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1. General information

1.1. School name

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

Liberty Common Elementary School, a Kindergarten – 6th Core Knowledge School

- LCS Elementary School - The Kindergarten – 6th program is referred to as the Elementary School and located at 1725 Sharp Point Drive, in Fort Collins

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 is 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

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ELEMENTARY SCHOOL OFFICE

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

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

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

ELEMENTRAY SCHOOL ADMINISTRATION

Headmaster	Russell Spicer	118
Elementary Director	Casey Churchill	111
Business Manager	Tim Ricketts	119
Bookkeeper/Admin. Assistant	Bev Hanawalt	112
Receptionist	Jill Ronen	110
Paraprofessional/Health Tech	Angie Selgren	113

INSTRUCTORS

Kindergarten	Tina Shockley	695
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Kindergarten	Wendy Benzel	613
Kindergarten	Connie Trout	689
1 st	Amy Tamez	611
1 st	Beth Olson	693
1 st	Kaitlin Van Stelle	675
2 nd	Sara Nuedling	621
2 nd	Gretchen Meister	622
2 nd	Jenna Allen	691
3 rd	Cheryl Von Bargaen	631
3 rd	Cherie Pedersen	632
3 rd	Debbie Wood	672
4 th	Steve Ronen	641
4 th	Jeff Siener	642
4 th	Elissa Hersh	677
5 th	Jenny Cardenas	652
5 th	Kambri Schupp	651
5 th	Todd Henderson	671
6 th	Rob Huey	661
6 th	Denise Crisafulli	662
6 th	Carrie Jordan	170
Art	Tracy Nichols	686
Art & Music	Eunice Lee	674
Physical Education	Jon Wilcox	685
Physical Education	Donny Reeves	688
Academic Support Coord.	Linda Thelen	167
Librarian	Connie Behr	673

SUPPORT STAFF

Teacher's Assistant-Kinder	Heidi Kirkman	610
	Ruth Lanciotti	667
	Sheila Rudzinski	668
Teacher's Assistant-1 st	Kristin Heston	612
	Cathy Ballenski	687
Teacher's Assistant-2 nd	Elizabeth McFeely	694
	Becky Kleen	676
Teacher's Assistant-3 rd	Shelly Jauch	690

	Lola Colwell	678
Teacher's Assistant-4 th	Adriena Shafer	698
	Melissa Miller	699
Teacher's Assistant-5 th	Beth Huelle	614
	Marnie Dame	615
Teacher's Assistant-6 th	Tiffany Burgess	616
Academic Support Team Coordinator		
	Linda Thelen	167
Academic Support Team	Carol Paxton	142
Academic Support Team	Annalee Brooks	120
Academic Support Team	Connie Logsdon	150
Academic Support Team	Susan Porter	681
Academic Support Team	Sarah Beetch	142
Academic Support Team	Rhonda Hilpert	681
Psychologist	Tony Bonanno	142
Speech Therapist	Nicole Novak	120
Occupational Therapist	Sarah Beetch	142
Resource Teacher	Joy Feola	681
Lisa Murphy	Paraprofessional	120
Maintenance Coordinator	Dennis Vigil	121
Custodian	Jose Olveda	
Custodian	Viola Olveda	

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BOARD OF DIRECTORS

Terrie Fisher	223-0989
Mark Sutherlin	
Craig Horton	207-1454
Dave Kleen	377-9579
Dan Provaznik	223-0188
Jeff Webb	282-0061
Bill Werst	631-8379

Board of Directors Email: bod@libertycommon.org

LIBERTY WEB ADDRESS

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

LIBERTY 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.

Blogs:

Coloradoan (Give Me Liberty) blog:

<http://www.coloradoan.com/apps/pbcs.dll/section?category=PluckPersona&U=6ee9588209944dcc8df1a0a1b0811512&plckPersonaPage=PersonaBlog&plckUserId=6ee9588209944dcc8df1a0a1b0811512>

Denver Post (Your Hub):

<http://denver.yourhub.com/Denver/Stories/News/General-News/Story~752958.aspx>

Coloradoan:

<http://www.coloradoan.com/article/20100331/CONNECTIONS02/3310348/Liberty+Common+School+Charter+Adding+High+School>

Your News:

http://yournews.com/copyroom/mynews.asp?zipcode=62908&story_id=128133

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

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

LGHS HOUSE LEADERSHIP 2010-11

School Director: Mr. Dave Lunn

School Captains: Kati Werst '13, Megan Davis '13

DOMUS SCIENTIAE:

House Deans: Mr. Dybzinski, Mr. Kem

House Parent: Mrs. Melanie Seilbach

House Captains: Gabrielle Bear '13,
Hope Jeffers '13 (VP), Matthew Bunner '13 (VP)

Capstone guardians of: Courage, Accountability

DOMUS VIRTUTIS:

House Deans: Mrs. Karr, Mr. Lavin

House Parent: Mr. Jay Neighbors

House Captains: Melissa Davis '13, Ian Hammel '14

Capstone guardians of: Compassion, Self-Reliance

DOMUS PRUDENTIAE:

House Deans: Mr. Lovely, Mr. Staton

House Parent: Mrs. Cindy Sherman

House Captains: Christiana Spicer '13, Elizabeth Sherman '13

Capstone guardians of: Initiative, Patriotism

2. Overview of The Liberty Common School

2.1. Mission statement

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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.

2.2. Philosophy

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

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

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

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

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

2.3. Academic program

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

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

2.4. Knowledge

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

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

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

In addition to its specificity, the Core Knowledge curriculum is characterized by knowledge that is shared, solid, and sequenced. Literacy in every subject requires a set of mechanical skills and a shared background. The shared, many-cultured knowledge that promotes effective classroom learning also promotes cooperation and respect among students, both in the classroom and in society. Liberty's teachers will be able to

rely on that shared background knowledge about the students, which will enable them to build sequentially on that knowledge year by year. The ninth grade classical honors curriculum continues the goals of the Core Knowledge curriculum with solid knowledge and skills that build on the previous knowledge and prepares students for further high school study.

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

2.5. Skills

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

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

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

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

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

2.6. Values

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

2.7. Reading and literacy

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“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 Director or Director 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 of 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 allow 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 Director 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

2.8. Summer reading

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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

2.9. Literature acquisition

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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
- LCS Junior High School Reading List
- LCS Summer 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 Director or Director.

