



Liberty Common High School Student/Parent Handbook

**2745 Minnesota Drive
Fort Collins, Colorado 80525
970-672-5500
Fax: 970-672-5499**

Updated: September 1st, 2015

1. General information	4
1.1. School name	4
1.2. Contact us	4
1.3. Mission statement	4
1.4. Philosophy	5
1.5. Academic program	6
1.6. Knowledge	7
1.7. Skills	8
1.8. Values	9
1.9. Reading and literacy	9
1.10. Summer reading	13
1.11. Literature acquisition	14
1.12. Reading and fiction	16
1.13. Mathematics	17
1.14. Science	19
1.15. Parental involvement and volunteering	21
1.16. Volunteer code of conduct	23
1.17. Teachers and professionalism	24
1.18. Board of Directors	25
1.19. Community involvement	25
1.20. Student accountability	26
1.21. Academic Support Team (AST)	26
2. Academic Policies	28
2.1. Enrollment	28
2.2. Credits and grades	29
2.3. Graduation	32
2.4. Schedule changes	34
2.5. Promotion policy	34
2.6. Homework and classwork	35
2.7. PowerSchool	36
2.8. Books	37
3. School Policies and Services	38
3.1. Communications	38
3.2. Attendance	39
3.3. Closed Campus	39
3.4. Transportation	43
3.5. Traffic Plan	44
3.6. Discipline code	46
3.7. Discipline procedures	47
3.8. Bullying	50
3.9. School-wide Dress Standards	52
3.10. Mobile Phones, Communications Devices & Other Electronic Devices	60
3.11. The LCHS House system	61
3.12. Athletics	63

3.13.	Fieldtrips	64
3.14.	Health services	65
3.15.	Safety procedures	66
3.16.	Lockers	66
3.17.	Lost and found items	66
3.18.	Lunch program	67
3.19.	Student information release	67
3.20.	Student fees	67
3.21.	Grievances	68
4.	End of Document	70

1. General information

1.1. School name

[Back to top](#)

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

Liberty Common Junior High and High School

- LCS Junior High School - The 7th and 8th grades are referred to as the Junior High School and are located at 2745 Minnesota Drive (in the Liberty Common High School building.)
- LCHS - Is a 9-12 a public, classical liberal arts high school, accentuating math, science, and engineering. LCHS is located at 2745 Minnesota Dr. in Fort Collins.

1.2. Contact us

[Back to top](#)

Bob Schaffer
Principal

bob.schaffer@libertycommon.org

Torgun Lovely
Assistant Principal

tlvely@libertycommon.org

Sandy Stoltzfus
Academic Dean

[sstoltzfus@libertycommon.org](mailto:ssstoltzfus@libertycommon.org)

LCS and LCHS BOARD OF DIRECTORS

Board of Directors Email: bod@libertycommon.org

WEB ADDRESS

Please visit the Liberty web site regularly: www.libertycommon.org

SOCIAL NETWORKS

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

Facebook: <http://www.facebook.com/group.php?v=wall&qid=150585657900>

Twitter: <http://twitter.com/LibertyCommon>

1.3. Mission statement

[Back to top](#)

The mission of The Liberty Common School is to provide excellence and fairness in education through a common foundation. This is achieved by successfully teaching a

contextual body of organized knowledge, the values of a democratic society, and the skills of learning. In short, we teach “common knowledge, common virtues, and common sense.”

Our 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 Liberty acknowledges that children can and should be held accountable for their own schoolwork and behavior, with the support of teachers and parents.

1.4. Philosophy

[Back to top](#)

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

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

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

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

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

1.5. Academic program

[Back to top](#)

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. Ninth grade classical honors program builds upon the Core Knowledge Sequence with rigorous academics and promotion of the thinking framework.

1.6. Knowledge

[Back to top](#)

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

Children learn by building on what they already know. Thus, it is important for them to begin building foundations of knowledge in the early grades when they are most receptive to attaining an organized body of knowledge. Children are by instinct driven to construct a contextual view of the world. Thus, it is important to provide them an educational framework that assists them in developing the constructs upon which their viewpoints will be based. Academic deficiencies in these areas in the first nine grades can permanently impair the quality of later schooling.

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

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

As used above we define knowledge not in the simplistic sense of mere facts but in the broader sense of the word, as follows: Knowledge consists of the facts, the relations between them, the thinking about them, and the effort to understand and connect them. It is not out of ignorance that we discover understanding. It is exactly because of what

we already know that we can know more, that we can discern organizing principles, make and test hypotheses, and act rationally.

1.7. Skills

[Back to top](#)

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

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

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

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

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

1.8. Values

[Back to top](#)

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

1.9. Reading and literacy

[Back to top](#)

“The development of literacy will be one of the primary aims and focuses of effort in the School. This will include a great deal of reading from a variety of both fiction and non-fiction primary literature. Particularly in the early grades, the School will emphasize reading and more reading.” (LCS Charter)

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

Primary Literacy

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

Once phonetic decoding skills are introduced, fluency must be developed. Fluency allows students to focus their mental energies on comprehension rather than decoding. Fluency means “flowing,” and in this context it also means “fast.” **Fluency takes practice - a lot of it.** Riggs & Open Court Phonics, selected stories from Open Court, and selected books from Accelerated Reader (AR) have been approved by the BOD for the development of decoding skills and fluency at Liberty.

Teachers should use discretion and select Open Court stories and AR books which are content-based and meet the principles of this policy and the Literature Acquisition policy to the greatest extent possible. Child-centered stories and books of a trivial nature (see Mature Literacy below) should be avoided. If a teacher is uncertain as to the appropriateness of a particular book or story, he/she should consult the Headmaster or

Principal and/or Academic Advisory Committee. AR books (and the corresponding tests) which do not meet the principles of this policy should not be maintained in the classroom.

Although the approved Open Court and AR materials are necessary for practicing early literacy skills, these books can quickly bore students and may not develop language appreciation. Language is at the heart of reading. The love of the sound of language will carry with a child, if it is properly developed. Children need to discover at an early age the peculiar satisfaction that comes from experiencing form in language, as in nursery rhymes and poetry. When this occurs, children will continue to prefer the sound of beautiful or interesting language as they later select books for meaning. Furthermore, we believe young children should be shown incrementally what is outside their realm of experience. Children who are exposed to complex speech patterns learn to express themselves earlier and more fluently than those spoken to in careful sentences.

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

Mature Literacy

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

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

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

Finally, in order to immerse students in word knowledge and expose them to many well-written, diverse and meaningful works of literature, we have supplemented the Core Knowledge Sequence with (primarily) classic works of fiction – stories which have

withstood the test of time. In accordance with Liberty's Charter, *"The literature suggested by the Core Knowledge Sequence, as well as other literature that will be introduced, is chosen not only for its place in the core body of knowledge, its multi-cultural representation, and its rich use of language, but also because it provides access to deeper meaning of universal human problems, particularly those which preoccupy children's minds."*

Additions to the Core Knowledge literature sequence, recommended read-aloud lists for primary grades, required reading lists for 4th-9th grades, and K-9 summer reading lists have been developed by the faculty and Academic Advisory Committee and approved by the Board. The books on these lists were selected with consideration to exposing children to literature that they might not otherwise encounter. The books are intended to nudge students toward higher levels, not just in matters of syntax and vocabulary, but also in sophistication of plot, character development, conflict and resolution, and the sustained reading of lengthy works rather than simply excerpts. Teachers should become familiar with the books on the lists for their grades so that they can assist students in selecting books according to student interest and ability.

Moral Literacy

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

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

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

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

Fourth, by teaching a domain knowledge, children will become a part of a common world, a community of moral persons. Reading affords us the opportunity to do what we

can't often do in life - to become thoroughly involved in the inner lives of others. As with visiting foreign cultures, the sustained involvement with a character in a story enlarges a child's sympathies and gives them those broad, wholesome and charitable views that are the reward of both travel and reading. This involvement is not simply the sharing of adventures, but also of ideas, emotions, loyalties, and principles.

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

Application of Liberty's Reading & Literacy Program

- In addition to regular homework assignments, each student should read or be read to every day.
- Teachers will set expectations for reading homework for grades K-3.
- Older students are required to read literature for homework as follows:
 - 4th - 6th grades - at least 20 minutes per night
 - 7th - 9th grades - at least 30 minutes per night
- If required reading is not assigned from the Core Knowledge Sequence or the approved additions to the Sequence, students shall select books from the approved reading lists for their grade(s). Required reading is limited to the approved reading lists in order to ensure that the principles of this policy are fulfilled.
- Students may submit suggestions for additions to the reading lists to their teachers or the Headmaster or Principal for consideration and possible approval.
- Students are encouraged to read additional books of their own choosing over and above the required reading. Parents are encouraged to steer their children toward selections which support this policy and the school's Literature Acquisition policy.
- All students are required to participate in the school's summer reading program. Teachers will set accountability measures to ensure students complete the summer reading.

Supporting References

- The Liberty Common School Charter Application, October 1, 1996
- LCS K-3rd Grade Recommended Reading List
- LCS 4th Grade Reading List
- LCS 5th – 6th Grade Reading List
- LCS Junior High School Reading List
- LCS Summer Reading List
- *The Vocabulary Deficit* by Andrew Wolfe, The New York Sun, May 2, 2003
- *The Book of Virtues*, William Bennett
- *On Learning to Read* by Bruno Bettelheim
- *The Uses of Enchantment* by Bruno Bettelheim

- *Books that Build Character* by William Kilpatrick
- *Why Johnny Can't Tell Right from Wrong* by William Kilpatrick
- *Why Johnny Can't Read* by Rudolf Flesch
- *Beginning to Read* by Marilyn Jager Adams
- *Honey for a Child's Heart* by Gladys Hunt
- *Amusing Ourselves to Death* by Neil Postman
- *The Disappearance of Childhood* by Neil Postman
- *The New Read-Aloud Handbook* by Jim Trelease
- *The Plug-In Drug* by Marie Winn
- *Core Knowledge Newsletter*

LCS Policy 7.13

Adopted: 2-17-05

1.10. Summer reading

[Back to top](#)

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

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

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

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

The books for students entering kindergarten through 3rd grade are intended to be read to the child by the parent (or another capable adult). Students entering 4th-9th grades should be capable of reading the books themselves. The reading will provide a common foundation for class discussion as students begin the new school year. Teachers will

determine what is expected from the students to demonstrate they have completed the summer reading.

