



Loveland Classical Schools

STUDENT HANDBOOK

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General Information

The official name of the school is Loveland Classical Schools (LCS). It is comprised of the following:

- Loveland Classical Elementary School, a K-5th grade, Core Knowledge and classical school
- Loveland Classical Middle School, a 6th-8th grade Core Knowledge and classical school
- Loveland Classical High School, a 9th-12th grade classical, liberal arts high school

The elementary school is located at the Lyceum Campus:
3835 14th St. SW. • Loveland, CO 80537.

The middle and high schools are located at the Academy Campus:
3015 W. 29th St. • Loveland, CO 80538.

The main school phone number is 970-541-1507.

School Administration

Executive Director	Ian Stout	istout@lovelandclassical.org
Lyceum (K-5) Principal	Pete Boylan	pboylan@lovelandclassical.org
Academy (6-12) Principal	John Kaufman	jkaufman@lovelandclassical.org

Board of Directors

President	Mrs. Kimberly Barnes	kbarnes@lovelandclassical.org
Vice President	Mr. Bruce Finger	bfinger@lovelandclassical.org
Treasurer	Mr. Bruce Finger	bfinger@lovelandclassical.org
Secretary	Mr. John Lehner	jlehner@lovelandclassical.org
Chair	Mr. Howard Wenger	hwenger@lovelandclassical.org
Director	Mr. Jedidiah Link	jlink@lovelandclassical.org
Director	Mr. Frank McArthur	fmcArthur@lovelandclassical.org

Website

www.lovelandclassical.org

Community

Loveland Classical Schools 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 LCS. 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. LCS may recruit individuals from the community to provide supplementary educational experiences for the students. On-site parental volunteer assistance are encouraged and facilitated. LCS 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 progress at both campuses.

History

Loveland Classical Schools began as a dream that two mothers shared in the spring of 2010. They met while volunteering in their sons' preschool. Both women had been researching schools to determine the right fit for their children. It became explicitly clear that a classical education best met their needs and goals. Sadly, neither of their sons was able to win a seat in the lottery at the classical school of their choice. They soon learned that thousands of children were on charter school waiting lists in Northern Colorado. Their desire and passion for a classical school program for their children grew to include wanting to create more classical education options for all the children in their community. Thus began the journey to create Loveland Classical Schools.

After more than a year of hard work, the charter application was approved by the Thompson School District. With the help of hundreds of volunteers, experienced charter school experts, and countless others, LCS opened in September of 2011.

Mission

Loveland Classical Schools assists parents in developing young minds with virtuous character, critical thinking skills, and a passion for learning to become exceptional community stewards.

Vision

Loveland Classical Schools' vision is to partner with parents to champion the following values:

- The pursuit of excellence through vigorous diligence. The joy of success is found in hard work through academically challenging material.
- The habituation of ethical virtues. Moral character is inculcated through our twelve core virtues.
- The cultivation of social responsibility. Stewardship and service are encouraged as we work to better our community.

This is accomplished by creating a learning environment in which all students can succeed by using a vigorous, content-rich, educational program that teaches personal character, cultural literacy, and intellectual discipline.

Through a defined traditional, classical curriculum, students are prepared to become active, responsible members of their community. LCS strives for excellence, and sets a high level of expectations for students, parents, staff, and volunteers. The heart of LCS is our core virtues which are integrated into learning and school culture, thus creating an environment that fosters character and academic excellence.

Core Virtues

Loveland Classical Schools' Core Virtues are arranged in an age-appropriate manner encouraging growth and development in each student. At the Lyceum, students receive character instruction in Core Virtues classes. At the Academy, a virtue each month is highlighted and integrated into curriculum and activities.

- Grades K-3: Generosity, Honesty, Responsibility, Service
- Grades 4-5: Perseverance, Loyalty, Forgiveness, Integrity

- Grades 6-12: Courage, Humility, Prudence, Temperance, Generosity, Honesty, Responsibility, Service, Perseverance, Loyalty, Forgiveness, Integrity

Together, LCS' vision and mission express a firm commitment to provide all students the opportunity to create a better life for themselves and their community.

Academic Policies and Services

Loveland Classical Schools' goal is to provide a rich and vigorous educational opportunity for all students. We use the term vigor deliberately, as it means "life." A classical education is designed to promote lively and intelligent conversations among 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 LCS community. Class work and homework are designed to challenge each student to make the most of his or her talents.