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 Director or Director. 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

2.10. Reading and fiction

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

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

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

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

Fortunately, there is no shortage of stories of another sort: books that challenge, thrill, excite, and awaken young readers to the potential drama of life, especially to the drama

of a life lived in obedience to the highest ideals. Such books have something better to offer than therapeutic reassurance. Like true friends, they encourage us to be our best selves.

2.11. Mathematics

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

Supporting References:

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

LCS Policy 7.11 Adopted: 11-18-04

2.12. Teaching science

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We are committed to providing an excellent education with an additional emphasis on science, as outlined in our Charter. The foundation of our science curriculum is contained in the Core Knowledge Sequence. We further supplement the Core Knowledge Sequence with the habits of mind from the Benchmarks for Science Literacy: Project 2061 (Oxford Press 1993). We uphold the following principles in teaching science at Liberty Common School:

Principles for Teaching 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 reproduced and substantiated by other scientists. Explanations that cannot be based on empirical evidence are not a part of science. For example, science can attempt to explain and formulate theories on the processes by which the universe was originally formed (i.e. Big Bang theory). However, science cannot comment on the role that supernatural forces might play in such events because such hypotheses cannot be tested and are outside the realm of science.
- We support teaching the following habits of mind from Project 2061:
 - Scientific knowledge is subject to modifications as new information challenges prevailing theories and as a new theory leads to looking at old observations in a new way.
 - Some matters cannot be examined usefully in a scientific way. Among them are matters that by their nature cannot be tested objectively and those that are essentially matters of theology.
 - No matter how well one theory fits observations, a new theory might fit them just as well or better, or might fit a wider range of observations. In science, the testing, revising, and occasional discarding of theories, new and old, never ends. This ongoing process leads to an increasingly better understanding of how things work in the world, but not to absolute truth.
- Teachers are encouraged to include discussions of alternate scientific theories and the data that supports and contradicts existing theories. This is consistent with the Poudre School District policy IMB: “Teaching about Controversial/Sensitive Issues.”
- Students should understand the difference between science based on direct observation and/or experimentation, and historical science, which is based on the study of past events. Historical science can be found in the fields of astronomy, geology, evolutionary biology, and archeology, and has led to such theories as the “Big Bang,” tectonic plate theory, and the theory of evolution. Because it is based on past events, historical science generally depends on a higher degree of inference than science based on direct observation and experimentation.

Principles for Teaching Evolution:

- A clear and accurate description of terminology will be taught. The term “evolution” has become highly politicized and often misused to include a very broad spectrum of processes; from genetic mutation to gradual change over time to the origin of the human species. It is essential to distinguish between

manifestations of evolution which can be directly observed and reproduced in the laboratory (microevolution of prokaryotic cells) and those which cannot be experimentally reproduced and involve a higher level of inference and historical science (macroevolution, origin of species etc.).

- In this context it is important to note that many biology textbooks present all aspects of evolution-from microevolution to macroevolution-as being equally supported by experimental and empirical evidence. Liberty will strive to accurately present the strengths and weaknesses of evolutionary theory and seek textbooks which present a more scientific and unbiased analysis of evolution.
- As with other topics, we will adhere to the Core Knowledge Sequence for determining when the theory of evolution is introduced to students (7th grade) and which subtopics should be covered.
- Discussions of evolutionary theory can lead to discussions of whether supernatural forces play a role in the mechanism of evolution or the origin of life. These topics extend beyond the scope of science and will not be taught at Liberty Common School. (See also: Colorado Model Standard for Science 3.4, which states, "This content standard does not define any student expectations related to the origin of life.")
- This policy is not intended to restrict the teaching of evolution as outlined in the Core Knowledge Sequence or limit the scientific discussion of related topics.

Curriculum Considerations:

Science text-books which support the Core Knowledge Science Sequence have been approved for use in some grades. These are:

3rd grade: Crabtree Publishing, *The Science of Living Things*

5th and 6th: Prentice Hall, *Explorer Series*

7th and 8th: Glencoe, *Introduction to Physical Science*

9th grade: Prentice Hall, *Biology* by Miller and Levine

LCS Policy 7.3 Adopted: 9-07-00 Amended: 1-20-05

2.13. Parental involvement and volunteering

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It is the duty, obligation and right of all parents to direct the education and upbringing of their children. As a parent-run institution, Liberty assists parents 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 Director or Director, 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 Support Team. 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 and Headmaster or Director to be a distraction, to exhibit hostility, or to interfere with the instruction or learning of the students, will be barred from the school.

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

2.14. Volunteer code of conduct

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Volunteers at The Liberty Common School shall:

- Be on-time and reliable in fulfilling volunteer commitments.
- Exercise kindness while volunteering for liberty common school.
- Respect and abide by the confidential nature of anything they might see or hear while volunteering.
- Be prompt and dependable for the times they agree to volunteer
- Conduct themselves in a businesslike and fair manner, without partiality to individual students.
- Motivate children to work and help them succeed in school.
- Graciously accept direction and constructive criticism from staff members for which they are volunteering.
- Acknowledge the teacher as the authority in the classroom.

- Not confront a teacher regarding disagreements or differences of opinion in the presence of children.
- Be respectful of the classroom by not disrupting a teacher's instructional time or student learning.
- Schedule all in-classroom volunteer hours through the classroom's volunteer coordinator (CVC) or the teacher.
- Dress modestly and appropriately for a school environment (i.e. Midriff covered, no short shorts/skirts, no spaghetti straps).
- Wear a current volunteer nametag at all times when volunteering at the school.
- Sign in and out at the front office when volunteering at the school.
- Record all LCS volunteer hours, including those worked outside of school, 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, hallways and at recess.
- Arrange for a replacement in the event the volunteer cannot meet their scheduled obligations.
- Call the school (482-9800) 24 hours in advance and inform appropriate staff of any volunteer replacements via voice mail. (Voicemail numbers are listed in this Student & Parent Handbook.)

LCS Policy 6.2 Adopted 4-22-05

2.15. Teachers and professionalism

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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 Director or Director.

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 Headmaster or Director or Director's discretion, parents have all the opportunity to assist the teacher. A high level of parental involvement is actively encouraged, and teachers are expected to incorporate parental volunteer efforts in the classroom as much as is reasonably possible. Parents with children in a classroom will have the priority for volunteer opportunities in that class.