The Board will appropriate funds to purchase all of the required books on the summer reading list.

LCS Policy 7.10 Adopted: 5-15-03 Amended: 6-03-04

1.11. Literature acquisition

[Back to top](#)

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

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

Literature Purchased by the School

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

How do we identify great stories, i.e. good literature?

Great authors do not write stories so that students can identify the main characters or write plot summaries. Rather, they seek to portray characters struggling with the great issues of life (e.g. truth, love, war, faith, politics, even loneliness). As our Charter states, "literature that will be introduced is chosen... because it provides access to deeper meaning of universal human problems." We recognize these stories because they hold our interest, even as adults. We recognize these stories because the characters have something to learn. They develop and grow as the plot unfolds. We recognize these

stories because readers desire to emulate their heroes. Good literature has withstood the filter of time, speaking to the universal struggles of humans throughout the ages.

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

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

- LCS K-3rd Grade Recommended Reading List
- LCS 4th Grade Reading List
- LCS 5th – 6th Grade Reading List
- LCHS 7th and 8th Grade Reading List
- LCHS Recommended Reading List

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

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

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

Donated Literature

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

Media Acquisition

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

Requests for Library Additions

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

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

LCS Policy 7.14

Adopted: 3-24-05

1.12. Reading and fiction

[Back to top](#)

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

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

Reading affords us the opportunity to do what we often can't do in life, to become thoroughly involved in the inner lives of others. At one and the same time, reading carries us out to others and becomes the mirror by which we discover ourselves more fully, exactly because we have escaped self-concern. Parents should be aware that, while reading is potentially an enlarging experience, it can also have an opposite effect.

The danger facing children's literature does not come from ogres and villains that haunt the pages of fairy tales and fantasy stories; the danger lies, rather, in the continued proliferation of norm-less books that cater to anxiety and self-absorption, and have nothing to teach about life except, perhaps, that whatever happens is okay. The danger is not that such books lead to a life of crime, but to a life of boredom, selfishness, and limited horizons.

Sooner or later your child will come across a genre that encourages narrow self-preoccupation. The early teen years are obviously a time of introspection and rumination, and there is an entire literature devoted to ensuring that no emotional scab remains unpicked. This is the genre known as the realistic problem novel for young adults. The intent of such books is mainly therapeutic: to help a child with a similar problem learn self-acceptance; to let him know that there are other children just like him, with problems and concerns just like his. There are some serious drawbacks to this problem approach. One is the problem of what might be called "trendy didacticism." Many writers of this genre see books as cures to be prescribed for a given sociological, political, or emotional problem. So much of this literature wants to give children "appropriate" attitudes about divorce, sex, war, and gender. A second drawback in the problem novel genre is that self-acceptance rather than moral growth is called maturity. Perhaps the main trouble with literature intended as therapy is that there is not self-forgetfulness. The willingness to let go of self-concern is requisite for both moral and mental health.

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

1.13. Mathematics

[Back to top](#)

Principles for Teaching Elementary Mathematics:

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

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

Principles for Teaching Junior High School Mathematics:

1. Many junior high schools in the United States employ an integrated approach to math that attempts to spread the material from Algebra 1, Geometry, and Algebra 2 over the course of three years. The math material is sometimes diluted with social studies and science to solve “real world” problems. This curriculum is inconsistent with conceptual mathematics because in many cases the math concepts are presented in a fragmented way so that mastery is not developed and thus student understanding is reduced.
2. A fundamentally sound understanding of Algebra is critical to further studies in math and science.
3. The study of Geometry/Trigonometry develops logic and thinking skills necessary for higher level mathematics, science, mature writing composition, philosophy, and general research.
4. Through an in-depth study of Algebra and Geometry students become very familiar with multiple approaches to solving the same problem and develop the thought process (reasoning) involved in identifying the “best” option for a given problem.

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

Skill Development:

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

Calculators:

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

Curriculum Considerations:

- The approved curricula (Singapore Math and Weeks-Adkins) may not cover all math content in the Core Knowledge Sequence. In accordance with the school's Educational Priorities policy, teachers should follow the timeline in the approved math curriculum rather than the Core Knowledge Sequence. Teachers should verify, however, that the Core Knowledge math content for their grade level is covered at some grade level in the approved curriculum. Any gaps in the approved curriculum should be documented and provided to the Headmaster or Principal.
- Teachers must review Colorado state standards and ensure students have covered the required standards.

Supporting References:

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

LCS Policy 7.11 Adopted: 11-18-04

1.14. Science

[Back to top](#)

Liberty Common School is committed to providing an excellent education with an additional emphasis on science, as outlined in our Charter. The foundation of our K-8 science curriculum is contained in the Core Knowledge Sequence. Our high school science program requires all students to complete Biology, Chemistry, and Physics, plus one elective science course.

We adhere to the National Academy of Sciences' view of science:

Science is a particular way of knowing about the world. In science, explanations are limited to those based on observations and experiments that can be substantiated by other scientists. Explanations that cannot be based on empirical evidence are not a part of science. [NAC, p.1]

For example, these things are outside of science:

- Supernatural explanations.
- Moral or aesthetic judgments.
- The definition of science.

We support teaching the following philosophical aspects of science:

- It assumes that the natural world is rational and orderly.
- It is guided by natural law.
- It explains by reference to natural laws.
- It assumes that natural laws and processes are uniform across space and time.

- Its theories can be tested in the empirical world.
- Its conclusions are tentative.
- It is falsifiable.

In science classes, the generally accepted scientific view of each topic will be taught and students will be responsible for learning the material. However, advancements in science and technology can occur when alternate views are considered. Note that one of the criteria for patentability is “non-obviousness to one of ordinary skill in the art”. Accordingly, teachers may include discussions of alternate scientific views and the data that supports and contradicts existing views.

For controversial topics such as global warming or origins, the majority view will be taught but minority views will be respected. Teachers and students must demonstrate mutual and appropriate respect when discussing controversial topics. Students will not be penalized for respectfully holding a view that is different than what is taught. As an example, a test question such as “human beings, as we know them today, developed from earlier species of animals” should be prefaced by “according to the theory of evolution”.

Principles for Teaching Origins:

- Discussions of topics such as the Big Bang theory or evolutionary theory can lead to discussions as to whether or not supernatural forces play a role in the origin of the universe, the origin of life, and the origin of human beings. Students will be taught that science cannot comment on the role (a presence or an absence) of the supernatural in natural events.
- Topics such as Creationism (origins explained by reference to a deity), Intelligent Design (origins explained by reference to an unspecified designer), and Metaphysical Naturalism (the philosophy that the natural world is all that exists) extend beyond the scope of science and will not be taught.
- As with other topics in grades K-8, we will adhere to the Core Knowledge Sequence for determining when the theory of evolution is introduced to students (7th grade) and which subtopics will be covered.

Science Textbooks:

Science text books which support the Core Knowledge Science Sequence and the high school science program have been approved for use in some grades. These are:

5th grade uses the Prentice Hall Science Explorer series books From Bacteria to Plants and Chemical Building Blocks.

6th grade uses the Prentice Hall Science Explorer series books Astronomy, Earth's Water, Inside Earth, Motion, Forces, and Energy.

7th grade uses Glencoe Science Introduction to Physical Science, and the Prentice Hall Science series books Cells, Heredity, Evolution.

8th grade uses Glencoe Science Introduction to Physical Science, and the Prentice Hall Science series book Human Biology and Health.

9th grade biology uses Prentice Hall Biology (2006) by Miller and Levine.

10th grade chemistry uses Prentice Hall Chemistry by Wilbraham, et al.

11th grade physics uses Holt Physics by Serway and Faughn.

10th grade Conceptual Physics & Chemistry uses Prentice Hall Conceptual Physics by Hewitt.

Natural Disasters uses The Weather Book by Jack Williams and the Prentice Hall Science Series book Exploring Earth's Weather.

Astronomy elective uses Journey to the Cosmic Frontier by John D. Fix.

Earth Science elective uses Earth Science by Tarbuck and Lutgens.

AP Biology uses Campbell Biology, AP 9th Edition by Reece, et al.

AP Chemistry uses Chemistry, The Central Science 12th AP Edition by Brown.

References:

[NAC] *Science and Creationism, A view from the National Academy of Sciences*. Second Edition. National Academy Press. 1999.

LCS Policy 7.3 Adopted: 9-07-00 Amended: 5-22-14

1.15. Parental involvement and volunteering

[Back to top](#)

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

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

The family naturally provides the most influential and effective context for basic lifelong learning and teaching. For this reason, and at the discretion of the classroom teacher or 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 opportunity to volunteer in that grade at the teacher's discretion.

Parent Involvement, Observation, and Volunteering

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

1. Parent volunteers are an integral part of The 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 The Liberty Common School must have a current, signed Volunteer Application & Agreement Form, and Volunteer Oath Form on file with the school. Volunteer applications are subject to background checks. All volunteers are required to complete the volunteer application on the Poudre School District website found at www.psdschools.org.
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 The 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.

