gathering free from unlawful conduct and inappropriate distractions. The adoption and enforcement of the provisions of this Policy are in keeping with this commitment.

II. 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.

III. Statement Regarding Privacy

Liberty Common School is committed to protecting the privacy of all individuals involved in a report of sexual misconduct. In any report under this Policy, every effort will be made to protect the privacy interests of all individuals involved in a manner consistent with the need for a thorough review of the allegation. If the complainant insists that his or her name or personal information not be disclosed, the investigating administrator should inform the complainant that the ability to accommodate this request may be limited due to the reporting requirements of this Policy and applicable statutes.

IV. Prohibited Conduct

Liberty Common School prohibits the following forms of conduct:

1. Sexual Harassment. Sexual harassment can take many forms. Sexual harassment:
   - May include but is not limited to sexual advances or requests for sexual favors, inappropriate comments, jokes or gestures, or other unwanted verbal or physical conduct of a sexual nature;
   - May be blatant and intentional and involve an overt action, a threat of reprisal, or may be subtle and indirect with a coercive aspect that is unstated;
   - Does not have to include intent to harm;
   - May be committed by a stranger, an acquaintance, someone with whom the complainant has an intimate sexual relationship, or a group of students;
   - May occur in the classroom, residential or private settings, or over any form

of electronic media (including the Internet, telephone, and text) or in any other setting;
- May be a one-time event or part of a pattern of behavior;
- May be committed in the presence of others or when the parties are alone;
- May affect the complainant and/or third parties who witness or observe the harassment.

Sexually harassing behaviors will differ in type and severity. Key determining factors are that the behavior is unwelcome, sexual in nature, and reasonably perceived as offensive and objectionable under both a subjective and objective assessment of the conduct.

2. Sexual Assault. Sexual Assault is intentional sexual contact with another person without that person's consent. Intentional is defined as knowingly and/or recklessly engaging in sexual contact without an individual's consent and does not include accidental contact.
3. Sexual Exploitation. Sexual exploitation is an act committed through non-consensual abuse or exploitation of another person's sexuality for the purpose of sexual gratification, financial gain, personal benefit or advantage.
   Examples of sexual exploitation include:
   - Any streaming of images, photography, video, or audio recording of sexual activity, nudity, or distribution of such without the knowledge and consent of all parties involved;
   - Inducing incapacitation for the purpose of making another person vulnerable to non-consensual sexual activity.
4. Intimate-Partner Violence and Dating Violence. Intimate-partner violence includes dating violence, and includes any act of violence or threats of violence against a person who is, or has been involved in, a dating, or other intimate relationship with that person. Intimate-partner violence may take the form of threats, assault, property damage, or violence or threat of violence to one's self, romantic partner, or family and friends. The existence of such a relationship will be determined based on the reporting party's statement.
5. Stalking. Stalking occurs when a person engages in a course of conduct or repeatedly communicates and/or commits acts toward another person, including following the person under circumstances that demonstrate:
   a. An intent to place the other person in reasonable fear of bodily injury; or
   b. An intent to cause substantial emotional distress to the other person.

   The stalking herein includes the act of cyberstalking as described in section 3.8 of the Student/Parent Handbook. Other examples of stalking include:
   - Unwelcome or repeated visual or physical proximity to a person;
   - Repeated oral or written threats;
   - Unwelcome/unsolicited written communication, including letters, cards, emails, instant messages, and messages on any social media platform;
   - Sending or posting unwelcome message with an assumed identity; or
   - Implicitly threatening physical contact.
6. Indecent Exposure. Indecent exposure occurs when a person exposes genitals or makes sexual gestures in any place where there are present other persons under

circumstances in which one knows or should know that this conduct is likely to offend, affront, or alarm.

7. Retaliation. Retaliation is any act or attempt to retaliate against or seek retribution from any individual or group involved in the investigation and/or resolution of a sexual misconduct allegation. Retaliation can take many forms, including continued abuse or violence, threats, and intimidation. Any individual or group, not just a complainant or respondent, can engage in retaliation.

V. Related Definitions

1. Complainant. Any LCS student seeking resources, support, and/or a formal disciplinary process in response to sexual misconduct.
2. Respondent. Any LCS student who has been alleged to have violated this Policy.