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

2.16. Board of Directors

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

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

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

2.17. Community involvement

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

community volunteer involvement equal to 50% of the entire staffing hours budgeted each year.

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

2.18. Student accountability

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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.

3. School Policies and Services

3.1. Attendance

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Absence Line (482-9800, then press 2)

Regular attendance is important to ensure achievement in school; thus, we discourage vacations, trips, doctor appointments, and other non-illness related absences when school is in session. When that is unavoidable, students are responsible for any make-up work during their absence. Assignments that are not made up, according to the time restrictions set by the teacher and school, will be reflected in their grades. It is helpful to both student and teacher to make prior arrangements to meet that requirement. Our goal is to maintain a student attendance rate of no less than 95%.

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

Liberty Common High School (grades 7 – 12) starts promptly at 7:45 a.m. Arrival time should be no earlier than 7:15 a.m. Doors will open at 7:35 a.m.

Colorado State Attendance law states, in part, that “Every elementary child who attained the age of 6 and under the age of 16 years....shall attend public school for at least 968 instructional hours during the school year, and every junior high child shall attend public school for at least 1150 instructional hours during the school year.” Liberty Common School’s calendar is longer than the Poudre School District, and expectations for minimal instructional hours exceed the state’s requirement.

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

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

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

It is necessary that students be in class each day to fully benefit from Liberty’s rigorous academic program. It is reasonable that students will occasionally miss class due to illness, doctor appointments, or family emergencies. Such absences will be excused

with a call from a parent. In these instances, students will be allowed to make up tests and quizzes without penalty. The teacher will determine appropriate adjustments, if any, to due dates for late or missed assignments.

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

Recurring or routine absences from school are discouraged, however individual cases may be allowed at the discretion of the Headmaster or Director or Director and staff. In all instances the student and teacher(s) must agree on a plan to ensure that the student remains current with all class requirements.

Junior High School students may leave during last period to participate in sports not offered by Liberty, or to participate in Liberty "away" athletic events, only if the student is in good academic standing, and the student and teacher have agreed on a plan to ensure that the student does not fall behind in their work. Junior High School students desiring to play sports are strongly encouraged to take non-academic electives or study hall for their last period class.

Absences Due to Illness

Absence Line (482-9800, then press 2)

If your child is absent because of illness or an appointment for which we have not been notified previously, please call to make us aware of the situation before 8:30 a.m. It is critical to student safety that we know where they are on school days. You may call early and leave a message on the Absence Line (482-9800, then press 2). Please call each day your child is to be away from school and place that information on the message machine. Office staff must place calls daily to parents for unaccounted absentees.

Extended Absences

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

Late Arrival (Tardy)

Tardiness is a form of absence and interferes with student learning. Late arrivals interrupt the learning environment and the daily procedures and will be handled in a serious manner. Promptly at 8:00 a.m., the bell rings, doors to classrooms are closed, and the student academic day begins. Students arriving after the bell rings will be considered tardy and must be checked in at the front desk by a parent or guardian. After three tardies in a quarter, the student will serve a lunch detention. Every tardy thereafter will also result in a detention for that quarter. If the tardies continue to occur on a frequent basis, a meeting may result between the parent/student/Dean or Headmaster or Director or Director. In-school detentions or out-of-school suspensions

may be a result of continual excessive tardiness. Loss of privileges for extracurricular activities may result.

Students may NOT be taken from halls or playground without prior acknowledgement by teacher, AND official sign in or out by parent in the front office, and notification to teacher(s) concerned. On a field trip, students taken by parents (or representative) from the field trip must check out with the teacher who has oversight of field trip students.

3.2. After-school child care

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Students should be dropped off no earlier than 7:40 a.m. and picked up from school no later 3:30 p.m. in the Elementary School. Junior High school and High school students should be dropped off no earlier than 7:15 and leave campus by 3:45, unless arrangements are made with a specific teacher or coach.

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

3.3. Books

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

Replacement Cost for Lost or Damaged Books

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

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

3.4. Classroom placement policy

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

Parents may request a specific classroom environment for their children by writing a letter to the Headmaster or Director or Director by April 15. However, such requests are not guaranteed because they can lead to imbalances in the classroom environment. Sending and receiving teachers at each grade level use their knowledge of classroom

dynamics, special needs, balance of boys and girls, friendships, availability of volunteers, diversity of student achievement, etc., to determine classroom assignments in order to provide a fair and common education for all students.

3.5. Communications

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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

Communication Folders

Communication between school staff and parent/students is crucial for overall school success. Every Monday, students in grades K-6 will receive a large envelope or folder filled with all the written communication for that week. This may include, but not be limited to, student newspapers, newsletters, permission slips, conference information, report cards, special event fliers, and homework. Parents should look for the envelope each week, read the contents, sign any documents needing to be returned, and send it back. Whenever papers are sent home, parents are expected to read them carefully. Students in grades 7-9 will use an assignment notebook for communication. Parents may use e-mail for teacher communication. Good communication is always a two-way street!

Please be aware that any "School-to-Home Communications" are critical to the success of Liberty and the parents of Liberty students. Volunteers, teachers, and parents who help distribute these communications are not to stamp, insert, or attach any foreign matter on, into, or with copies of the communications into or with other publications, nor permit others to do so, without prior written approval by the Headmaster or Director or Director of Liberty Board of Directors. In addition, classroom teachers have the authority to approve items going home with their students. Any Liberty communication should include a teachers stamp or initial or an administrative initial (Dean of Students, Headmaster or Director or Director, or member of Liberty Board of Directors).

Student Assignment Books

Organizational skills are so important to lifelong success that we have made them part of our curriculum. To help students manage their assignments, we require each 3rd-9th grade student to use an assignment book. The 3rd-6th grade will have an assignment book that they must purchase from The Liberty Common School. This book will include an Assignment Log and a Communication Log for parent and teacher comments. The Junior High School will be permitted to purchase their own assignment book from any department store. The books should be either 4" x 8" or 8 ½" x 11" and there should be enough room for 8 classes per day. The Assignment books should go home every night, and provide parents with a convenient method to monitor their child's work and

work-study skills. Assignment Books are needed for each student in grades 3 through 9. In upper grades, a school assignment notebook serves double duty as a hall pass. If the Junior High School student does not provide his or her own assignment notebook, then the student will be required to purchase one from the Front Office.