Curriculum Philosophy and Policy

Core Knowledge: Grades K-8

Loveland Classical Schools employs the nationally recognized Core Knowledge sequence from kindergarten through 8th grade. It is founded on the principle that the more you know; the more you will be able to learn. Many elementary schools today operate without a structured sequence allowing teachers to teach whatever they like. For example, in Colorado's academic standards for Social Studies, it states that students will be able to, "Construct a timeline of events showing the relationship of events in Colorado history with events in United States and World History." Unfortunately, it does not help with determining what is important in Colorado, United States, and World History. The Core Knowledge sequence fills in these gaps clearly defining what these facts should consist of.

The Core Knowledge sequence takes these facts and places them in strategic positions throughout a student's academic career from Preschool through 8th grade. It places material in a spiraling process such that each time a topic is discussed, it is explored at a deeper level. For example, kindergarten students studying magnets identify familiar everyday objects and classifying things as or are not attracted by magnets. First graders are introduced to electricity. They discuss static electricity, basic circuits, conductive materials, and safety rules for electricity. Second graders then spiral back to magnetism and discuss unseen forces; most magnets contain iron, lodestones, magnetic poles, magnetic fields, law of magnet attraction, the Earth as a magnet, and a compass. As you can see, the depth of the discussion in 2nd grade is much deeper than that of kindergarten. The Core Knowledge sequence takes a topic that the students are familiar with and helps them appreciate it at a deeper level. As the students progress through the sequence, they find themselves in the 8th grade discussing the connection between electricity and magnetism.

Literacy

Supporting the Core Knowledge sequence is the Riggs literacy program. The Riggs method is a phonics-based program that began 120 years ago by Dr. Samuel T. Orton. The program teaches students the foundational sounds made by letters and groups of letters. As young students learn to read, they are able to sound out words by using the phonograms already instilled in them. They are able to compare the sounds with words they already know until they eventually speak the correct combination. As they do this, they can identify what is right and what is not. In doing so, students learn to become self-sufficient in reading alone.

<https://www.lovelandclassical.org/about-us/riggs-literacy-program/>

<https://www.lovelandclassical.org/phonograms/>

Mathematics

Loveland Classical Schools utilizes the successful Singapore math program. Singapore has consistently performed well in the TIMSS international math assessment. Students in Singapore have ranked number one in 4th and 8th grades in three out of the last four times the exam has been administered. Typical U.S. math textbooks focus on political correctness or trying to engage students by making the mathematics relevant. Counter to this, the Singapore textbooks focus on the mathematics and the beauty of the relationships that exist within the mathematics. Because of this, the Singapore math textbooks are, on average, one-and-a-half to two years ahead of the typical U.S. math textbooks by the 6th grade. The Singapore textbooks also place an emphasis on problem solving using a method often referred to as bar-model drawing. The theory of bar-model drawing is that students first understand concrete objects. Mathematics demands that students are able to think about many abstract concepts. To help bridge the gap between the concrete and the abstract, the Singapore math program implements a pictorial stage that makes the transition to the abstract stage a more fluid process. The depth of this method is beyond the scope of this piece, so parents are encouraged to attend a parent seminar to fully experience this truly amazing method.

The Classical Education: Grades K-12

What is the purpose of education? To produce an adult ready for the work force? Or does it address this obvious necessity, but also encompass something greater, something nobler? A classical, or liberal arts, education is centered on the idea of *liberātus*, meaning "freed, liberated." It is in this context that the end goal of a classical education is an independent, or "freed," intellect that is capable of making logical discernments informed by a strong, virtuous character.

Classical education has many interpretations, but here at LCS it is defined by three main areas of focus: Great Works, Great Teaching, and Great Character. LCS' classical curriculum centers on the great works from the Western canon that have lasted the test of time and are vitally important to the cultivation of wisdom. Our classical pedagogy is anchored by the trivium, used as highly effective instructional method for millennia. Our emphasis on character utilizes Core Virtues, an explicit part of our students' classical education. These three areas of focus are the pillars which define classical education at Loveland Classical Schools.

Classical Education is about Great Works

When hearing the word "classical," most think of "old." Classical education does involve old things such as the ancient Greeks, classical music, and Euclidian geometry, but this is only the beginning. Students at Loveland Classical Schools definitely study many "old" books and people, such as from Homer, Aristotle, Thucydides, Cervantes, and Milton. However, these historic books and characters are not chosen because they are old, but because they have withstood the test of time and are of universal importance to the study of what it means to be human. Loveland Classical Schools uses a curriculum based in what has been recognized for centuries as the great books and authors of the ages rather than the latest fad or political agenda. We study and discuss the great works because they give insight into our heritage, into ourselves, and into what it is to live a meaningful life. They express and explore universal truths that resonate deep within every person.