VI. Procedures

1. It is the responsibility of Liberty Common School to insist all students set a positive example by not engaging in sexual misconduct in any form. LCS will take action by:
   a. Providing procedures to address sexual misconduct reports and accusations to all students and parents;
   b. Encouraging the reporting of all accusations;
   c. Reporting results of any sexual misconduct investigation to law enforcement in a timely manner as specified below;
   d. Following up with a person who reported sexual misconduct to ensure the behavior has stopped, and that he/she has not experienced any retaliation or reprisal.
2. Reporting

   It cannot be controlled to whom the accuser of sexual misconduct will first speak. It is important all school employees understand that reports of incidents are to be immediately channeled to a school administrator. Reports of sexual misconduct 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. Reports should be processed with the highest confidentiality possible under the privacy guidelines of this Policy and applicable school laws both before and after they have been submitted to appropriate authorities.
   a. Upon the reporting of a sexual-misconduct 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 sexual-misconduct 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 what form of prohibited misconduct is alleged to have occurred as defined by this Policy.
   d. All cases of sexual assault, sexual exploitation, intimate-partner or dating

violence, stalking, and indecent exposure will be reported to law enforcement in accordance with state statute and this Policy.

e. If upon completing the investigation the school administration is unsure whether the complaint meets the criteria of one of the above prohibited conduct definitions, it will report the incident to local law enforcement.
f. If upon completing the investigation the school administration determines the incident does not meet the definition of a reportable offense, disciplinary procedures outlined elsewhere in the Student/Parent Handbook will be applicable.

3. Follow-Up
   After an investigation has occurred and the reporting to law enforcement has been completed, the school administration will follow up with all parties involved.
   a. The school administration will meet or speak with the student(s) who made the complaint and his/her parents, informing them that a report has been filed with law enforcement when applicable. The school administration will communicate any new information received from law enforcement, or any other source, pertaining to the incident and/or the after effects of the incident as it sees appropriate.
   b. The school administration will meet or speak with the accused student(s) and his/her parents, informing them a report has been filed with law enforcement. The school administration will communicate any new information received from law enforcement, or any other source, pertaining to the incident and/or the after effects of the incident as appropriate.

4.9. School-Wide Dress Standards

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Liberty Common School has established school-wide dress standards to create an environment of academic excellence without unnecessary distractions and 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 and Capstone Virtues.

The Dress Code is in effect for all students every day from the start of the school day until students have completed all their activities for the day. The Dress Code will be strictly enforced by all staff members. Administrators will render final determinations regarding Dress Code. Consistent with C.R.S. § 22-1-148, students may choose any option provided in the dress code.

All clothing should accord with a business-casual academic environment, which entails clothing that is clean, neat, and in good repair. Students may not wear wrinkled,

tattered, torn, threadbare, frayed, dirty, stained, or faded clothing, or clothing that is in comparable disarray. No writing, drawing, or depiction (including logos) is allowed on any items worn by students, including socks. Clothing may not be worn inside out or backward. Clothing may not be tied around the waist in the building. Clothing may be fitted but not excessively tight or loose. Clothing may not be see-through, and fabrics must be thick enough to conceal skin and undergarments.

Dress-code clothing is available at:

- Old Navy
- Kohl's
- Target
- Walmart
- Children's Place
- Macy's
- Costco
- JC Penney
- Landsend.com
    - Liberty Common School Code: 900034919
- Frenchtoast.com
    - Liberty Common School Code: QS46EXJ

Standards for Daily Dress

Liberty Common Junior-High-School scholars in grades 7-8 dress according to the "School-Wide" Dress Code. To give our junior-high students earned incentives, privileges have been added to the School-Wide Dress Code to allow students to wear any solid-colored shirt with a collar.

Parents and students should refer to the Dress Code when making wardrobe choices. All school staff members and administrators are responsible for enforcing the dress codes. Administrators will render final determinations regarding dress code compliance.

Guidelines for Junior High Students:

- **Tops:**Tops, including polo-style dresses, are short- or long-sleeved with collars in any solid color. No logos are permitted. Except for the top button or snap, all shirt and blouse buttons or snaps must be fastened. Undergarments or cleavage may not be showing from any angle. Shirts must be tucked in at all times in the building, except during physical-education classes. Sweatshirts or jackets may not be worn in classrooms or hallways beyond a student's locker or hook. Sweaters, non-hooded sweatshirts, vests, three-quarter zip pullovers, and dress jackets may be worn over a dress code-compliant top and must be a solid dress-code top colors with no logo (Liberty Common logos are approved)

- **Unacceptable:** Non-collared shirts; untucked or unbuttoned polos/shirts (only top button may be unbuttoned); sleeveless shirts; tops with , laces, or fasteners other than buttons, the previously-aforementioned zipper style, or snaps; sweatshirts/jackets worn indoors waffle/thermal knit; pictures, patterns, writing, logos, or designs; denim (regardless of color); see-through or sheer material without a dress-code-compliant opaque layer underneath; cleavage showing at any angle; and exposed undergarments or midriff.