Teacher Conferences

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

Mid-Term Reports and Report Cards

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

Advertising on School Grounds

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

Lyceum

Once a week students meet together in Lyceum. The theme for Lyceum is, "A Walk Along the Agora." Lyceum meets during the last period every Monday during the school year. This is a structured school-wide assembly of all students in the high-school building. Lyceum is the principle opportunity for school-wide announcements, student communication, House organization and student leadership.

3.6. Discipline code

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The Liberty Common School will follow the Poudre School District's Code of Conduct with the following emphases:

Behavior Expectations

The Liberty Common School' students are expected to be well behaved at all times, respecting themselves, others, and property. Our philosophy toward discipline is that discipline policies and procedures should provide guidance and direction of acceptable behavior with the goal of developing a child's own sense of self-discipline. This school affirms that "effective student discipline is a prerequisite for good educational proactive and productive learning." (PSD Code of Conduct and Discipline).

Liberty Common School Rules

Students will:

1. Attend school consistently, be on time, and take responsibility for making up work promptly when absent. Each student will bear the responsibility for his or her own conduct. Each student will respect the educational process and learning environment of others by attending class, being prepared, and arriving on time.
2. Follow directions when they are given.
3. Follow all reasonable requests made by adults on premises with a positive attitude, and show respect for others, for self, and for property. Each student is expected to cooperate with and respect staff and peers, including administrators, teachers, secretaries, custodians, and any other people working in the school. Students are expected to communicate in an acceptable tone of voice using an acceptable choice of words (without profanity or disrespectful tone of voice or words).
4. Follow lunchroom, playground, field trip, lab, and individual classroom rules. Each student is expected to follow school rules when participating in school-related events.
5. Follow the dress code.
6. Refrain from using threats or intimidation against any other person.
7. Respect the health and safety of others, will follow all safety rules, and will refrain from using tobacco, alcohol, or other illegal substances.
8. Walk quietly in the halls and talk in a normal tone of voice in the school building.
9. Remain in seats until dismissed. The teacher, not the bell, dismisses students.
10. Not throw or kick snow or rocks on the playground.
11. Not litter or misuse school property.
12. Not leave school or playground without permission from the lunch monitor, playground monitor, or front office.
13. Not bring electronic devices (CD players, radios, games, etc.) to school. They will be confiscated until the end of the year. Palm Pilots will be allowed with approval from Headmaster or Director or Director or Dean of Students for school purposes only (such as recording assignments and test dates). Cell phones may be used only to contact parents after school. Cell phones are not to be used during regular school hours, and are to remain turned off in a locker or backpack and not to be visibly seen. Acceptability of other toys is at the discretion of the teachers and administration. Each student will respect the school's learning environment and will not interfere with the ability of other students to learn.
14. Obtain permission from the Headmaster or Director or Director or Dean to attend school activities (including but not limited to dances and sports events) when he or she has been absent from school on the day of the activity.

3.7. Playground & recess rules

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Equipment

- Equipment must be used in the manner for which it is intended.
- Tag, pushing, shoving, chasing, wrestling, or other horseplay is not allowed on or near any playground equipment.

- Hanging on, swinging from, or climbing on the tetherball pole, soccer goals, or legs of other playground equipment is not allowed.
- Jumping from bar to bar is prohibited.
- Pulling or pushing other students off of the bars is not allowed.

Swings

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

Slides

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

Crossbars

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

Bleachers

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

Sports

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

Toys

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

Behavioral Expectations

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

Track Rules

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

3.8. Bullying

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Bullying, intimidating, chasing, 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. Ask the person who is physically or verbally harassing you to stop. Don't joke around or make light of it. Look the person directly in the eye and state that you would like him or her to stop that behavior.
2. That student 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 has to have the character to do what is right. This means reporting the problem to someone in control. This usually means the classroom teacher.
4. The teacher then should address the problem with the student and the student's parents. Expectations should be clearly defined for the student doing the harassing.
5. If the harassing continues, this will then become a Dean of Students or Headmaster or Director or Director concern. They should be informed of the history of the situation and then establish a behavior contract with the student.

6. If the student does not adhere to the behavior contract, then he or she is subject to In School Detentions, Out of School Suspensions, or eventually an Expulsion may occur.

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 "cyberbullying," 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. Cyberbullying 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 Headmaster or Director.

For situations in which cyberbullying 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 cyberbullying.

Always feel free to confer with the Headmaster or Director 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. Infractions

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

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

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

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

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

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

Any minor infraction or pattern of activity that is detrimental to the welfare or safety of other students or repeatedly interferes with a school's ability to provide educational opportunities to other students; hitting, shoving, biting, or physically assaulting another student; verbal intimidation or threats, physical intimidation, or sexual intimidation or harassment; possession of matches or cigarette lighter (or other dangerous items); willful destruction or defacing of school property*; theft*; actions of continual willful disobedience or open persistent defiance of proper authority; cheating on a test; plagiarism; tampering with any document; providing false statements of any kind; leaving the school property without permission; truancy; or cutting class.

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

3.10. Discipline procedures

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Minor infractions are generally handled by a student's classroom teacher, but may also involve the Dean of Students and/or Headmaster or Director. Anytime a student is required to see the Dean of Students or the Headmaster or Director, 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 Dean of Students or the Headmaster or Director will be followed up with a phone call or written communication to the parents as soon as possible after the incident.

The Headmaster or Director, Dean of Students, 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 Dean of Students or Headmaster or Director.

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

If a student has been given an In-School Detention or an Out-Of-School Suspension two or more times during the year, or if the student has received more than 8 tardies in a quarter, the Dean of Students or Headmaster or Director 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 Dean of Students or Headmaster or Director.

Junior High and High School discipline procedures will be developed separately. The above guidelines apply until further information is provided.

Formal Discipline Proceedings

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 Headmaster or Director and/or the Dean of Students. 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 Headmaster or Director and/or Dean of Students. A parent conference involving the Headmaster or Director and/or Dean of Students, 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 Headmaster or Director and/or Dean of Students depending on the severity of the infraction. A parent-student-Headmaster or Director or Dean of Students 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-Headmaster or Director and/or Dean of Students 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;
- The sale or possession of a drug or controlled substance;
- Death threats to other students or administration;
- 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.