A critical component of classical education is the use of primary sources. For example, if you wanted to study the Federalist Papers to understand the formation of our government, you could either study the original Federalist Papers or study what others say about the Federalist Papers. Institutionalized education today chooses the second approach. Many educators feel that the Federalist Papers are too difficult for students to learn so they instead look to an "expert" to explain it. LCS knows that students are capable of amazing things when given the opportunity. LCS students read and dissect original source documents when possible rather than solely rely on someone else's interpretation.

An excellent summary of why LCS focuses on the great works is the following statement by Sir Isaac Newton: "If I have seen further it is by standing on the shoulders of giants." By studying the works of our civilization's greatest minds, our students are provided a strong foundation from which they can stand tall. Just as the works of Galileo, Descartes, and Copernicus paved the road for Newton, students learn greatness by surrounding themselves with great people and ideas. Who better to surround students with than some of the greatest of all time: Socrates, Plato, Aristotle, Euclid, Melville, Dante, Kant, Orwell, Virgil, St. Thomas Aquinas, Conrad, Einstein, Franklin, and Lincoln?

Classical Education is about Great Teaching

The trivium is the classical method of instruction using the "three paths." As a teaching method, the trivium utilizes the stages of grammar, logic, and rhetoric in instruction. This method of education began thousands of years ago by the Greeks, which began with the study of grammar for understanding the structure of their language. Then the student learned how to use the language logically so as to make accurate statements, construct logical arguments, and detect fallacious reasoning. Finally, the student would then learn how to communicate eloquently in the rhetoric stage to elegantly and successfully express their thoughts. In practice, the grammar, logic and rhetoric stages can be understood as training the student in facts, critical thinking, and communication. To begin, a student must learn the fundamental structure or facts in order to be able to understand the subject. However, it can be argued that this is where most education stops. In the trivium used in LCS' classical education, we next take those facts to infer something that was not previously known; to draw connections and build syllogisms between the facts we have learned. When the student can successfully and accurately employ logical reasoning, the student then artfully articulates that understanding in a persuasive manner. This is the grammar, logic and rhetoric stages of the trivium that form the basis of the classical method of instruction at LCS.

As an example, when studying the Peloponnesian War, facts such as dates, personages, governments, motivations, and battles are covered. However, while typical instruction stops there, after going through these grammar items at LCS a logic question may be presented, such as, "What could have happened if the plague had not occurred in the second year of the war?" In order for students to answer, they will need to know what did happen (grammar), and formulate what could have happened in an "if, then" answer that is rationally sound. We tell students that although there is not one right answer in this exercise (because it is a theoretical situation), there are wrong answers if the facts or logical reasoning are not correct. In describing the "if," like "if the plague had not occurred in 29 BCE in Athens," students demonstrate their grammar knowledge. The "then," which is the logic piece, can be similar to, "then the Athenians would not have lost as many citizens and soldiers, and may have successfully executed their naval strategy in 29 BCE to end the conflict, rather than the war continuing on for 18 more years whereby Sparta and its allies were eventually able to defeat Athens." In this example, students draw connections to what they have already

learned to new ideas. When students explain their reasoning, either by presenting orally or in writing, techniques are practiced developing the rhetoric stage of the trivium.

What is described above is an example of what occurs daily. Another simplified example in math is the instruction of math facts (grammar), student application of those facts to higher-level processes that are new to the student (logic), and the clear explanation of the reasoning for their answer (rhetoric). Further, this method of instruction is the basis for teaching students to read and decode phonemic rules of English in the lower elementary, learn a foreign language, dissect the themes of a text, apply scientific laws to processes, analyze harmonies and scales in music, or employ theories studied in art, to name a few instances. The different stages of the trivium do not just ensure that students know content knowledge (grammar) but continues to develop logical inference, critical thinking, and skills in the art of rhetoric for students to be independent thinking adults who can make their own discernments (*liberātus*).

Classical Education is about Great Character

Plato describes a group of people bound in a cave with visibility to only the world of shadows. He goes on to describe how one can see the real world of people and shapes in the light.

Classical education focuses on bringing the student out of the world of shadows and into the light.

This process isn't always easy; in fact, it can be laborious and difficult at times. Success in school, as in life, is similar and it is not a guarantee. The learning process may be frustrating and a struggle at times. It is something that requires grit, hard work, and patience. Our motto, *fallamur ut floreamus*, "let us falter so we may flourish" addresses this head on. This differs from typical methods of education where students are spoon-fed answers when they come across a difficulty rather than work out the answer themselves to find success, learn perseverance, and deeply integrate the solution. These experiences are an excellent opportunity to instill and practice character that will be life-long characteristics of a classically educated student. As Aristotle stated, we are what we repeatedly do.