Approved: Cotton or performance short-sleeved polo

Approved: Cotton or performance long-sleeved polo

Approved: polo-style dress, must be no shorter than three inches above the knee

Approved: 3/4 zip, button down, or non-hooded sweater

Approved: Uniform vest

- **Bottoms:** Bottoms with no logos are approved in the following solid colors: tan, black, and navy. Shorts, skirts, skorts, and “uniform” jumpers may be no shorter than three inches above the knee in the front and back when standing straight, including any slits or openings. Denim fabric is not allowed regardless of color, apart from approved free-dress days. Solid-colored leggings and tights in navy, black, white, or tan may be worn under a skirt or jumper that is no shorter than three inches above the knee. Patterned hosiery is not allowed. Dress-code-compliant bottoms do not include: cargo pants, cargo shorts, knit/spandex bottoms (e.g. legging, jeggings, and tightly fitting skirts, lace/lace overlay, overalls, sweats, joggers, athletic wear, or nylon flight pants..
    - **Unacceptable:** Any solid color other than navy, black, or tan; pictures, patterns, writing, logos, or designs; cargo pants/shorts; sweatpants; leggings; yoga pants; jeggings; joggers; overalls; spandex; denim (regardless of color); see-through or sheer material without a dress-code-compliant opaque layer underneath; and exposed undergarments or midriff.

Approved: Brushed cotton-twill/ twill- chino

Approved: Cotton twill or polyester active performance chino/flat-front golf shorts

Approved: "Uniform"Jumper

Approved: Loose-fitting cotton twill and knit cotton skirts (no more than three inches above the knee)

Approved: Loose-fitting cotton/knit maxi skirt

- **Outerwear:** No hats, gloves, or cold-weather outerwear (parkas, jackets, coats, and sweatshirts) may be worn in the building beyond a student’s hook or locker.
- **Shoes and Socks:**
    - Shoes need to be appropriate for daily activity and may not be distracting.
    - Sandals worn with heel-straps are approved.

- Single-color Crocs may be worn without Jibbitz (charms) and must always be in “sport mode” with the heel strap across the heel
- Tennis shoes with non-marking soles must be worn in physical-education class.
- No logos, writing, drawing, or depiction is allowed on socks.

- **Accessories/Miscellaneous:**
  - No more than two earrings per ear are permitted for females. Males may not wear earrings. No visible piercings other than on the ear are allowed.
  - Only one wristband or bracelet may be worn at a time on each arm. Only one belt may be worn at a time. No spikes or studs on bracelets, belts, or necklaces.
  - No visible tattoos or drawings on oneself.
  - No oversized, illuminated, or noisemaking jewelry. No jewelry that depicts violence or glorifies death or violence is allowed.
  - Neckties or bowties may be worn snug at the collar with a full-front buttoning or snapping shirt.
  - No hats may be worn indoors. No costume-style accessories.
  - No smart watches (any watch with functions other than telling time).
  - Makeup must be natural in appearance.
  - Hair color must be natural and limited to two natural colors.
  - No hair tinsel or radical/distracting hairstyles.

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

Free-Dress 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 and may not be excessively tight, including any slits or layers. No knit/spandex/athletic leggings, jeggings, yoga pants, and tightly-fitting skirts. No costumes or pajamas. No clothing depicting/glorifying violence, weapons, death, or drugs/alcohol.

Formal/Semiformal Dress Attire: Students have the option to attend dances or other special events throughout the school year where formal/semiformal dress attire is required. Attendees must arrive dress-code-compliant for entry and remain compliant for the entirety of the event.

No temporary, on-site alterations are permitted.

- Dress slacks and tucked-in button-up shirts are required. Suit coats and ties are recommended. No jeans, t-shirts, or any other casual attire is allowed.
- Dress hemlines must be no more than three inches above the knee in front or back, including any slits or layers. Adjustable-length dresses are not permitted. Exposed undergarments, cleavage, or midriffs are not allowed.

Violations and a request for a change of attire will be given at the discretion of staff according to the principles and specified parameters described herein. Mere technical conformity to the Commonsense Dress Guidelines will not absolve students of the general need to be prudent, sensible, and considerate in their choice of wardrobe.