1.16. Volunteer code of conduct

[Back to top](#)

Volunteers at The Liberty Common School shall:

- Be on-time and reliable in fulfilling volunteer commitments.
- Exercise kindness while volunteering for Liberty Common School.
- Respect and abide by the confidential nature of anything they might see or hear while volunteering.
- Be prompt and dependable for the times they agree to volunteer
- Conduct themselves in a businesslike and fair manner, without partiality to individual students.
- Motivate children to work and help them succeed in school.
- Graciously accept direction and constructive criticism from staff members for which they are volunteering.
- Acknowledge the teacher as the authority in the classroom.
- Not confront a teacher regarding disagreements or differences of opinion in the presence of children.
- Be respectful of the classroom by not disrupting a teacher's instructional time or student learning.
- Schedule all in-classroom volunteer hours through the 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 (672-5500) 24 hours in advance and inform appropriate staff of any volunteer replacements via voicemail.

LCS Policy 6.2 Adopted 4-22-05

1.17. Teachers and professionalism

[Back to top](#)

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

Professionalism requires a body of knowledge and skill applied with a clear level of accountability that affords the flexibility to accomplish the defined task. All teachers have a different style of teaching—the unique blend of classroom characteristics that enables them to give the very best of themselves to the education of their students. The teacher's style sets some basic parameters for the parents as well as the children. Within those parameters, and at the teacher's and/or Principal's discretion, parents have all the opportunity to assist the teacher. A high level of parental involvement is actively encouraged, and teachers are expected to incorporate parental volunteer efforts in the classroom as much as is reasonably possible. Parents with children in a classroom will have the priority for volunteer opportunities in that class.

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

1.18. Board of Directors

[Back to top](#)

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

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

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

1.19. Community involvement

[Back to top](#)

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

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

1.20. Student accountability

[Back to top](#)

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

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

1.21. Academic Support Team (AST)

[Back to top](#)

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

Academic Support Team’s primary mission is to support students who are at risk academically by identifying and addressing barriers to their success. It improves student success toward mature literacy and independence by providing specialized instruction. AST addresses concerns through many avenues: Response to Intervention, English Language Acquisition, 504s, Advanced Learning, and special education. Support is given judiciously and only as needed. Liberty Common School intervenes with solutions while still ensuring that its students are educated with the Core Knowledge curriculum. When difficulties arise, the following steps occur. Students move to the next step if improvements are not seen.

1. General education teachers work with the student and his or her parent/s to alleviate the problem.
2. The Student Teacher Assistance Team (STAT) – a group composed of general educators, administrator/s, and AST representative/s – through referral, offers advice to teachers and/or parents and determines the next step.

3. The student may be referred to AST for further intervention and support through the RTI process (RTI=Response to Intervention.) A student may also need screenings, observations, other testing, or an accommodation plan. STAT monitors progress and may revisit to change the plan as needed.
4. If steps 1-3 do not remediate the problem, STAT may refer a student for a special education evaluation. Written permission is required before such an evaluation can take place.

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

LCS Policy 7.18. Adopted: 12-20-12

2. Academic Policies

2.1. Enrollment

[Back to top](#)

Per the Admissions Process defined in our charter application and contract with Poudre School District (PSD), The Liberty Common School (LCS) will not make any distinction on account of disability, race, creed, color, gender, national origin, religion, or ancestry of any student who seeks admission. Furthermore, admission will be offered publicly to Kindergarten through 11th grade 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.

Vacancies exist whenever the number of students enrolled in a grade level is below capacity. As vacancies occur, those vacancies will be filled using a lottery system (subject to the exceptions listed in section d) below). 7th through 11th grade students will be eligible to fill a vacancy after participating in a conference between the student, parent, and Principal to discuss curriculum, required levels of performance, dress code, rules, and other expectations. This conference may include discussions of academic achievement in previous schools and written or verbal evaluations. Admission will be formally granted to the student at the discretion of the Principal.

The following lottery enrollment procedure will be implemented:

- a) Parents of potential new students must complete a *Lottery Form*, at which time their child's name will be added to the appropriate grade-level Enrollment Pool. Potential students may be added to the Enrollment Pool at any time during the year.
- b) When a vacancy occurs during the school year, that vacancy may or may not be filled at the school's discretion. If LCS chooses to fill the vacancy and has more applicants in the Enrollment Pool than spaces available, the spaces will be filled by lottery among those students currently in the Enrollment Pool.
- c) To be included in the Enrollment Pool for the initial enrollment for the upcoming school year, parents must complete the *Lottery Pool Form* during the open enrollment period. Open enrollment closes on February 1 for the first lottery drawing, and this lottery to fill vacancies is held from February 2–10. This lottery determines the initial enrollment for the upcoming school year.
- d) The following lottery enrollment procedure will be implemented in the following order of precedence.
 1. Currently enrolled students
 2. Founding parents' children names in the 2009 contract addendum with PSD
 3. Children of full-time staff
 4. Siblings of currently enrolled students
 5. Children of graduates of Liberty Common High School from 2013 and beyond, and children of graduates of Liberty Common School's 9th grade from 2009 and before.

6. Students on the lottery list residing within the Poudre School District whose parent or guardian has attended a public information night.
7. Students on the lottery list residing within the Poudre School District whose parent or guardian has not attended a public information night.
8. Students on the lottery list residing outside the Poudre School District whose parent or guardian has attended a public information night.
9. Students on the lottery list residing outside the Poudre School District whose parent or guardian has not attended a public information night.
10. All other students on the lottery list

LCS Policy 8.1. Adopted: 8-23-01 Amended 3-4-14

2.2. Credits and grades

[Back to top](#)

Academic Term:

Liberty Common High School operates on a traditional semester system. A semester system divides the academic year into two equal terms.

Course Credit:

Course credit is awarded for all courses on a semester basis, whether the course is a semester or year-long course. Students earn five (5) credits for each semester course completed with a 69.5% or higher. A failing grade is defined as a D or an F in a semester course.

Credit Enrollment Minimums:

Freshman =	70 credits
Sophomore =	70 credits
Junior =	70 credits *
Senior =	70 credits *

*Students must have administrator approval to take less than 70 credits unless enrolled in two or more AP courses.

Credit Benchmarks:

Sophomore =	60 credits
Junior =	120 credits
Senior =	180 credits
Graduate =	240 credits

Transfer Credit

Courses taken in junior high do not count for high school credit, even when a student was awarded high-school credit at another institution.

All high-school credits earned at another institution will be considered as credit that can be put towards the completion of Liberty Common High School graduation requirements.

Only courses taken at Liberty Common High School will count toward a student's GPA.

Grade Point Average:

Includes grades in all courses taken while enrolled at Liberty Common High School, grades 9-12, adjusted.

Weighted Grade Policy

LCHS uses an *Adjusted GPA and Bonus Point System*.

The bonus point system allows students to earn GPA bonus points of .001 for each semester of credit earned in Advanced Placement (AP) courses and select college level courses in which students receive an A, B, or C grade.

The Adjusted GPA and Bonus Point System:

- Allows students to earn grade point averages (GPAs) higher than 4.0.
- More accurately reflects student effort and achievement and helps determine Valedictorian and Salutatorian Awards.
- Encourages and draws attention to rigorous performance.
- Rewards students for taking high-level courses.
- Does not penalize broad course selection (i.e., electives).
- Creates more competitive student transcripts for college admission and scholarships.
- Reduces the likelihood for multiple valedictorians.

Adjusted Grade Point Scale

Numerical Scale	Letter Grade	Quality Points
97.5 – 100	A+	4
92.5 – 97.4	A	4
89.5 – 92.4	A-	4
87.5 – 89.4	B+	3.333
82.5 – 87.4	B	3
79.5 – 82.4	B-	2.667
77.5 – 79.4	C+	2.333
72.5 – 77.4	C	2
69.5 – 72.4	C-	1.667
67.5 – 69.4	D+	1.333
62.5 – 67.4	D	1
59.5 – 62.4	D-	0.667
59.4/below	F	0

LCHS Transcript Grade Legend (9-12)

P - Pass

W - Withdraw

WF - Withdraw Failing

NG - No Grade

R - Repeat/Delete

CR - Credit Recovery

Class Rank

Liberty Common High School does not rank its students.

Valedictorian and Salutatorian

In order to qualify for valedictorian or salutatorian consideration, a student must have completed at least 120 credits at Liberty Common High School.

High School Course Retake Policy (9-12):

A high-school student may not repeat for credit any course in which a passing grade (C or better) has been earned. A student may repeat a course in which a failing grade was earned (D or F). The failing grade will remain on the student's transcript and factored into the student's GPA until the course is retaken and a final grade recorded by the teacher. Upon completion of the course, a student is required to complete a Grade Change Form. Upon approval from the academic dean, the original grade will be replaced with an "R" indicating the student repeated the course, and the grade was deleted. The grade earned in the repeated course will then be factored into the student's GPA. Grade Change Forms are available from the academic dean or registrar.

Credit Recovery Policy

Students in grades 9-12 receiving a grade of "D" (60-69.4%) in a required course may be allowed in some instances to recover the course credit by following a Credit Recovery Plan. Requirements for Credit Recovery:

- 1) A student's eligibility for Credit Recovery is at the discretion of the teacher and the principal.
- 2) The Credit Recovery Plan is determined by the teacher.
- 3) The Plan will outline in detail the steps the student must successfully complete in order to receive credit for the course without repeating the course.
- 4) The Credit Recovery Plan must be signed by the student and his/her parent/guardian.
- 5) The student must pay the required fee.
- 6) Successful completion of the Credit Recovery Plan is at the sole discretion of the teacher.

If the student successfully completes the Credit Recovery Plan, the student will receive a 'D' for the course, but will not be required to repeat the course in order to graduate. The student's transcript will indicate the student has met the graduation requirement for that course.