3.11. School-wide Dress Standards

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School-wide dress standards are established for the purpose of creating an environment of academic excellence without unnecessary distraction and to reduce social distinctions. All students will adhere to all school-wide dress standards, as well as the further Dress Code restrictions particular to their grade.

Parents and students should refer to the Dress Code when preparing choosing their wardrobe. All school staff members and Administrators are responsible for enforcing the Dress Code. Administrators will render final determinations regarding Dress Code.

Tops

Tops include shirts, blouses, sweaters, sweatshirts, vests, and dress jackets worn indoors. Sleeveless shirts are not allowed for an outer layer.

Front-opening tops with zippers, laces, or without buttons or snaps are not allowed. Sweaters, sweatshirts, vests, and dress jackets must be worn over a Dress Code top and must be dress code colors. No clothing may be tied around the waist. No writing, drawing, or depiction is allowed on any top. Liberty logo patches, Liberty polo shirts, and Liberty sweatshirts (available for purchase only through the school) are allowed. No hooded jackets or hooded sweatshirts are allowed for indoors (except LCHS hoodies for high school students.)

Bottoms

Bottoms include: trousers, skorts, shorts, skirts, capris, and jumpers. No nylon flight pants, gauchos, cargo pants, sweats, stretch pants, overalls, spandex, lace or sheet clothing or pants with zippers down the sides are allowed.

Regular fabrics which are woven, twill, and corduroy are allowed—denim fabric is not allowed regardless of color except for approved jeans days. (Denim and twill are very similar, but when denim wears the worn part shows white, whereas twill does not.)

Trousers must touch the top of the shoe in front and may not drag on the ground when standing straight. The most number of pockets for trousers is five. There should be no pockets below the usual pocket level and all pockets should be attached to, or just below, the waistband (two in the front, two in the back, and one small coin pocket.)

Trousers must fit properly and may not be baggy have a sagging crotch. Low-rise pants are not allowed. Discreet logos on waistbands are acceptable.

The bottom hem of shorts must fall between the kneecap and 5 inches above the top of the kneecap when standing straight. The bottom hem of skirts and jumpers must fall between the ankle and 4 inches above the top of the kneecap when standing straight. Solid colored leggings and tights can be worn in any of the approved colors, but must be worn under a skirt or jumper. Patterned hosiery is not allowed.

Jewelry and Accessories

Jewelry and accessories must be modest and in good taste. No more than two earrings per ear are permitted for females, males may not wear earrings. No visible piercings other than the ear will be allowed. Necklaces must be of normal size and no more than two necklaces may be worn. Only one wristband or bracelet may be worn at a time on each arm. Only one belt may be worn at a time. No spikes or studs on bracelets, belts, or necklaces are allowed.

Neckties and/or bowties are allowed when in good taste and must be worn snug at the collar.

Undershirts

Undershirts, including mock turtlenecks and turtlenecks may be worn under a Dress Code compliant shirt, sweater, or sweatshirt. No symbols, writing, or designs are allowed on undershirts. All undershirts must be tucked in.

Shoes

Shoes need to be appropriate for daily activity and not be distracting. Tennis shoes with non-marking soles must be worn in gym class. No flip-flops. Sandals with back straps (heel straps) are permissible. For female students, dress pumps are permissible – with or without heel straps.

Miscellaneous

Clothing worn in school should be clean, neat, and in good repair. Un-pressed, badly wrinkled clothes are considered an unnecessary distraction. Black and blue colors should not be faded to gray. Clothing may not be worn inside out or backward. Clothing may be fitted but not excessively tight or immodest. No exposed undergarments of any kind. Clothes may not be sleeveless or see through and fabrics must be thick enough to conceal skin and undergarments. Hair color must be natural and limited to two natural

colors. No radical (distracting) hairstyles. Corrective lenses must be a natural color and both eyes must match. No visible tattoos or drawings on oneself.

No hats, gloves or coats may be worn in the building. Students on a field trip will be in dress code or a modified version of the LCHS Dress Code at the discretion of the teacher. No visible spaghetti straps or visible tank tops straps. No changing out of Dress Code after school without prior permission.

On Free Dress Days, clothing shall be modest with no tank tops, spaghetti straps, or sleeveless tops, belly-button shirts, short shorts, or low-rise pants or shorts.

3.12. Liberty Common Elementary and Junior High School Dress Code

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Elementary and Junior High School students (Grades K- 8) will adhere to all School-wide Dress Standards. Additionally, the following Dress Code applies:

Tops

Tops may be only one of the following solid colors: red, white, navy, burgundy, hunter green. Tops may not have stripes, prints, designs of any sort or size, or logos.

Dress Code tops can be one of the following: A shirt or blouse with a button up or snap up collar; a polo shirt; a turtleneck; or a mock turtleneck. Except for the top button or snap, all shirt and blouse buttons or snaps must be fastened. Shirts must be tucked in at all times in the building except in Physical Education classes.

Bottoms

Bottoms may be navy, black, or tan. Jumpers must be full bodice and may not have bib-type overalls.

Jewelry and Accessories

Junior High School students may wear makeup that is modest and in good taste. Neckties and/or bowties are allowed with white, full-front buttoning or snapping shirts (both young men and women).

Undershirts

All undershirts, including mock turtlenecks and turtlenecks must be Dress Code colors and may be worn under a Dress Code shirt.

3.13. Liberty Common High School Dress Code

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High School students (Grades 9-12) will adhere to all School-wide Dress Standards. Additionally, the following Dress Code applies:

Tops

LCHS approved hooded sweatshirts, purchased from the school and in like new condition, may be worn in the building.

All non-fluorescent colors are allowed (not bright or neon). Stripes and patterns are allowed but camouflage or floral prints are not. Small logos are permitted along with the official Liberty patch if the logo is not writing and is less than 1" x 1" (or the size of a quarter.)

Males must wear shirts with collars. Un-tucked shirts must be kept at a reasonable level near the waistline. T-shirts are not allowed. Sweaters and sweatshirts may be worn with collared shirts or an appropriate crew-neck undershirt. The lowest layered top must be tucked in at all times while in the building.

No Décolletage may be visible in the neckline. Consequently, no skin may be exposed four fingers' width below the top of the manubrium (top edge of sternum). Front-opening tops must be closed and firmly fastened at or above the "four-finger" point.

Bottoms

All non-fluorescent colors are allowed (not bright or neon). Stripes and patterns are allowed but camouflage or floral prints are not.