Habitual failure to comply with the principles and parameters described herein will result in restriction to the School-Wide Dress Code for the remainder of the semester. It is likely instructors have classroom-specific attire requirements for safety purposes.

Dress Standards for Special Occasions (All 7th-12th Grade Scholars)

Business-Formal Attire:
Business-formal attire is always encouraged, especially when honored guests are expected to be visiting the school.

- Any solid-colored blazer with formal dress slacks or business suit, solid or geometric-patterned tie, solid-colored button-down shirt with an undershirt, and polished dress shoes.
- Any solid-colored business suit or sleeved dress, split (if at all) at or below the knee. Any combination of a solid-colored dress blouse with a business-style skirt, split (if at all) at or below the knee, or slacks. Pumps or heels.

Free-Dress Days (awarded for meritorious, school-wide achievements):
Junior-high students may be awarded Free-Dress Days throughout the school year. Clothing must be in good condition, not tattered, frayed, threadbare, or see- through. Tops must have sleeves and must cover the midriff, shoulders, undergarments, and cleavage. Bottoms must be no shorter than three inches above the knee and not excessively tight. Jeans must be in good condition with no holes, rips, or frayed edges. No faded, threadbare, or bleached jeans. No jeggings (Leggings with pockets) of any color. Leggings may not be worn as pants. No yoga pants. No clothing depicting/glorifying violence, weapons, death, or drug/alcohol abuse.

Liberty T-Shirt Days (awarded for meritorious, school-wide achievements):
Junior-high students may be awarded with Liberty T-Shirt Days throughout the school year. Any approved Liberty Common T-shirt or sweatshirt is acceptable.

4.10. Mobile Phones, Communications Devices & Other Electronic Devices

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Mobile electronic communication devices of any kind including cellphones and smart watches may be used outside the building only before or after school hours. During school hours, such devices must be kept in lockers or in backpacks if hanging on designated hallway hooks. Devices should be turned off or silenced. If a cellphone or device is seen or heard inside the building during school hours (7:40AM-3:15PM), it will be confiscated immediately and given to an administrator. To guarantee student privacy and security, any electronic 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. Violations will result in an automatic out-of-school suspension and device confiscation.

To provide safety and security for our campus, and in accordance with applicable law, audio- and video-recording devices are located in common areas where there is no reasonable expectation of privacy. Signage notifying individuals of the presence of these devices are posted in conspicuous areas.

Students needing to make phone calls during the school day may use the courtesy phone located in the front office.

4.11. Public Displays of Affection

Behavior that simulates or otherwise suggests sexual situations is not to be tolerated. Brief hugging normally associated with an amicable greeting is acceptable. Visible space must be maintained between bodies of students at all times throughout the school day and at school-sponsored events/activities.

4.12. The LCJHS House System

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Description

The LCJHS Order System is a student-organizational structure designed to manage junior-high students to achieve specific academic and student-life objectives. The system supplants the traditional student council governing structure by creating smaller integrated communities of students (~30 students per Order, ~15 from each grade) within the school, thus providing a framework for student governance, allowing greater opportunity for the development of meaningful leadership. There are eight different Orders, all competing for the Purple Duck.

The LCJHS Order System also provides a framework for student governance allowing greater opportunity for development of meaningful leadership.

Purposes

- To increase institutional and peer-to-peer support for each student
- To ensure individual care for each student by the order deans who will monitor and support the academic, social, moral, and behavioral growth
- To multiply occasions to build strong, healthy student relationships
- To develop leadership skills in every student
- To enhance recruitment of new students

Unique Outcomes

- Enhanced school spirit
- More robust opportunities for junior-high students to be trained as leaders through hands-on service
- Stronger interpersonal relationship skills for each student
- More focused support internalizing character development

Order System Terminology

Order Captains – Students (8th graders only) in each Order elected by their housemates to lead, convene, and organize the House while representing it at all school-wide student governance meetings.

Order Dean – A faculty member chosen to oversee the effective development of an Order.

Order Director – The faculty member who directs the day-to-day operations of the Order System.

Order – A group of approximately 30 students, 7th and 8th graders.

Order Time: An opportunity for Order members to create connections, plan student-life events, and preparing for school-wide competitions

Telemachus Time: An opportunity for students to practice a highlighted Foundation Stone or Capstone virtue through projects and activities.

Character Lyceums: character-focused school assemblies, which will feature guest speakers on the highlighted virtue.