Additional High-School (9-12) Academic Policies

- Students are allowed one study hall per semester. Students may request two study halls in one semester when taking two or more AP or college-level courses. All other requests for two study halls will be considered on a case-by-case basis.
- Level 1 foreign-language courses taken in junior high may be repeated in 9th grade for credit with a teacher recommendation.
- The 30 foreign-language-required credits may be fulfilled by taking level 1 Latin, Spanish, and French in high-school.
- The Composition II and Personal Finance requirements may be fulfilled during the junior or senior year.
- The PE, US Government, Science elective and English elective requirements may be fulfilled at any time.
- The PE graduation requirement can be fulfilled through successful completion of a PE elective, the Health course, or one season of high-school athletic participation.
- LCHS does not offer summer school. Summer school and online courses do not fulfill LCHS graduation requirements.

2.3. Graduation

[Back to top](#)

All LCHS students in grades 7th – 12th 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.

Senior students must earn a minimum of 240 credits and be clear of all school-related financial balances (lunch fees, book fees, athletic fees, etc.) in order to be eligible to be awarded a Liberty Common High School Diploma and to participate in the official graduation ceremony.

On-stage participation in the official, school-wide ceremony by graduating seniors is optional and is not required in order for a graduating student to receive an earned diploma. At the administration's option, a separate, private, individualized graduation ceremony may be arranged either before or after the official, school-wide event, at a student's request, for any student not participating in the annual school-wide graduation ceremony.

Graduating seniors must indicate their intention to exercise their option to participate in the official LCHS graduation ceremony beforehand by affirming, in writing, their agreement to observe and abide by the LCHS Graduation-Ceremony policies as set forth herein.

LCHS Graduation-Ceremony Policy

- Graduating senior students must attend rehearsal and planning meetings as scheduled and convened by the administration. Any unavoidable absences must receive prior approval from the administration.

- All graduation attire and decorations must be officially authorized by the administration. Daily Dress-Code-compliant clothing must be worn underneath the graduate's graduation gown. Following are some examples of items and applications which are expressly not authorized or appropriate for LCHS graduation ceremonies: Any garment or decorative item not authorized by the administration including but not limited to distracting accessories, decorated or embellished mortar boards or graduation gowns; nonconforming robes, tassels, cords, bibs, shawls, stoles, or scarves; distracting footwear, light-emitting objects, electronic, mechanical, or audible devices, nonconforming props or any handheld item; face paint, unnatural hair color; or any other personalized embellishments intended to attract individualized attention to a graduate during the official, school-wide ceremony.
- There shall be no remarks, speeches, performances, or presentations at the official school-wide graduation ceremony made by any student or group of students except for those expressly authorized by the administration and listed in the event program. The administration shall approve the form, timing and content of any student remark, presentation or other communication prior to the graduation event. There is no right or entitlement created or implied for any student to speak, perform, or present at an annual, official, school-wide graduation ceremony. Any student who accepts, at his or her option, an invitation from the administration to deliver remarks, a presentation, or participate in any performance whatsoever must adhere to texts, scripts, lyrics, content, timeframes and any other parameters which have been prior-approved by the administration. Any student invited to make any speech, deliver any remarks, or perform in any way, must agree to contain remarks to pre-approved texts, scripts, lyrics, content, timeframes and any other such parameters. The administration shall approve only student remarks, speeches, lyrics, and presentations which relate plainly to the academic mission of the school, which comport with the school's character-education goals, and which reflect the corporate objectives of the institution as established by the Liberty Common School Board of Directors. The administration shall not approve or authorize any event communication which demeans or impugns the institution, its Board of Directors, or any of its employees; which demeans or impugns any individual; which overtly expresses politically partisan themes; which includes offensive language; which glorifies death, violence, self-injury, drug abuse or alcoholism, or any other harmful or destructive behavior; which expresses (overtly, by reference, or metaphor) sexual behavior or sexual situations, including but not limited to preference, identity, orientation, innuendo, humor, tolerance for abuse, or any sexual conduct; or which expresses racial, ethnic, or religious bigotry.
- Contingencies: Any questions regarding the conduct of an LCHS graduation event arising due to unaddressed or un-contemplated situations or contingencies will be judged and resolved by the administration. Please obtain prior administrative approval before making any clothing, accessory, celebratory, or communications decisions not made clear by this policy. "I didn't know" is not an excusable justification for graduation-event noncompliance.
- Desist and Removal: Any graduating senior who, in the opinion of the administration, signals infidelity to his or her stated agreement with these policies

agrees to be absent from the all-school graduation event, and to be removed from the graduation-event premises should a signal of infidelity occur after the ceremony has begun.

2.4. Schedule changes

[Back to top](#)

LCHS Schedule Change Policy (7-12)

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 LCHS builds the Master Schedule based upon those course requests. When students do not receive their priority course requests, the registrar and academic dean work to ensure students receive their alternate course requests.

Students may make schedule changes for the following reasons:

- Teacher recommendation
- Failing a required class
- Senior graduation requirement not scheduled
- 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.

LCHS Drop/Add Policy (7-12)

- The deadline for schedule changes for all LCHS students (7-12) is five school-days after the semester begins.
- A high-school student (9-12) who drops a course between the published deadline for schedule changes and the end of the fourth week of the semester will receive a “W” noting the student withdrew from the course. The “W” will appear on the student’s transcript but will not affect the student’s grade point average.
- A high-school student (9-12) who drops a course after the first four weeks of a semester shall receive a “WF” noting that the student has withdrawn from the class failing. The “WF” will appear on the student’s transcript and will be calculated as an “F” in the student’s grade point average.

2.5. Promotion policy

[Back to top](#)

Junior High School (Grades 7-8)

It is our goal for parents, teachers, and students to work together during the year to insure students are developing responsible work habits and achieving at passing levels. We do not force a bell curve. Rather, our metaphor is that 70% is the bar, and all students need to “jump” that 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 specials and electives) 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.

High School (9 –12)

Student must have a minimum amount of credits from the proper courses in order to be promoted to the next grade. To be considered a sophomore a student is required to have 60 credits, to be considered a junior a student is required to have 120 credits and to be considered a senior a student is required to have 180 credits. All students must meet the minimum credits required for each core content area as detailed in the high-school graduation requirements.

We do not force a bell curve. Rather, our metaphor is that 70% is the bar, and all students need to “jump” that bar. For this reason, a failing grade is defined as a D or an F in a subject. If a student fails the indicated class or classes, he or she may not have earned enough credit to move on to the next grade level at the end of the year, and will need to repeat any failed semester of a required course.

Course credit is awarded for all courses on a semester basis, whether the course is a semester or year-long course. Students earn five (5) credits for each semester course completed with a 70% or higher.

2.6. Homework and classwork

[Back to top](#)

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

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

Homework assignments should be expected Monday through Thursday of each week and on some weekends. High School homework policies will be modified as deemed appropriate by 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 make Liberty a great school. With such a rich and rigorous curriculum, the students need time to work at home. We are aware that the student is involved with other interests and activities outside of school. The staff and administration will attempt to coordinate their schedules and calendars so the students are not inundated with work on the same day. It is understood that homework will be given and will vary depending on the work assigned on a given day, the students’ organizational skills and study habits, and the nature of the assignments. Students are expected to learn how to use their free time effectively to complete the required work at each grade level. Parents are expected to support their children in this endeavor. 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. LCHS 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.

2.7. PowerSchool

[Back to top](#)

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.

2.8. Books

[Back to top](#)

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

Replacement Cost for Lost or Damaged Books

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

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

3. School Policies and Services

3.1. Communications

[Back to top](#)

The official means of communication of The Liberty Common School is the Monday Notes 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.

Mid-Term Reports and Report Cards

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

Advertising on School Grounds

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

Lyceum

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

3.2. Attendance

[Back to top](#)

Attendance Line: (970) 672-5500, then press 2 to report an absence or late arrival.

If your child is absent due to illness or an appointment, please call to make us aware of the situation before 8:15 a.m. Please call each day your child is to be away from school and state the reason for the absence on the Absence Line (672-5500, then press 2). It is critical to student safety that we know where students are on school days. The office staff must place calls daily to parents who have not contacted the Absence Line. Parents will be notified that an absentee call was not received via our automated telephone-broadcast system called School Reach. To minimize these calls, please make sure to promptly inform the school of your student's absence.

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 High School (grades 7 – 12) begins promptly at 7:45 a.m. Arrival on the school premises should be no earlier than 7:15 a.m. The school's doors officially open at 7:30 a.m.

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 7:45 a.m. 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.

3.3. Closed Campus

[Back to top](#)

LCHS 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. The following privileges are the only controlled exceptions to this LCHS closed-campus policy:

- Open-Campus Lunchtime Privileges – On all Block-Week Wednesdays (typically twice per month), seniors may leave the LCHS campus during lunchtime (10:36 – 11:25AM). Juniors may also enjoy open-campus privileges on the first Block-Week Wednesday of the month. The administration may extend open-campus privileges to other students (for example, sophomores are typically awarded open-campus privileges on the last Block-Week Wednesday of the school year). All students exercising their open-campus privilege must sign themselves out of the school, and sign back in on sheets posted near the school’s main entrance. This is an important precautionary procedure should any emergency occur requiring a building evacuation. In the case of such an emergency, it is critical LCHS office staff be able to quickly determine which students are in the building, and which ones are off campus. Students exercising their open-campus privileges must leave the area during lunchtime. For example, students are not permitted to sit in their vehicles near the school, loiter in the nearby neighborhood, etc. Returning late from open-campus leave is not tolerated and typically results in suspension of the privilege for the entire student body.
- Early Dismissal (9th hour) – All LCHS students (grades 7th – 12th) who are in good academic standing may depart LCHS at 2:45PM before the school day officially ends. The academic school day at LCHS officially ends at 3:15PM. The last half-hour of the school day is called “9th Hour” and is devoted to academic clubs, academic tutoring and silent study halls. This is valuable and productive student-teacher contact time. Most LCHS students remain in the building and take advantage of 9th-Hour enrichment opportunities despite being free to leave.