Loveland Classical Schools addresses the fact that knowledge without virtues and morals can lead to the application of that knowledge to a negative end; there are many criminals that are crafty and intelligent, but are they truly wise, are they living the "good life" that is discussed by Socrates? Throughout the school day, situations present themselves for discussion and study on what is virtuous character and what is worth pursuing in life to benefit our community. Character education becomes a critical component of the academic program rather than reactive discipline. This is another crucial area where classical education is different; to acknowledge and implement that education is not only about learning facts but learning how to be a good person.

Loveland Classical Schools defines classical education as Great Works, Great Teaching, and Great Character. LCS uses the time-tested curriculum, teaching methodology and virtues to instill *liberātus* in our students to fulfill our mission: assist parents in developing young minds with virtuous character, critical thinking skills, and a passion for learning to become exceptional community stewards.

Standardized Testing Policy

Loveland Classical Schools will be incessantly critiqued for its success and its failures. Critics will find faults where there are none and supporters will do the exact opposite. One metric that is used with

students in grades 3-8 and 11 is the state standardized test named, CMAS (Colorado Measure of Academic Success). Students in grades 9-11 will be administered the PSAT/SAT that has been developed by the College Board.

Loveland Classical Schools will administer the CMAS and College Board exams in accordance with Colorado State Law. Our teachers do not “teach to the test,” prioritizing class time to teach our Core Knowledge/classical curriculum. Although we do not overemphasize the importance of the test, we do require all students to be present and take the exams seriously as a service to their school.

Grading Policy

LCS believes that grades are a useful tool to partner with parents to evaluate the extent to which a student has mastered a particular skill or course; therefore grades are assigned in all subjects with sufficient evidence of the body of work to show a comprehensive picture of the level of the student’s comprehension of material. LCS teachers assign grades in order to reflect accurately the range between true mastery and insufficient knowledge of a subject. Grade inflation is discouraged. In this scheme the following letter grades have these meanings:

A Mastery – Firm command of the content material, high level of skill development, exceptional preparation for later learning.

B Proficiency – Command of the content material, advanced development of most skills, has prerequisites for later learning.

C Sufficiency –Command of basic knowledge & concepts, demonstrated ability to use basic skills, lacks some prerequisites for later learning.

D Insufficiency – Lacks knowledge of some fundamental ideas and concepts, some important skills unattained, deficient many prerequisites for later learning.

F Failing – Most of the basic knowledge and concepts not learned, most essential skill are not demonstrated, lacks most prerequisites for later learning.

In addition to these general parameters, we will be using a 4.0 grading scale. The letter and numerical grades for this system are listed below:

A	Mastery	94-100%	4.0
A-		90-93	3.7
B +	Proficiency	87-89	3.3
B		84-86	3.0
B-		80-83	2.7
C +	Sufficiency	77-79	2.3
C		74-76	2.0
C -		70-73	1.7
D+	Insufficiency	67-69	1.3
D		64-66	1.0
D-		60-63	0.7
F	Failing	0-59	0.0

The grading scale as defined above is utilized for all students with the exception of kindergarten through 2nd grade, where the teacher will use Exceeds Expectations (EE), Meets Expectations (ME),

and Not Yet (NY). Incomplete (I) will be given only under special circumstances as determined by the Principal or Executive Director.

Parents and students should always be informed of the student's progress. Teachers will update Infinite Campus on a weekly basis, that shows evidence of the body of work for the students' progress towards mastery of material. If a student is not passing a subject or a downward trend in comprehension of material, the teacher will discuss with the student, and notify the parents. Student and parents should not be surprised at the end of the quarter or semester about the level of comprehension of subject material. Students, parents, and teachers should communicate as soon as concern on the level of comprehension of material.

To be in good academic standing the student must maintain a 2.0 GPA or better.

For students with accommodations and/or modifications on either a Section 504 Plan or individualized educational plan (IEP), the 504 Coordinator or the Learning Center Teacher will work closely with the student's general education teachers on grading and assignments. If a student continues to struggle with unsatisfactory grades, the team will collaborate on further developing the differentiation and implementation of the IEP with input from the student's parents.

Graduation Requirements Policy

Students must receive a passing mark on their senior thesis in order to graduate. All completed coursework in 9th-12th grade appears on the student's high school transcript and is used to calculate the student's grade point average (GPA). A passing grade (of C- or higher) in a course signifies completion of the content standards delineated for that course. In order to participate in the graduation ceremony, the required credits must be satisfactorily completed before the date of graduation. The diploma is that of LCS and the Thompson School District. At LCS a majority of student coursework is in required subjects that develop a core knowledge of the liberal arts and sciences.