Student-life Lyceums: feature Order competitions and keep the student body up to date on upcoming events

Order names

- Atlantis
- Camelot
- Delphi
- Elysium
- Erebor
- Rivendell
- Sherwood
- Valhalla

Order Activities

Each Order will be expected to organize various Order events such as cookouts, service projects, teambuilding activities, outings (games, bowling, etc.), tournaments, donuts, etc. Additionally, each Order will develop its own traditions, customs, symbols and crests, a website, and historical awareness of the Order's name and its significance to LCS history.

Each Order will be expected to organize various school-wide events such as social activities (dances, game nights, etc.), competitions, guest lectures, spirit rallies, and service projects.

Order Competitions

Each year, the Orders compete for the Purple Duck. This award is given to the Order that accumulates the most points in various diverse competitions that accentuate academic, athletic, leadership, character and school-spirit excellence.

Each quarter, Orders earn points by earning the highest cumulative grade point averages, achieving best attendance, fewest school detentions, best dressed, and other extraordinary achievements. Points can also be earned by student attendance at athletic events, house song competitions, and other incentive opportunities offered by the LCJHS administration.

The goal of the Purple Duck is to promote healthy competition that boosts spirit and encourages student participation and interaction.

Order Assignments

Students are placed into Orders by the Administration. Placements are made with an intention to balance talents, skills, and personalities in a way that best strengthens the positive characteristics, qualities, and interpersonal strength of each Order. Siblings will be placed in the same Order.

Recruitment

Toward the end of each school year, 6th grade students at The Liberty Common School

will be assigned to an LCJHS Order. School administrators, the Order Directors, and Order Deans will identify appropriate activities and strategies, through the Order system, to ease 6th grade students into a smooth transition to junior high school and eventual LCJHS enrollment.

4.13 EAGLE Time

EAGLE Time is a 25-30 minute block of time built into every academic day. During this time, students can receive additional academic assistance, complete coursework, and participate in clubs. In addition, EAGLE time is an integral part of the Liberty Common Junior High Order system. EAGLE time stands for Extended Academic Guidance and Leadership Endeavors. Each day has a distinct focus, and it is the expectation that all students attend EAGLE time every day.

On Mondays, students will go to Advisory. During this time, order deans will assist students with organization, planning, and self advocacy.

On Tuesdays, Thursdays, and Fridays, students will be directed to either attend a study hall, an interest based club, or an extra help session.

On Wednesdays, students will meet with their Orders in order to plan activities or engage in activities related to a particular foundation stone or capstone virtue.

4.13. Athletics

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

A complete "Athletics Handbook" and season-by-season information can be found on the Athletic Department website: www.lceagles.com.

Jr. High School Athletics

Junior High athletics are available to students beginning in the sixth grade. Liberty Common School is a member of Northern Plain Middle-school League Association in the following sports: Volleyball, Basketball, Cross Country, Wrestling, and Track. Liberty Common Junior High is a member of the JPL (Junior Patriot League) for Boys and Girls' soccer

The Junior Patriot League is comprised of the following schools

- Windsor Charter Academy
- Fort Lupton Middle School
- Frontier Academy

- New Vision Charter School
- Weld Central Junior High

Students in grades 6-8 participate in sports offered through NPMLA, which is comprised from the following schools:

- Eaton Middle School
- Roosevelt Middle School
- University Middle School
- Fort Morgan Middle School

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

Students participating in extracurricular sports must maintain the grade of C or better in each class and participate at the discretion of the Principal or Athletic Director. Academic progress is charted weekly.

4.14. Fieldtrips

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Liberty Common School recognizes the importance of out-of-classroom experiences for students. Each of our classes may take field trips during the year. In this discussion, "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. Insurance can be purchased for individual field trips by contacting the front office.

Guidelines for Fieldtrips

- All field trips must be approved by the Principal.
- All field trips must have curricular relevance and are considered part of the school day.
- The school faculty or staff member (i.e. the "trip director") designated to be in charge of a field trip has the responsibility to enforce compliance with school policy by all persons participating in the field trip.
- The trip director must obtain assurance, prior to the commencement of the fieldtrip, that any personal vehicle used on the field trip will be covered by liability insurance.
- The trip director is responsible for ensuring that all students are accounted for on departure, arrival at destination(s) and on return, except those brought by their own parents.
- The parent or guardian of each student participant must sign a Field trip Permission Slip.
- No student is allowed to leave before the termination of the field trip

without notifying the director first.