LCHS encourages all students to participate in, and take full advantage of 9th-period academic activities.

Many students participate in sports and other extramural activities which sometimes necessitate an earlier departure. In these cases, LCHS allows students in good academic standing to depart the building between 8th and 9th period (at 2:45 p.m.). Parents should discuss 9th-Hour attendance expectations with their students and determine whether this option is in their student's better interest.

Students opting to depart LCHS between 8th and 9th period are absolutely required to depart between 8th and 9th period. Students may not linger in hallways or loiter about the school during 9th period. They must be out the school door and decisively moving along their way. This is strictly enforced.

Be mindful the passing period is an efficient five-minutes long (one minute longer than normal passing periods). Nonetheless, when the 9th-period bell rings, students need to be either in a classroom or off the school premises and departing the neighborhood. Otherwise, they're considered tardy for their 9th-period destination.

We understand this can make leaving difficult for students collecting take-home items (such as musical equipment) especially when stashed in multiple locations. However, students also need to understand that the school day at LCHS actually ends at 3:15 p.m., and that leaving early entails maintaining noise-free and distraction-free order for the majority of students who remain in classrooms learning or studying throughout 9th period.

Students may not, of their own volition, leave the school during any class time - including *during* 9th period – they must depart *before* 9th period (2:45 – 2:50PM). Students in the hallways or on the school grounds after the start of 9th period will be directed to a club or study hall for the duration of the school day (until 3:15 p.m.). As with any other time of day, if parents wish to "sign out" their student during class time - including during 9th period - they may come to the Front Office to sign their student out of school and escort them away.

Students may leave the premises between 2:45 – 2:50 p.m., on foot, drive themselves off the premises, or be picked up. Students may not loiter on school grounds during 9th period even if waiting to be picked up by a parent or other driver. They may not wait or loiter on off-property sidewalks, curbs or streets within view of LCHS. If they opt to depart after 8th period, they must be off the school property and out of view of the school by 2:55 p.m., or they will be deemed tardy for 9th-period and brought back into the school for the remainder of the school day. The purpose of this is to preclude idle students distracting studying students who are still inside the building.

Do not return. Students who depart LCHS at 2:45 p.m., may not return to the school later in the day. Students may not leave at 2:45 p.m., and then return at or after 3:15 p.m., (leading parents to believe they were in school during 9th period). Students leaving the premises at 2:45 p.m., and who need parent pickups after 2:55 p.m., must make arrangements to be picked up elsewhere.

These parameters are strictly enforced due to a longstanding commitment LCHS made to the surrounding neighbors that LCHS students will not loiter, linger, or walk through the Rigden Farm neighborhood, other than for normal travel between LCHS and students' homes. This important commitment was made and has been faithfully maintained out of respect for our neighbors and their property, and comports with the reality that LCHS is located in the middle of a residential neighborhood. This circumstance requires all students and families to respect our neighbors and the promises we have made to them.

The administration may rescind 9th-Hour early release privileges for students determined to be in violation of 9th-Hour early release parameters and expectations as herein described. The administration may rescind 9th-Hour early release privileges for student

cohorts (for example, an entire class, a House, an Order, etc.) or suspend or terminate the privilege entirely if violations are chronic or occur *en mass*.

We are hopeful this more-flexible, privileged option reduces distractions during 9th period while affording students participating in other activities greater allowance to attend them. If you have any questions or suggestions regarding these new procedures and expectations, please do not hesitate to contact the LCHS principal at (970) 672-5500.

3.4. Transportation

[Back to top](#)

LCHS students should be dropped off no earlier than 7:15 and should leave campus by 3:30 unless arrangements are made with a specific teacher or coach.

The Liberty Common School shuttle bus is currently making two loops from the elementary campus to the high school campus. The bus will be at the high school for a pick up at 2:50 p.m. Students from the high school will load onto the bus and be taken to the elementary school. The bus will unload the high school students and pick up the elementary students** at the Advanced Energy parking lot location. At 3:05, the bus will return to the high school and drop off the elementary students** and then pick up any LCHS students needing to go to the elementary at 3:20. The bus will drop off the students in the front of the elementary school on the second loop.

**Only elementary students who have older siblings or parents working at the high school are permitted to ride the bus to the high school.

At the start of each school year, parents will be required to fill out an Intent-to-Ride Form stating that their student will be riding the bus on certain days. LCS uses this information to ensure we have enough seats on the bus for students to ride safely.

Bus Shuttle

There will be a bus shuttle that will run every day after school. Students must complete the *Intent to Ride* form, available on the website, prior to riding the shuttle bus. Below is the bus schedule.

- 2:50 High School (front of building)
- 3:05 Elementary School (**Advanced Energy Parking Lot**)
- 3:20 High School (front of building)
- 3:35 Elementary School (front of building)

Elementary Bus Student Pick Up



3.5. Traffic Plan

[Back to top](#)

All drop-off and pick-up traffic must proceed in a clockwise direction on the public streets around the school property. This ensures there is no need for students to cross a street. Please refer to the attached traffic-pattern map. (Diagram #1)



Diagram #1 – LCHS Traffic Flow

Students are to be dropped off and picked up – curbside only – on any of the streets surrounding the school property: Kansas Drive, Limon Drive, Minnesota Drive or Custer Drive. Do not allow students to enter or exit vehicles from the street-side (left side) of vehicles.

LCHS has several inexperienced drivers; please be patient with them.

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

The school parking lot will not be used for before-school drop off or after-school pick up. If special circumstances occur, please speak to the LCHS personnel controlling parking lot access.

Students walking or biking to school must make legal street crossings at intersections approaching the school property. No mid-block street crossings (jaywalking). Bicyclists must dismount bicycles when crossing streets onto the LCHS property. Bicycles should be walked when on LCHS property including sidewalks.

Student Drivers: Park your vehicle anywhere around the school building except in the frequently used drop off and pick up zones located on Kansas Dr., Minnesota Dr., and Custer Dr. (see diagram #2). 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. Through an official agreement with Timberline Church, students may also park in any one of their parking lots located to the southwest of LCHS.



Diagram #2 – Prohibited Student Parking
 In an effort to streamline drop-off and pick-up times, students may NOT park in the areas indicated above in red.

Parking Lot Protocol: During the school day, the LCHS parking lot is intended for faculty, staff, disabled visitors and those attending business in the school (1 hour or more). Please utilize on-street parking for short-term visits.

One-Way: The LCHS parking lot has a one-way entrance from Minnesota Dr., and a one-way exit to Custer Dr. Both the entrance and exit to the lot have directional arrows painted on them. Please never enter or exit the lot at the improper locations.

Leadership and Safety: Many LCHS students are driving and some are learning to drive. Please provide them only sound examples of driving courtesy and traffic safety:

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

neighborhood.

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

3.6. Discipline code

[Back to top](#)

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

The Principal, Assistant Principal, or faculty members may assign consequences. Depending on the nature of the offense, damages to others, and continued pattern of offenses, consequences may include detentions, service, student behavior plans, fair remuneration, relinquishing privileges, apologies, required extra work, and/or activity restrictions. Should a situation become more severe, a parent conference will be required immediately. For major infractions, suspension procedures will be followed.

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

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

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

Junior high and high school discipline procedures may be developed separately. Unless otherwise specified, the above guidelines apply.

3.7. Discipline procedures

[Back to top](#)

Conduct Violations Defined. 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.

Tardiness, Dress-Code Violations, Gum Chewing, Skiving. All LCHS students, grades 7-12, 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 the Administration.

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 the school administration 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 apprised 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. Houses are regularly rewarded upon good attire. The best-dressed male and female of every quarter are each awarded \$200 in gift certificates each and school privileges per recognition. Dress Code incentive days have been and will continue to be generously administered.

Punctuality. Students arriving late for class will be recorded as "tardy" by their instructors. Students arriving after 7:45 a.m., 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.

Skiving Defined. Liberty's ninth-hour "club" options are a great opportunity for students to get extra help in their studies. Students falling behind in their grades may be required by their instructors to attend 9th hour study clubs 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, detentions, and other staff-assigned appointments.

Appeal to parents. As a parent-run institution, the school relies on parents to support the policies that have been adopted by parents through the school's Board of Directors. To review the LCHS Dress Code, please see:

<http://www.libertycommon.org/highschool/studentlife/dresscode/index.html>.

Formal Discipline Proceedings (K-12)

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

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

Levels

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

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

Step 1, Initial suspension

An initial suspension will occur after a major infraction or a series of minor infractions, depending on the severity of the infraction(s). Step one, initial suspension, will include a minimum of a one-day, and a maximum of a ten-day suspension. A remedial student discipline plan may be created during the conference between parent, student, and

Principal and/or Assistant Principal depending on the severity of the infraction. A parent-student-Principal and Assistant Principal conference may be required before student re-admittance to the classroom. Depending on the severity of the infraction, the student may or may not be placed on a level 1 at this point.

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

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

Step 2, Final suspension

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

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

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

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

- Carrying, bringing, using, or possessing a dangerous weapon (including a firearm or firearm facsimile, any pellet, or BB gun or other device operational or not, designed to propel projectiles by spring action or compressed air, fixed blade knife

with a blade that measures longer than three inches in length or a spring loaded knife with a blade longer than three and one-half inches, any object, device, instrument, material, or substance, whether animate or inanimate used or intended to be used to inflict death or serious bodily injury. Non-lethal devices related to this section may be specifically authorized by school administration for legitimate school activities – such as theatrical productions, sports [for example, fencing], or other school-sanctioned activity – prior to use or possession on school property);

- The sale or possession of a drug or controlled substance;
- Death threats to other students, faculty, administration, or Members of the Board of Directors;
- The commission of an act, which if committed by an adult would be robbery, or assault other than third degree assault.