Jewelry

High School students may wear makeup that is modest and in good taste.

Miscellaneous

Suits, blazers and sport coats are permitted and may include school insignias and House crests as approved by the administration. LCHS Uniform Dress is encouraged at all times.

On Free-Dress Fridays and Blue-Jean Mondays, clothing shall be modest with no tank tops, spaghetti straps, or sleeveless tops, belly-button shirts, short shorts, or low-rise pants or shorts.

Jeans must in good condition and not threadbare or frayed on "Free-Dress Fridays" and "Blue-Jean Mondays."

Uniform Dress

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

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

LCCHS Uniform Dress, when not mandatory, is acceptable dress every day. Though optional it is officially encouraged by the school.

LCCHS Uniform Dress may be mandatory with advanced notice on such occasions as certain field trips, special meetings, performances, presentations, game days, competition days, visitations of honored guests, dignitaries, recruiters, etc. Coaches and activity advisors may require team participants to wear LCCHS Uniform Dress on days corresponding with team activities.

3.14. Enrollment policy

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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 7th 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 class is below that class' capacity. As vacancies occur, those vacancies will be filled using a lottery system (subject to the exceptions listed in section d below). Seventh, eighth, and ninth grade students will be eligible to fill a vacancy after participating in a conference between the student, parent, Headmaster or Director or Director and/or Dean of Students 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 Headmaster or Director or Director.

The following lottery enrollment procedure will be implemented:

- a) Parents of potential new students must complete a *Lottery Pool 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.

- Currently enrolled students.
- Siblings of enrolled students already on the lottery list prior to the date that the BOD approves the 2009 contract addendum (expansion) with PSD.
- Founding parents' children named in the 2009 contract addendum with PSD.
- Siblings of enrolled students whose names are placed on the lottery list after the BOD approves the 2009 contract addendum (expansion) with PSD.
- Children of full-time staff.
- Students on the lottery list residing within the Poudre School District.

Adopted: 8-23-01

Amended: 6-2-09

3.15. The LCHS House system

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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 three separate groups called "Houses." Each House contains approximately 25 students beginning 2010, sixty students by 2012. Each house is overseen by a "House Dean."

Eventually as the LCHS student population grows, each House will be divided further into "Mentor Groups" consisting of approximately 20 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 in each House chosen by their housemates to lead, convene and organize the House 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 25 students, freshmen through seniors.

House names – To be stated in Latin:

- *Domus Scientiae* (House of Knowledge)
- *Domus Virtutis* (House of Virtue)
- *Domus Prudentiae* (House of Common Sense)

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

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

School Captains – Upper classmen (seniors only beginning 2012) who have been chosen 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 (Putt Putt, 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 placing the most students on the Honor Roll, achieving best attendance, least 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 Headmaster. 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

In the early years of LCHS, 8th grade students at The Liberty Common School will be assigned to an LCHS House. These students will be identified with each House though their involvement will be only at arm's length. Eighth-grade students will not participate in regular meetings or serve in House leadership positions. They will not participate in most LCHS activities. However, school administrators, the House Director, House Deans and Mentors will identify appropriate activities and strategies, through the House system, to ease 8th-grade students toward a smooth high-school transition and eventual LCHS enrollment.

Alumni Relations

Each House will work with the LCHS administration 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

3.16. Athletics

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Liberty Common School offers several opportunities for students to participate in a variety of sports. The primary focus of the extra-curricular athletics program is to develop both the values of competition and sportsmanship.

Elementary School Athletics

In the Elementary School the students participate in physical education program based on the Core Knowledge Sequence. This takes place from Kindergarten thru eighth grade, as a part of their regular schedule.

Extra-curricular 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 thru NCIL, which is comprised from the following schools:

- Liberty Common School in Fort Collins
- Belle Creek Charter School in Henderson
- Bromley Charter School in Brighton
- 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

Currently LCS fields teams in boys and girls basketball, track and field, boys 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 Headmaster or Director or Director.

High School Athletics

Liberty Common High School is a member of the Colorado High School Activities Association and will tentatively compete 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, 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 Headmaster or Director or Director. Additionally, students will be required to adhere to rules prescribed by CHSAA for athletes.

3.17. Field trips

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

Guidelines for K-6 Field Trips*

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

*Junior High School Policy— All bullets above apply. In the case that a charter bus is not available or fewer than 20 students attend, making the cost of a bus prohibitive, exceptions may be considered and approved by the Dean of Students or the Headmaster or Director.

3.18. Grievances

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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. Headmaster or Director and Dean of Students 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 Headmaster or Director or Dean may be contacted directly for an appointment. Parents choosing this avenue should be careful to respect the time and privacy of the Headmaster or Director and Dean of Students.
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.

3.19. Health services

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

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

Parents will be informed when a student has been injured seriously. If a parent cannot be reached, school personnel will determine what action needs to be taken. Any child with a fever of 100 or above will not be allowed to remain in the classroom. 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.

In compliance with state law, all children in Colorado schools must have complete up-to-date immunization record on file in the Liberty office. This record includes proper shots for measles, rubella, diphtheria-pertussis-tetanus (DPT), and polio, or a parent-signed personal exemption from such immunizations for personal, religious or medical reasons. (See C.R.S. 25-4-903 (4)). Students may not continue enrollment without up-to-date immunization records.

3.20. Homework and classwork

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

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

Homework assignments should be expected Monday through Thursday of each week and on some weekends. The amount of time required to complete homework assignments is approximately 10 minutes per grade level per night, e.g. 30 minutes for 3rd grade students, 60 minutes for 6th grade students, etc. High School homework policies will be consistent with the above and modified as 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 or honor 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.

In grades 2-9, the following consequences have been established regarding homework and quality of work:

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

In primary grades, completed work (quality work done with clear effort) in math, reading, or writing (skills areas) receiving a grade of 75% or lower may be redone with teacher discretion, and within a week for $\frac{1}{2}$ of the point value of the grade were the work done on time.

In upper grades, students are expected to show responsibility in preparation for tests and perseverance in completing quality assignments. Upper 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. Teachers may use discretion in determining reworking of one or two assignments in a quarter depending on circumstances, for partial grade. Students who do not turn their homework in on time may be allowed to use a late pass or they may turn in the assignment in for 70% credit the next time the class is held.