- A bus must be used for all out-of-town field trips that are approximately 10 miles beyond the city limits of Fort Collins. A bus may also be required for a closer area at the teacher's discretion.*
- When a bus is required, all students must ride on the school bus or with their own parent.
- Siblings will not be allowed to ride on a bus. It is up to the teacher's discretion to determine the number of chaperones allowed on each field trip.
- All drivers must provide proof of current insurance and valid Colorado driver's license.

4.15. Health Services

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Limited health services are available at school. Please do not bring sick children to school. Liberty's front office is staffed from 7:15AM-3:15PM each day by a health technician. Office staff occasionally supervises and assists students with health care needs. Please note that it is the parent's responsibility to notify the office if a child has been injured at home and may need special considerations at school. Keep school records up-to-date; especially phone numbers and emergency contact information.

Immunization records must be current for students to remain in school.

Poudre School District policy requires that no medication, prescription, or over-the-counter medication (including aspirin, cough drops, vitamins, herbal remedies etc.), shall be given to a student by any school personnel except on written orders of the parents and the physician or dentist. Students may not self-medicate at the school. When medication is to be given at school, physician or dentist instructions are required to accompany the medication. All medications must be in the original pharmacy-labeled container including the student's name, name of drug, dosage, name of physician, and current date. Medication Authorization Forms and Healthcare Action Plans are available from the LCJHS Health Office or online at www.libertycommon.org/quick-links/health-services.

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, vomiting or having diarrhea will not be allowed to remain at school. Please also see PSD's recommended stay home (*How Sick is Too Sick?*) policy here. If a head injury is sustained, the parent will be contacted. In case of more serious injuries, or if the parent cannot be contacted, the school will immediately call 911 for emergency assistance. LCHS 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 health office. This record includes vaccinations against measles, mumps, rubella, diphtheria-pertussis-tetanus (DPT), polio, and varicella (chicken-pox). 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.

4.16. Dogs on Campus and at School Events

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With the exception of service dogs, dogs are not allowed on Liberty Common School (LCS) property or at any LCS event.

LCS cannot guarantee that a dog-owner will maintain full control over their dogs, and therefore cannot guarantee the safety of any individual in the vicinity of any dog at an LCS event. Even well-adjusted and trained dogs can become unpredictable, and pose a health and safety risk.

LCS is committed to the safety and security of students, faculty, families, and community members on LCS campuses and at LCS-sanctioned events. The adoption and enforcement of the provisions of this Policy are in keeping with that commitment.

This Policy applies to any LCS property, or property at any LCS-sanctioned events, such as fieldtrips, internship programs, athletic activities, or service projects.

4.17. Safety Procedures

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

4.18. Lockers

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The Liberty Common School provides lockers for all LCJHS students. The lockers are school property and not the individual's. Students will be held responsible for any excessive damage to their lockers. Liberty has the authority to search lockers when deemed necessary even if it requires removal of a lock. Problems with lockers should be reported to the office. The Liberty Common School is not responsible for lost, damaged, or stolen items.

1. Students are not allowed to decorate the inside of lockers with posters, pictures, or anything else which advertises sex, drugs, suicide, cults, alcohol, or promotes other negative or derogatory messages as determined by LCJHS staff.
2. Lockers must be kept neat and orderly at all times. Locker checks may occur each quarter.
3. Lockers must be kept closed when not in use to maintain the integrity of the fire corridors and avoid careless accidents. Items outside lockers, or on the floor, may be removed or disposed of.
4. It is the students responsibility to keep their lockers secured. The Liberty Common School cannot be held responsible for valuables that are taken from lockers.

4.19. Lost-and-Found Items

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Lost clothing, lunch boxes, and other items will be placed in the Lost and Found. Lost and found is cleaned out on an as needed basis throughout the school year. Any unclaimed items are donated or disposed of at this time. 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 donated to a local charity, added to the school clothes closet, or discarded. All items left at the end of the school year will be donated or disposed of one week after the last day of school.

4.20. Student Information Release

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Certain “directory information” including the student’s name, address, telephone number, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received, and other similar information may be released without parental consent to various parties in accordance with school policy. In addition, classroom activities and events sponsored by our schools occasionally are photographed or videotaped for publication to news outlets or on our website or social-medial pages. If for any reason, you DO NOT wish to have your student’s directory information or image/likeness released without prior consent, please complete the Release of Directory Information Opt-Out Form available during the Annual Online Registration or from the Front Office. If this form is not completed and returned to the school, it will be assumed that you have given your consent to the release of your student’s directory information or likeness.