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

3.8. Bullying

[Back to top](#)

Bullying, intimidating (physically or verbally), chasing, handling or pulling on another student's clothing is not allowed. When it does occur, students and staff are required to adhere to the following protocol:

1. The student being bullied must ask the person who is bullying to stop. The student should not joke around or make light of it. The student should look the person directly in the eye and request that the person stop that behavior.
2. That person now has two choices. He or she can stop the behavior or continue it. If the behavior stops, that problem has been eliminated.
3. If the problem persists, the student must demonstrate the character to do what is right. This means reporting the problem to someone in control, which is usually the classroom teacher.
4. The teacher then should address the problem with the person and the person's parents. Expectations should be clearly defined for the person doing the harassing.
5. If the bullying continues, then this will then become a concern of the Administration. They should be informed of the history of the situation and then establish a behavior contract with the person.
6. If the person does not adhere to the behavior contract, then he or she is subject to In-School Detentions, Out-of-School Suspensions, or potentially an Expulsion.

Parents and students should confer with an administrator if there are questions or concerns.

Bullying is the use of coercion to obtain control over another person or to be habitually cruel to another person. Bullying can occur through written, verbal or electronically transmitted expression or by means of a physical act or gesture.

Bullying is prohibited on school property, at school-sanctioned activities and events, when students are being transported in any vehicle dispatched by the school, or off school property when such conduct has a nexus to a school curricular or non-curricular activity or event.

A student who engages in any act of bullying is subject to appropriate disciplinary action including but not limited to suspension, expulsion and/or referral to law enforcement authorities. The severity and pattern, if any, of the bullying behavior shall be taken into consideration when disciplinary decisions are made.

Cyber-Bullying

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.

3.9. School-wide Dress Standards

[Back to top](#)

School-wide dress standards at Liberty Common School are established for the purpose of creating an environment of academic excellence without unnecessary distractions and to reduce social distinctions. It is intended to support and reinforce all aspects of Liberty Common School's Character-Education efforts.

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.

Standards for Daily Dress

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

Liberty Common High-School scholars, 9-12, may dress according to the "Choice" Dress Code or Dignitary Dress. LCHS is a business-casual environment at minimum. LCHS (9-12) Dignitary Dress is professional dress that goes above and beyond the LCHS business-casual Choice Dress Code, and is encouraged at all times.

Dignitary Dress

Men: Sport coat or business suit, solid or geometric-pattern tie, white shirt (with white undershirt), and dress shoes. Jacket color must be solid navy blue or fall within the range of black to gray. Suit vests or sweater vests are optional. Hair neatly groomed. No facial hair. Shoes shined.

Women: Any solid navy, blue, grey or earth-tone business suit. Any combination of solid earth-tone, business-style skirt/slacks and jacket (two tone optional). Solid white or cream blouse. Dress shoes. Hair neatly groomed. Ties, bows or scarves are optional.

As long as LCHS scholars choose to abide by their grade-level dress codes they will be able to enjoy the freedoms they provide. LCHS scholars who repeatedly choose not to comply with the Dress Code will lose their associated privileges and will be required to revert to the Liberty Common School-Wide Dress Code for a time determined by the high-school administration. LCHS students/parents should be prepared to obtain school-wide Dress-Code-compliant clothing in the case that a student loses his/her Dress-Code privileges.

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.

School-Wide Dress Code (All 7th – 12th Grade Scholars)

Acceptable

Acceptable Tops

- Shirts or blouses with a button-up or snap-up collar, or polo shirts; only the top snap or button may be unfastened.
- Shirts must be tucked in while in the building except in P.E. class.
- Solid-colored non-hooded sweaters, sweatshirts, vests, dress jackets, athletic-type jackets and Liberty jackets worn with a Dress-Code-compliant top.
- Outdoor wear may be worn to the student's locker upon entering the building and in the lunchroom during lunchtime.

Acceptable Top Colors/Logos

- Any non-neon solid color.
- Polos and non-hooded sweatshirts with a Liberty logo.
- Liberty-issued patches.

Acceptable Undershirts

- Undershirts, including long-sleeved undershirts, may be worn under a Dress-Code-compliant shirt.

Acceptable Bottom Colors/Fabrics

- Navy, black, or tan colors not faded to gray.
- Regular fabrics which are woven, twill, and corduroy.
- On approved "Jean Days" and "Free-Dress Days," denim must be a solid color, in good condition, not tattered, frayed, threadbare, or bleached.

Acceptable Bottoms

- Trousers, slacks, skorts, skirts, capris, and jumpers.
- Trousers must touch the top of the shoe in front and not drag on the ground when standing.
- Jumpers must be full bodice and may not have bib-type overalls.
- The maximum number of pockets for trousers is five.
- Discreet logos on waistbands.

- Short's hem must fall between the kneecap and 3 inches above the top of the kneecap in front and back when standing. The hem of skirts and jumpers must fall between the ankle and 3 inches above the top of the kneecap in front and back when standing.
- Solid-colored leggings and tights in any of the approved bottom colors, worn as stockings under Dress-Code-compliant skirts or shorts.

Acceptable Shoes

- Shoes appropriate for daily activity and not distracting.
- Sandals with back straps/heel straps.
- Dress pumps with or without heel straps.
- Tennis/athletic shoes with non-marking soles; these are required for P.E. class.

Acceptable Accessories/Jewelry

- Jewelry and accessories in good taste and modest in size.
- Ear piercings, up to two per ear, for females.
- Make-up must be modest, natural, low key and in good taste.
- Hair color is limited to two natural colors.
- Contact lenses in a natural color, both eyes the same color.
- Scarves in non-neon colors.
- Neckties and/or bowties in non-neon colors; ties should be in good taste and must be worn snug at the collar.
- LCHS-inscribed jewelry and class rings.
- ID bracelets or small writing/labels that cannot be read from a few feet away.

Acceptable Miscellaneous Items

- All attire must be clean, neat, modest and in good repair.
- Students must remain in Dress Code until they leave the school, unless authorized.

Unacceptable

Unacceptable Tops

- Collarless shirts.
- Sleeveless tops or shirts that reveal shoulders, straps, or undergarments.
- Tops that are excessively tight, showing any descriptive lines of the body.
- Tops with zippers or laces and pullover shirts.
- Clothing tied around the waist.
- Hoods on any clothing other than outdoor wear.

Unacceptable Top Colors/Logos

- Neon colors.
- Stripes, prints, designs, and non-Liberty logos.
- Writing, drawings, or depictions.

Unacceptable Undershirts

- Exposed undergarments (this includes but is not limited to camisoles and tank tops, unless the undershirt is at the manubrium ridge and is able to remain there on its own).
- Undershirts with visible symbols, writings, or designs.

Unacceptable Bottom Colors/Fabrics

- Denim, regardless of color except on approved days. Denim and twill are very similar, but when denim wears the worn part shows white, whereas twill does not.
- On approved “Jean Days” and “Free-Dress Days,” tattered, frayed, multi-colored, threadbare, or bleached or “bleacher” denim.

Unacceptable Bottoms

- Nylon flight pants, gauchos, cargo pants, cargo shorts, sweats, stretch pants, leggings, yoga pants, overalls, spandex, lace, sheet clothing, or pants with zippers down the side.
- Pockets below the usual pocket level; all pockets should be attached to, or just below, the waistband (two in the front, two in the back, and one small coin pocket).
- Poorly fitted trousers, baggy trousers, trousers with a sagging crotch, or trousers worn below the waist.
- Patterned hosiery.

Unacceptable Shoes

- Flip-flops.
- “Five-toe” or over-the-calf sneakers.
- Visible writing on shoes.
- Lighted shoes, or shoes with rollers.
- Slippers or footwear resembling slippers.

Unacceptable Accessories/Jewelry

- Earrings on males.
- More than two earrings per ear.
- Visible piercings not in the ear, piercings covered with bandages, “clear” piercings (“plugs”).
- Illuminated or noise-making jewelry or accessories.
- More than two necklaces.
- More than one belt.
- More than one wristband or bracelet per arm.
- Jewelry, including wristbands, with visible writing.
- Visible tattoos or drawings on oneself.
- Radical (distracting) hairstyles or colors.
- Spikes or studs on any accessories or attire.
- Jewelry that depicts violence, glorifies death or violence including, but not limited to, objects or images that are depictions of (or materially) weapons, parts of weapons, ammunition, knives, blades, chains, handcuffs, bones or skulls.

Unacceptable Miscellaneous Items

- Baggy clothing, clothing worn inside-out or backwards.
- Students changing out of Dress Code after school without prior authorization.
- See-through material (including sheer fabric and open-knit sweaters and lace). Fabrics must be thick enough to conceal skin and undergarments, unless there is an opaque layer that is Dress Code compliant.

Free-Dress Days: Clothing must be in good condition, not tattered, frayed, threadbare, or see-through. Tops must have sleeves. Shoulders, the midriff, undergarments, and Décolletage must be covered. Bottoms must be no shorter than three inches above the

knee and not excessively tight. No leggings worn as pants or tight-fitting yoga pants. No writing or images depicting violence or glorifying death or violence.

Fieldtrip Attire: Students will be in Dress Code or a modified version of the Dress Code at the discretion of the supervising faculty.

LCHS Choice Dress Code (Option for 9-12)

LCHS is a Business Casual Environment

Dignitary Dress/Business Formal is always encouraged at LCHS.

Acceptable

Acceptable Tops

- Short- or long- sleeved shirts, blouses, sweaters, or non-hooded sweatshirts in good condition.
- Shirts may be plain-front, button-up or snap-up.
- Males must wear shirts with collars.
 - Exception: Males may wear a crewneck sweater or sweatshirt with a collared or non-collared undershirt as a lower layer beneath. V-neck sweatshirts and V-neck sweaters require a collared shirt as a lower layer. Thermal-knit (waffle-knit) tops are not permitted.
- The lowest layer must be tucked in at all times while in the building.
- Un-tucked shirts (with tucked undershirt) must be kept at a reasonable level near the waistline.
- Light or athletic-type jackets without hoods may be worn indoors as long as a Dress-Code-compliant top is worn beneath (see logo restriction).
- Suit jackets, blazers, vests, sweaters and sport coats may be worn indoors.
- Cold-weather outerwear (parkas, jackets, coats, and hooded sweatshirts) may be worn in the lunchroom and outside during the lunch hour.