Junior High School Incomplete Policy

All assignments must be turned in without exception. An incomplete will be given for any student who fails to turn in all assignments for the quarter. Students will have until 3:00 on the Wednesday after the last day of the quarter to complete and turn in all missing work.

Minor assignments: If turned in one day after the due date, the student will receive 70% credit for the assignment. If turned in later than one day after the due date, the student will receive 0% credit for the assignment, but the incomplete will be cleared and the student will receive the appropriate grade for the class.

Major assignments: If turned in one day after the due date, the student will receive 70% credit for the assignment. If turned in later than one day after the due date, it is the teacher's discretion as to how much credit the student will receive.

If the student fails to turn in missing work by the deadline, their permanent grade for the marking period will become an F with 59%. If the student's overall grade is lower than 59% the student will receive the earned grade.

3.21. Lockers

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The Liberty Common School provides lockers for students in the intermediate-upper grades. THE LOCKERS ARE SCHOOL PROPERTY and not the individual's. Students will be held responsible for any excessive damage to their lockers. Junior High School students are to provide their own combination locks and give the combinations to their homeroom teachers. 5th & 6th grade students will be issued locks and lockers. Locker combinations are not to be given to anyone else. Liberty has the authority to search lockers when deemed necessary even if it requires removal of the lock. Problems with lockers should be reported to the office. The Liberty Common School is not responsible for lost, damaged, or stolen items.

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

3.21.1 Mobile Phones, Communications Devices & Other Electronic Devices

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Valuables such as ipods, mp3 players, and video games are NOT to be brought to school. Palm Pilots, electronic calendars and management tools are permitted for school purposes only (such as recording assignments and test dates). Cell phones may be kept in lockers and may be used only to contact parents after school.

Cell phones are not to be used during regular school hours. Students may not be in possession of cell phones during class time in classrooms. High School students may use cell phones during lunch free-time, as long as the use does not interfere with school functions. Cell phones may not be used (including texting) during passing periods.

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

Use of cell-phones in school will be regulated by the school director.

3.22. Lost and found items

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

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

3.23. Lunch program

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HOT LUNCH PRICES – Elementary School

Student (Includes beverage)	\$3.00
Adult (with beverage)	\$3.00
Beverage only	\$.35

Low-income families may apply for the school district’s free or reduced lunch program.

Students may purchase a hot lunch or bring a lunch from home. The cost of a hot lunch is \$3.00. Beverage credits are available for \$0.35 per credit. Lunches **MUST** be ordered from the lunch calendar, one calendar per child, although one check per family is fine. When you know your child is going to be absent, please call the day before and cancel by 9:00 am. School lunches include a choice of beverage: chocolate milk, white milk, or orange juice.

If a student has forgotten their lunch, a school lunch will be provided if available for \$3.00 to be paid for the next school day. If not available, a sandwich, fruit and drink may be provided for \$3.00.

Low income families may apply for the Free and Reduced Lunch Program available at the front desk.

Liberty Common High School lunch program

Hot lunch will not be prepared at the high school. Students should bring their lunch to school with them. Students will have an opportunity to purchase a catered lunch from local restaurants from time to time which are brought to the school and served there.

LCHS is a closed campus. Students are not permitted to leave the school for lunch except for extraordinary purposes such as field trips.

3.24. Promotion policy

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Elementary Students

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

A student may pass to the next grade if the child has adequate reading ability. For example, first graders must read at a minimum of 1.8 instructional level to pass to second grade; second graders must read at a minimum of 2.8 instructional level to pass to third grade; third graders must read at a minimum of 3.8 instructional level to pass to fourth grade; fourth graders must read at a minimum of 4.8 instructional level to pass to fifth grade. The teacher will test all students and determine grade level.

In addition, students in kindergarten must achieve mastery of the phonograms at the following levels:

100% of the first 40 phonograms taught.

50% of the next 10 phonograms taught (ew, eu, oy, oi, ch, ng, ck, oe, oa, ph).

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

- A student must be 5 years old by September 15th to enter Kindergarten.
- A student must be 6 years old by September 15th to enter 1st Grade.
- A student must be 7 years old by September 15th to enter 2nd Grade.

Each teacher has determined math fact automaticity standards for his/her classroom that students must demonstrate by the end of the year. Contact your child's teacher for specifics.

The final determination for promotion will be made by the teacher and administration. The parent will be notified in advance if retention is a possibility.

Junior High School and High School students (Grades 7-12)

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) will be required to remediate his/her grades by completing a summer school packet or attending Summer School.

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.

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

3.25. Safety procedures

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

3.26. Schedule changes

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The deadline for schedule changes for Junior High School and High School students is four days after the semester begins.

3.27. Student information release

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Certain “directory information” including the student’s name, address, telephone number, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received, and other similar information may be released without parental consent 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 [Directory 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 has already been mailed to each household. If you need additional copies, please see the Front Office.

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.

3.28. Student fees

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Student fees are used to provide additional educational opportunities for specific courses. In some courses, students will be required to purchase books. Actual fees and the courses that require such fees will be communicated in the newsletter. All students taking band courses or orchestra will be required to purchase music books. Certain elective classes may also require an additional fee. Fees should be paid in the Front Office 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.

3.29. Powerschool

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

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

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

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3.30. Elementary-School traffic plan

[When dropping off students in the front of LCS:](#)

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

When picking up students in the front of LCS:

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

When dropping off students in the back of LCS:

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

When picking up students in the back of LCS:

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

When dropping off in the middle driveway at LCS:

- The field driveway gates will open at 7:40 a.m.
- Enter the field driveway drop off via March Court off of Sharp Point.