The Opt-Out Form does not include the filming of Liberty Common School plays and performances, LCJHS-affiliated sports events, teacher observations, special events, or the release of your student’s directory information under circumstances determined by the Administration to be a regular function of internal school operations.

4.21. Student Fees

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Student fees are used to provide additional educational opportunities for specific courses. In some courses, students will be required to purchase books. Actual fees and the courses that require such fees will be communicated in the newsletter. All students taking band courses or orchestra will be required to purchase music books. Certain elective classes may also require a fee. Fees should be paid-in-full to teachers during the first weeks of school.

Students in grades 7-8 who will be taking physical education are required to purchase a physical-education uniform from the school. The uniform consists of a t-shirt and athletic shorts, both imprinted with the Liberty emblem and a place to put their name. This fee will be issued through PowerSchool. Shorts issued by the physical-education instructor are expected to meet free-dress-day standards as set forth above.

4.22. Lunch Program

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Students may bring a 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**

If parents need to drop off a lunch for their child, please stop into the front office, sign in as a volunteer, and then deliver the lunch to the student's locker.

If a student has forgotten his or her lunch, there will be items for purchase available through the Order System.

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.

4.23. Summary of School Policies and Procedures to be Posted

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Student enrollment at LCHS is a statement of agreement in and of itself with school-wide policies (found on the school's website, under Resources and Documents>Policies and Resources), this Handbook, and the following summary, which will be updated and posted throughout the school each year. In addition, students and parents will sign a statement each year acknowledging an understanding of, and agreement with these policies.

Summary of LCHS Policies and Procedures

Dress Code: Liberty Common School has a dress code, and students are expected to adhere to it. For complete guidelines, refer to the Student-Parent Handbook or the website.

Parking: All students and parents are expected to adhere to the Traffic Procedures found on the website, under the "School Information" heading on the "Forms and Resources" page. The administration reserves the right to search any vehicle parked on school grounds at any time for any reason. See the LCJHS Student-Parent Handbook for a list of banned items on campus and at school-sponsored events.

Early Arrival: Students must not be dropped off prior to 7:15AM, which is when outdoor supervision will begin at the junior high campus. Doors will open at 7:25AM for students to access the building.

Late Arrival: Students arriving to class after the 7:40AM bell rings must check in at the front desk. Students will be given a pass to give to their teacher when they arrive at class. Parent/guardian notification of late arrivals is required. Late arrivals are only excused according to the guidelines of the LCJHS Student/Parent Handbook.

Appointments and Early Dismissal: If a student needs to leave class for an appointment that cannot be scheduled outside of the school day, it is his/her

responsibility to inform the front office, obtain a pass to leave class, and depart class on time to sign out through the front office. Parent/guardian notification via phone call, note, or email is required for the student to leave campus, regardless of the student's age. A parent may also come to the front office to sign his/her student out. If a student must leave at the same time every day, parents must complete the "Extracurricular Activities Outside of LCJHS" form.

Messages: All messages will be communicated to students during passing periods. It is the students' responsibility to follow up on messages. Parents are discouraged from sending messages. Please assist LCJHS in teaching responsibility.

Lockers: The administration reserves the right to search any locker at any time for any reason. Students are only allowed to use their own assigned locker. Students are expected to keep their lockers in good order without external decorations (with the exception of approved school-sponsored co-curricular activity signs). Locker doors must close completely at all times.

Planners: All students MUST have a planner. Students are expected to keep track of all of their homework assignments, projects, and tests. Planners are available for purchase in the front office.

Backpacks: The administration reserves the right to search any backpack at any time for any reason. Backpacks, briefcases, and/or book bags are to be used only for transporting books and materials to and from school. From 7:40AM to 3:15PM, backpacks must remain in the students' lockers or hanging from the designated backpack hooks. Backpacks that are left on the hallway floor will be removed.

Hallway Passes: Students may not leave their classroom without a hall pass from a teacher or administrator. All paper hall passes must be filled out and signed entirely in pen. Only one student may be listed per pass.

Food/Snacks: During passing periods, students are allowed to eat snacks ONLY at their lockers. Absolutely no food or drink (except water), including leftover food from lunch, is allowed in any classrooms or hallways, unless given specific permission by the teacher. Gum is never allowed inside the school under any circumstances.