Acceptable Top Colors/Logos

- All colors.
- Stripes and patterns.
- Non-written logos, less than 1" x 1", or the size of a quarter.
- Liberty-issued patches, LCHS collared shirts, and LCHS non-hooded sweatshirts.

Acceptable Undershirts

- The lowest layer must be tucked in at all times while in the building.
- Undershirts, including long-sleeved undershirts may be worn under a Dress-Code-compliant shirt.

Acceptable Bottoms

- Trousers, slacks, shorts, skirts, and capris, in good condition.
- Trousers must touch the top of the shoe in front and may not drag on the ground when standing straight.
- Shorts: The hem must be no higher than 3 inches above the top of the kneecap in front and back when standing straight.
- Skirts: The hem of skirts and jumpers must fall between the ankle and 3 inches above the top of the kneecap in front and back when standing straight.

- Solid-colored leggings and tights are considered stockings and may be worn under Dress-Code-compliant skirts or shorts.
- Jeans worn on “Free-Dress Days” and “Blue-Jean Mondays” must be in good condition, not tattered, frayed, threadbare, or bleached.

Acceptable Bottom Colors/Fabric

- All colors.
- Fabrics in good condition, other than denim and nylon, that are thick enough to conceal skin and undergarments.
- Discreet logos on waistbands.

Acceptable Shoes

- Shoes appropriate for daily activity and not distracting.
- Sandals must have back straps/heel straps.
- Dress pumps are permissible – with or without heel straps.
- Tennis/athletic shoes with non-marking soles; these are required for P.E. class.

Acceptable Accessories/Jewelry

- Jewelry and accessories in good taste and modest in size.
- Ear piercings, up to two per ear, for females.
- Make-up must be modest, natural, low key and in good taste.
- Hair color is limited to two natural colors.
- Contact lenses in a natural color, both eyes the same color.
- Scarves.
- Neckties and/or bowties.
- Ties should be in good taste and must be worn snug at the collar.
- LCHS-inscribed jewelry and class rings.
- ID bracelets or small writing/labels that cannot be read from a few feet away.

Acceptable Miscellaneous Items

- All attire should be clean, neat, modest and in good repair.
- Students must remain in Dress Code until they leave the school, unless authorized.

Unacceptable

Unacceptable Tops

- Hoods on any sweaters, sweatshirts or jackets worn indoors.
- Athletic crewneck shirts, undershirts, baseball shirts, and non-collared shirts that are white or made of heather fabric, excluding sweaters.
- Sleeveless shirts (no part of the shoulder may be exposed).
- Front-opening tops with zippers, laces, or fasteners other than buttons or snaps.
- Tops that reveal shoulders, undergarment straps, midriff, back, or axilla (underarm/armpit).
- Tops that expose undergarments (this includes but is not limited to camisoles and tank tops, unless the undershirt is at the manubrium ridge and is able to remain there on its own).
- Tops that are excessively tight, showing descriptive lines of the body.
- See-through shirts (including sheer fabric and open-knit sweaters and lace). Fabrics must be thick enough to conceal skin and undergarments, unless the

bottom opaque layer is in Dress Code. Wrinkled, tattered, torn, worn, threadbare, or frayed tops. Thermal-knit (waffle-knit) tops are not permitted.

- Décolletage (the “four-finger rule”) visible from any angle. No skin may be exposed four fingers’ width below the manubrium ridge (top of sternum).
- Jackets, sweatshirts, or sweaters tied around the waist.
- Cold-weather outerwear (parkas, jackets, coats, and hooded sweatshirts) worn in classrooms or hallways when it is not lunchtime.

Unacceptable Top Colors/Logos

- Pictures or writing.
- Camouflage, floral prints or tie dye.
- Written logos larger than 1” x 1”, or the size of a quarter.

Unacceptable Undershirts

- Undergarments and straps may not be visible at any time (including camisoles and tank tops unless the undershirt is at the manubrium ridge and is able to remain there on its own).
- Thin camisole straps may not be visible.
- A shirt that requires frequent attention to keep in place at the “four-finger” mark.
- Visible symbols, writing or designs.

Unacceptable Bottoms

- Cargo shorts, gauchos, sweats, stretch pants, leggings, yoga pants, overalls, spandex, lace, or sheet clothing.
- Nylon flight pants, cargo pants, or pants with zippers down the sides.
- Pockets below the usual pocket level.
- More than 5 pockets. All pockets need to be attached to, or just below, the waistband – two in the front, two in the back, and one small coin pocket.
- Bottoms that are badly wrinkled, tattered, torn, threadbare, or frayed.
- Bottoms with a sagging crotch or worn below the hips.
- See-through bottoms (including sheer fabric and open knit sweaters and lace). Fabrics must be thick enough to conceal skin and undergarments, even when the bottom layer is in Dress Code.
- Patterned hosiery.
- Pants, skirts, and/or shorts, that are excessively tight, showing descriptive lines of the body.

Unacceptable Bottom Colors/Fabric

- Camouflage, floral prints, tie dye, or bleached blotch.
- Denim, or fabric that looks like denim, regardless of color. *Denim and twill are very similar, but when denim wears, the worn part shows white, whereas twill does not. The final call on denim belongs to the Administration.*

Unacceptable Shoes

- Flip-flops.
- “Five-toe” or over-the-calf sneakers.
- Visible writing on shoes.
- Lighted shoes, or shoes with rollers.
- Slippers or footwear resembling slippers.

Unacceptable Accessories/Jewelry

- Males wearing earrings.
- Females wearing more than two earrings per ear.

- Visible piercings not in the ear. Piercings covered with bandages, “clear” piercings (“plugs”).
- Oversized necklaces.
- More than two necklaces.
- More than one belt.
- More than one wristband or bracelet per arm.
- Jewelry, including wristbands, with visible writing.
- Illuminated or noise-making jewelry or accessories.
- Visible tattoos or drawings on oneself.
- Radical (distracting) hairstyles.
- Spikes and studs on any accessories or attire.
- Jewelry that depicts violence or glorifies death or violence, including, but not limited to, objects or images that are materially, or depictions of, weapons, parts of weapons, ammunition, knives, blades, chains, handcuffs, bones or skulls.

Unacceptable Miscellaneous Items

- Baggy clothing, clothing worn inside-out or backwards.
- Students changing out of Dress Code after school without prior authorization.
- See-through material (including sheer fabric and open-knit sweaters and lace). Fabrics must be thick enough to conceal skin and undergarments, unless there is an opaque layer that is Dress Code compliant.

Blue-Jean Mondays:

Denim bottoms are allowed every Monday. The denim must be in good condition, not be tattered, frayed, threadbare, or bleached.

Free-Dress Days:

The following restrictions apply: Clothing may not be tattered, frayed, threadbare, or see-through. No sleeveless tops, tops revealing the midriff, undergarments or Décolletage. Bottoms may not be shorter than three inches above the knee and may not be excessively tight. No leggings worn as pants or tight-fitting yoga pants. No writing or images depicting violence or glorifying death or violence.

Fieldtrip Attire:

Students will be in Choice Dress Code or a modified version of the Dress Code at the discretion of the teacher.

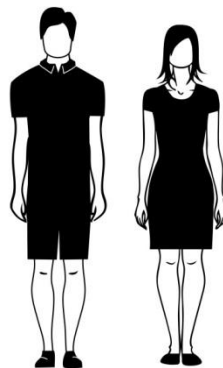
Result when a student violates the Choice Dress Code:
<ol style="list-style-type: none"> 1. Any teacher or staff member may address a student to correct a Dress-Code violation or send the student to the front office to have the issue resolved. 2. Students may be asked to change into a Dress-Code compliant clothing article that they have at school, is in the school’s Dress-Code closet, or is brought in by a parent/guardian. 3. Students must be in compliance with the Dress Code in order to attend classes. 4. Upon a 3rd Dress-Code violation within a quarter a student will no longer be eligible for the Choice Dress Code, but will be remanded to the School-Wide Dress

Code for two weeks.

5. Upon a 4th Dress-Code violation within a quarter a student will no longer be eligible for the Choice Dress Code, but will be remanded to the School-Wide Dress Code for one month.
6. Upon a 5th Dress-Code violation within a quarter a student will no longer be eligible for the Choice Dress Code, but will be remanded to the School-Wide Dress Code for the remainder of the school year, and he/she will lose the privilege to participate in Jeans Days, Free Dress Days, or Liberty T-Shirt Days.

Note: If the student must borrow clothing from the school, the student's account will be charged a \$20 deposit until the borrowed clothing is washed and returned to the school.

Contingencies: Any questions regarding student attire arising due to unaddressed or un-contemplated Dress-Code parameters will be judged and resolved by the administration. Please obtain prior administrative approval before wearing questionable clothing or accessories to school. "I didn't know" is not an excusable justification for Dress-Code noncompliance.



The clothing diagram above is a good guideline for appropriate coverage.

3.10. Mobile Phones, Communications Devices & Other Electronic Devices

[Back to top](#)

Cell phones may be used outside the building only before or after school. During school hours, cell phones must be kept in the lockers. If a cell phone is seen or heard inside the building during school hours (7:15-3:30), it will be confiscated immediately and given to an administrator. Other electronics cannot be used anywhere on school grounds at any time. This includes personal laptops.