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

When picking up in the middle driveway at LCS:

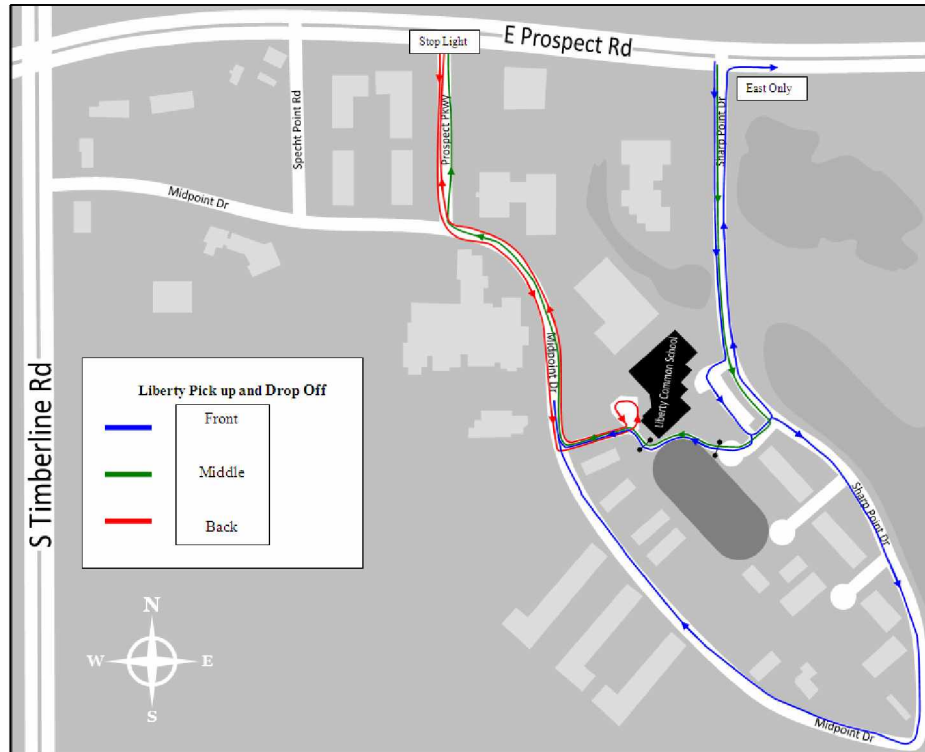
- The field driveway will close at 3:20 p.m.
- Enter the field driveway drop off via March Court off of Sharp Point.
- When picking up please pull as far forward as possible.
- Do not stop at the first spot, if there is room to pull forward, please do so.
- If someone is stopped in front of you and you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

See route map for Liberty Common Elementary School below.

Observe “Reserved” Parking Spots: Visitors at LCHS and LCS will notice new “Reserved” parking spaces at both schools. These are strictly reserved for faculty that split their time between the two buildings. These teachers have little time to spare when traveling between the schools.

Please avoid the temptation to occupy these spots even for a minute or two when they appear unused.

Liberty Common Elementary School traffic-flow map.



3.31. Jr. High- & High School traffic plan

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.

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.

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.

Students Drivers: Please approach the area in a clockwise direction around LCHS property. Park your vehicle curbside anywhere along Kansas Drive, Limon Drive, Minnesota Drive or Custer Drive. 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 passenger side (curbside) of the vehicle only.

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.

Observe "Reserved" Parking Spots: Visitors at LCHS and LCS will notice new "Reserved" parking spaces at both schools. These are strictly reserved for faculty that split their time between the two buildings. These teachers have little time to spare when traveling between the schools.

Please avoid the temptation to occupy these spots even for a minute or two when they appear unused.

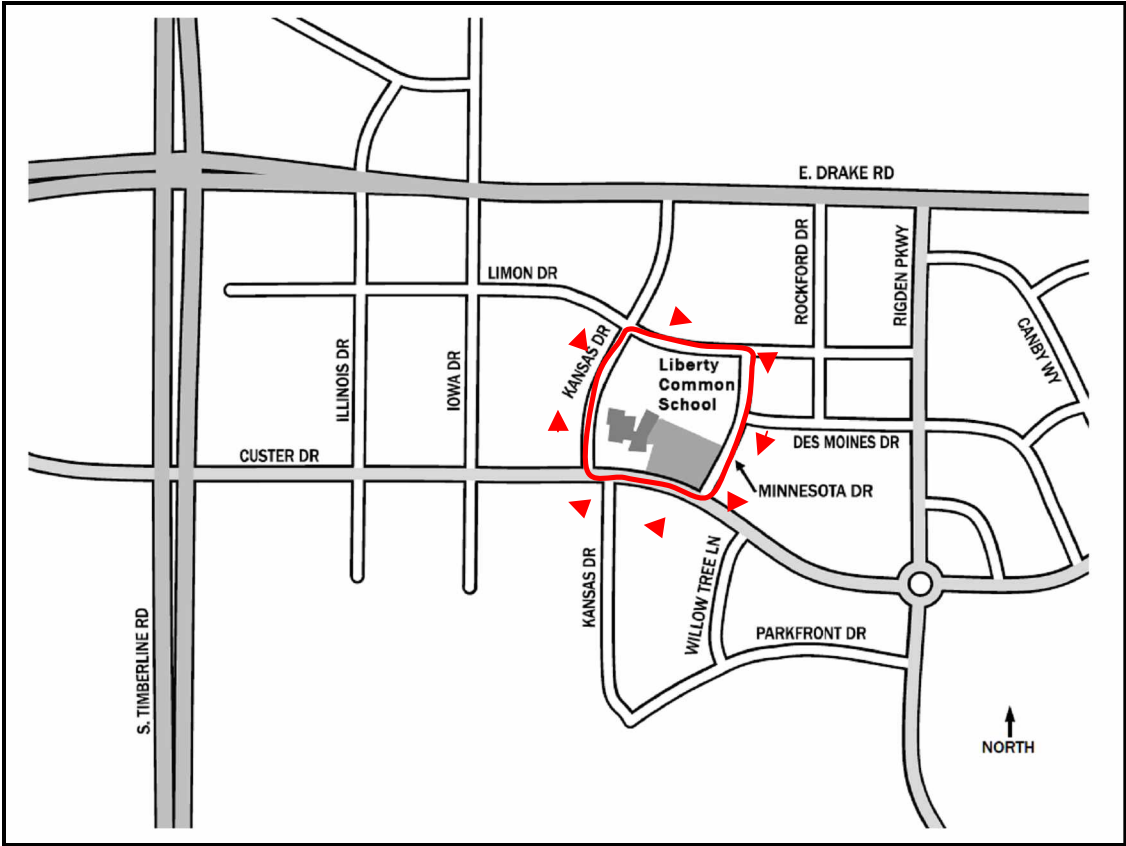
Leadership and Safety: LCHS students are approaching driving age and some are learning to drive. Please provide them only sound examples driving courtesy and traffic safety:

- 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.

Traffic-flow map

Please drop off and pick up students in a clockwise fashion anywhere around the Liberty High School block.



4.0.0 End of Document

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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.