Electronics: Mobile electronic communication devices of any kind including cellphones, smart watches, and gaming devices may be used outside the building only before or after school hours. During school hours, such devices must be kept in lockers or in backpacks if hanging on designated hallway hooks. Devices should be turned off or silenced. If a device is seen or heard inside the building during school hours (7:20AM-3:15PM), 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.

Assignments/Late Work: Each department has its own homework policy. Students are expected to know the policy for each of their classes. Students who are absent are

expected, immediately upon return, to turn in work assigned before the absence.

Students have the total number of days they were absent plus one extra day to turn in any work assigned while they were gone. It is the student's responsibility to ask for work missed, and it is the teacher's discretion to decide due dates for missed work.

Extra Credit: Extra credit is offered at the teacher's discretion. Teachers are in no way required or obligated to offer extra credit opportunities at any time.

Cheating/Copying/Plagiarism: Cheating, copying, and plagiarism (presenting another's words, thoughts, phrases, and/or ideas as one's own, whether the source is a person, online resource, and/or artificial intelligence) are serious offenses that violate the mutual trust that is essential to the educational process. These actions will not be tolerated, excused, or overlooked. Students caught cheating, copying, and/or plagiarizing will be referred to the administration for disciplinary action.

Bullying: Bullying in any form (written, verbal, physical, or electronic) is not tolerated. Students who observe bullying have responsibilities. These responsibilities include refraining from participating or becoming an audience for the bully, reporting the incident, and privately reaching out to the victim with friendship and support. Victims of bullying are 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 LCJHS faculty or administrator. The complete Anti-Bullying Policy can be found in the LCJHS Student-Parent Handbook.

Public Displays of Affection: Behavior that simulates or otherwise suggests sexual situations is not to be tolerated. Brief hugging normally associated with an amicable greeting is acceptable. Visible space must be maintained between bodies of students at all times throughout the school day and at school-sponsored events/activities.

Tardiness, Dress Code, Gum, and Skiving Violations: All LCJHS students, grades 7-8, will have a "clean slate" for conduct violations at the start of every new academic quarter. Thereafter, each student will be graced three (3) recorded warnings for violations of the school's policies on any combination of the following conduct expectations: punctuality (being on time); Dress Code; refraining from gum-chewing; and skiving. Students falling behind in their grades may be required by their instructors to attend EAGLE Time or zero hour (morning) study sessions. Such students, who are required to attend but fail to show up for these sessions, will be given a conduct violation. The proper term for skipping these supplemental study sessions is skiving. "Skiving" also applies to failures to show up for lunchtime ransom duty and detentions, attending a non-assigned Order meeting, or sitting with a non-assigned Order during a Lyceum. Any subsequent violation of these policies will result in an offending student serving a 1-hour after-school detention. An accumulation of eight (8) or more violations per student per quarter may result in loss of student privileges which include: Dress Code incentive days, attendance at school-sponsored social functions, participation in extracurricular clubs, participation in school sports, and eligibility for Order leadership positions.

Computer Student Use Policy

The students agree to abide by the following rules when using the computer lab or any Liberty Common High School computer. If a student disagrees with these rules, that student may not use a Liberty Common Junior High School computer.

- Students must use their own login id on the computer they were assigned.
- When finished, the student must log out (except when using a laptop on the mobile cart where the student must shut down).
- All students must be supervised when using a computer.
- All student work must be saved to the network (H:) drive or their Google Drive, not the (C:) drive.
- Students are responsible for all costs associated with damage done to equipment and/or software.
- Eating and drinking are not allowed near a computer.
- Students are only permitted to run programs that they were instructed to use.
- Browsing the Internet, streaming media, installing applications, running unauthorized programs, playing video games, or downloading files is not permitted without permission.
- Students may only use LCJHS computers at LCJHS.
- Students may not intentionally disable or impair the function of any machine in any manner.
- Students may not change any computer settings without permission.
- Students may not download, store, submit, publish, print, or display any defamatory, abusive, obscene, profane, sexually oriented, threatening, racially offensive, illegal, or deliberately inaccurate material.
- Social networking on the computer is not permitted.
- Students may not use the webcam without instructor authorization.
- Students may not bypass any of the security including login information or administrative type tasks.
- Students are not allowed to check out equipment.
- Student network (including e-mail) access is provided for specific school-related purposes only.
- Students understand that all school rules of conduct will apply when using the school network and that there are no expectations of privacy for any electronic communications, including email, conducted through the school network. All network communications will be subject to disclosure. Failure to abide by these policies may result in disciplinary action, the suspension of the student's account and network privileges.

4.24. Grievances

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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.