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

3.11. The LCHS House system

[Back to top](#)

Description

The LCHS House System is a student organizational structure designed to manage LCHS students through the establishment of vertical divisions to achieve specific academic and student life objectives. The system supplants the traditional horizontal groupings of school class, age, and grade level by creating smaller integrated communities of students within the school.

The LCHS House 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 with at least two adults who will monitor and support the academic, social, moral, and behavioral growth of each LCHS student.
- To multiply occasions to build strong, healthy student relationships.
- To develop leadership skills in every student.
- To enhance recruitment of new students.
- To maintain relationships with LCHS graduates.

Organization

LCHS students from all grades are divided into five separate groups called “Houses.” Each House contains approximately 60-70 students. Each House is overseen by two “House Deans.” Each House may be divided further into “Mentor Groups” consisting of approximately 30-35 students. Each Mentor Group is staffed by a faculty/staff member. These groups remain together throughout the students’ high-school experience.

Unique Outcomes for LCHS

- Enhanced school-family spirit spanning freshman through senior class divisions.
- More robust opportunities for all LCHS seniors to be trained as leaders through hands-on service gaining meaningful valuable leadership experience.
- More robust leadership opportunities for LCHS underclassmen.
- Stronger interpersonal relationship skills for each LCHS student.
- More focused support internalizing LCHS character development.

House System Terminology

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

House Dean – A faculty member chosen to oversee the effective development of a House.

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

House – A group of approximately 60-70 students, freshmen through seniors.

House names – To be stated in Latin:

- *Domus Fortitudinis* (House of Fortitude)
- *Domus Gratitudeinis*: (House of Gratitude)
- *Domus Justitiae*: (House of Justice)
- *Domus Prudentiae*: (House of Prudence)
- *Domus Temperantiae*: (House of Temperance)

Mentor – A faculty member assigned to oversee the effective development of a Mentor Group.

Mentor Group – A multidivisional group of approximately 20 - 25 students within each House (similar in operation to “homerooms”).

School Captains – Seniors elected by the school to help lead all the Houses.

House Activities

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

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

House Competitions

Each year the Houses compete for the Neenan (David & Sharon) Cup Award. This award is given to the House that accumulates the most points in various diverse competitions that accentuate academic, athletic, leadership, character and school-spirit excellence.

Each quarter, Houses 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 LCHS administration.

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

House Assignments

Students are placed into each House 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 House. Attention will be paid to such individual strengths as aptitude, geography, confidence, athletic abilities, demonstrated leadership, and any other appropriate qualities of distinction. Siblings will be placed in the same House.

Recruitment

Toward the end of each school year, 8th grade students at The Liberty Common School will be assigned to an LCHS House. School administrators, the House Director, House Deans, and Mentors will identify appropriate activities and strategies, through the House system, to ease 8th grade students into a smooth transition to high school and eventual LCHS enrollment.

Alumni Relations

Each House will work with the LCHS administration and the Director of Alumni Relations to maintain contact and long-term relationships with LCHS graduates. A graduate's House will be his primary point of LCHS contact.

*Plan approved by the Liberty BOD on 01.21.10

3.12. Athletics

[Back to top](#)

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.

Jr. High School Athletics

Junior High athletics are available to students beginning in the sixth grade. Liberty Common School is a member of Northern Colorado Independent League. Students in grades 6-8 participate in sports offered through NCIL, which is comprised from the following schools:

- Liberty Common School in Fort Collins
- Heritage Christian in Fort Collins
- Frontier Academy in Greeley
- HMS Richards Academy in Loveland
- Knowledge Quest Academy in Milliken
- New Vision Charter School in Loveland
- Resurrection Christian School in Loveland
- Ridgeview Classical Schools in Fort Collins
- St. John's School in Loveland
- St. Joseph's Catholic School in Fort Collins
- St. Mary's Catholic School in Greeley
- Windsor Charter Academy in Windsor

- Dayspring Christian in Greeley
- Union Colony in Greeley

Currently LCS fields teams in boys and girls basketball, track and field, boys and girls soccer, and girls volleyball.

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

High School Athletics

Liberty Common High School is a member of the Colorado High School Activities Association and competes in the Mile High League of the 3A Division.

The following extra-curricular athletics are available starting in the 9th grade: Boys and girls track and field, boys and girls cross country, soccer and basketball, as well as girls volleyball and boys baseball.

Students participating in extra-curricular sports must maintain the grade of C or better in each class and participate at the discretion of the Principal. Additionally, students will be required to adhere to rules prescribed by CHSAA for athletes.

3.13. Fieldtrips

[Back to top](#)

The Liberty Common School recognizes the importance of out-of-classroom experiences for students. Each of our classes may take fieldtrips 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 fieldtrips by contacting the front office.

Guidelines for Fieldtrips

- All fieldtrips must be approved by the Principal.
- All fieldtrips must have curricular relevance and are considered part of the school day.
- The school faculty or staff member (i.e. the “trip director”) designated to be in charge of a fieldtrip has the responsibility to enforce compliance with school policy by all persons participating in the fieldtrip.
- The trip director must obtain assurance, prior to the commencement of the fieldtrip, that any personal vehicle used on the fieldtrip 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 Fieldtrip Permission Slip.

- No student is allowed to leave before the termination of the fieldtrip without notifying the director first.
- A bus must be used for all out-of-town fieldtrips 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 fieldtrip.
- All drivers must provide proof of current insurance and valid Colorado driver's license.

3.14. Health services

[Back to top](#)

Limited health services are available at school. Please do not bring sick children to school. Liberty's front office is staffed from 7:15-3:15 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. Medical Request Forms are available from the LCHS Health Office or online at <http://www.libertycommon.org/high-school/forms-resources>.

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. 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, rubella, diphtheria-pertussis-tetanus (DPT), polio, and varicella (chicken-pox) or a parent-signed personal exemption from such immunizations for personal, religious or medical reasons. Exemptions now need to be updated yearly. (See C.R.S.

25-4-903 (4)). Students may not continue enrollment without up-to-date immunization records.

3.15. Safety procedures

[Back to top](#)

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.

3.16. Lockers

[Back to top](#)

The Liberty Common School provides lockers for all LCHS 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 LCHS 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.

3.17. Lost and found items

[Back to top](#)

Lost clothing, lunch boxes, and other items will be placed in the "Lost and Found" located in the primary hallway. 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.

3.18. Lunch program

[Back to top](#)

Liberty Common High School lunch program

Hot lunches are not prepared by Liberty Common High School. Catered lunches, prepared by various vendors, are available at the high school on Tuesdays, Thursdays and Fridays. All students should bring their own lunches with them to school on Mondays and Wednesdays. On Wednesdays, Berry Blendz smoothies are available (this item is not a complete meal). All catered meals and smoothies need to be ordered a month in advance using the school lunch calendar.

LCHS is a closed campus with occasional exceptions. Students are not permitted to leave the school for lunch except for extraordinary purposes such as field trips or open-campus lunch privileges which are periodically scheduled for upperclassmen.

3.19. Student information release

[Back to top](#)

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

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

3.20. Student fees

[Back to top](#)

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 the teacher during the first week of school.

Students in grades 7-12 who will be taking PE are required to purchase a PE 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. The uniform will be issued upon payment to the PE teachers.

3.21. Grievances

[Back to top](#)

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

An important element of the accountability process is to provide an avenue for parent suggestions and grievances that both satisfies the parents and improves the operation of the school. A procedure for soliciting and responding to the parent suggestions and grievances is outlined below.

Avenues for Expression

The first element of the parent grievance process is to establish appropriate avenues for expression to allow the right people to respond and deal with the issues that may be raised. These avenues should also be satisfactory to those with a concern, so that they know that their concerns will be addressed. The following avenues for submitting a complaint or suggestion will be provided:

1. Teacher appointments—If the concern is regarding specifics of the classroom, the teacher or staff member may be contacted directly for an appointment. We recommend that parents work directly with the teacher to resolve issues teachers are responsible for. Parents choosing this avenue should be careful to respect the time and privacy of the teacher they need to contact: Please do not interrupt teacher lunch or grading time.
2. Principal appointments—If the concern is regarding a specific area of the school or if the parent has been unable to address the concern by working directly with the teacher regarding classroom issues, the Principal may be contacted directly for an appointment. Parents choosing this avenue should be careful to respect the time and privacy of the Principal.
3. Personal Appointments—If the concern is of a personal nature involving a particular member of the LCS staff of BOD, the individual may be contacted directly for an appointment. Parents choosing this avenue should be careful to respect the time and privacy of those they need to contact.
4. Parent Grievance/Suggestion Box—Concerns of a general nature may be written on parent grievance/suggestion forms and deposited in a box that will be provided for this purpose in the front office. A member of the Site Improvement Team will be assigned to follow up on each item placed in the box.

5. Site Improvement Team Contact—A concern may also be directed to designated individuals on the Site Improvement Team for personal contact and follow up. They will initiate the process using the parent grievance form and assign follow up on the committee.
6. If a parent has pursued other options and still has issues, the grievance can be summarized for the Board in writing. The Board will review the summary and will make one of the following determinations: The Board may decide to support the previous decision; the Board may appoint up to two Board members to address the issue; the Board may address the issue in an open Board format; or the Board may address the issue in an executive session.
7. BOD Meeting—Parent concerns and grievances may also be raised during the community comment portion of the BOD meeting. It is recommended that the concern or grievance be addressed in one of the aforementioned steps before using this option. A designated representative of the Site Improvement Team may facilitate the discussion if present (based on prior information that an issue may be addressed) and follow up using the parent grievance/suggestion form.

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

Resolution of Grievances

All grievances involving the Site Improvement Team will be tracked using the parent grievance form. Resolution of each issue will be assigned to a member of the committee. Assignments will be made when grievances are discussed at each committee meeting. If an item is deemed to require action prior to a committee meeting, an assignment may be made without waiting for the next meeting.

4. End of Document

[Back to top](#)

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