LCS offers two levels of diploma: Proficient and Advanced. All students are encouraged to pursue the level of diploma that best suits their goals and needs.

Class of 2019 (12th)	PROFICIENT	ADVANCED	ADVANCED w / 8 classes
Literature	4.00	4.00	4.00
History	4.00	4.00	4.00
Mathematics	3.00	4.00	4.00
Science	3.00	3.00	3.00
Latin	1.00	1.00	1.00
Foreign Language	1.00	1.00	3.00
American Government	1.00	1.00	1.00
English Composition	.50	.50	.50
Geography	.50	.50	.50
Health	.50	.50	.50
Physical Education	.50	.50	.50
Personal Finance	.50	.50	.50
Economics	.50	.50	.50
Ethics (Moral Philosophy)	.50	.50	.50
Senior Thesis	.50	.50	.50
Electives	5.00	4.00	5.00
Advanced Electives**	.00	2.00	n/a
Service Hours	n/a	25 hours	n/a
TOTAL:	26.00	28.00	29.00

Class of 2020 (11th)	PROFICIENT	ADVANCED	ADVANCED w / 8 classes
Literature	4.00	4.00	4.00
History	4.00	4.00	4.00
Mathematics	3.00	4.00	4.00
Science	3.00	3.00	3.00
Latin	1.00	1.00	1.00
Foreign Language	1.00	1.00	3.00
American Government	1.00	1.00	1.00
English Composition	.50	.50	.50
Geography	.50	.50	.50
Health	.50	.50	.50
Physical Education	.50	.50	.50
Personal Finance	.50	.50	.50
Economics	.50	.50	.50
Ethics (Moral Philosophy)	.50	.50	.50
Senior Thesis	.50	.50	.50
Electives	5.00	4.00	5.00
Advanced Electives**	.00	2.00	n/a
Service Hours	n/a	50 hours	n/a
TOTAL:	26.00	28.00	29.00

Class of 2021 (10th)	PROFICIENT	ADVANCED	ADVANCED w / 8 classes
Literature	4.00	4.00	4.00
History	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Science	3.00	3.00	3.00
Latin	1.00	1.00	1.00
Foreign Language	1.00	1.00	3.00
American Government	1.00	1.00	1.00
English Composition	.50	.50	.50
Geography	.50	.50	.50
Health	.50	.50	.50
Physical Education	.50	.50	.50
Personal Finance	.50	.50	.50
Economics	.50	.50	.50
Ethics (Moral Philosophy)	.50	.50	.50
Senior Thesis	.50	.50	.50
Electives	4.00	4.00	5.00
Advanced Electives**	.00	2.00	n/a
Service Hours	25 hours	75 hours	50 hours
TOTAL:	26.00	28.00	29.00

Class of 2022+ (9th+)	PROFICIENT	ADVANCED
Literature	4.00	4.00
History	4.00	4.00
Mathematics	4.00	4.00
Science	3.00	3.00
Latin	1.00	1.00
Foreign Language	1.00	1.00
American Government	1.00	1.00
English Composition	.50	.50
Geography	.50	.50
Health	.50	.50
Physical Education	.50	.50
Personal Finance	.50	.50
Economics	.50	.50
Ethics (Moral Philosophy)	.50	.50
Senior Thesis	.50	.50
Electives	4.00	4.00
Advanced Electives**	.00	2.00
Service Hours	25 hours	100 hours
TOTAL:	26.00	28.00

Advanced Electives, 2018/19:

Additional math and science courses (beyond graduation requirements)
Advanced English Composition (after graduation requirement has been met)
Chamber Choir (3 or more years)
Philharmonic Orchestra (3 or more years)
Symphony Orchestra
Art History
Art IV: Painting
Art IV: Drawing
AP Art Studio: Classical Studio Art
Latin III and Latin IV
Spanish III and Spanish IV
German III and German IV
Rhetoric & Logic

Credit Enrollment Minimums:

All full time LCS students are required to take a full load of classes. LCS does not generally permit off blocks. For Seniors in good standing, on track to graduate, the option of an online class may be available. The online class must meet LCS minimum classical and rigor requirements and must be approved by both the counselor and a member of administration. (For more information please talk to the LCS Counselor.)

Freshman (9th)	=	7 (3.5 per semester)
Sophomore (10th)	=	7 (3.5 per semester)
Junior (11th)	=	7 (3.5 per semester)
Senior (12th)	=	7 (3.5 per semester) ¹

Credit Benchmarks:

Freshman (9th)	=	7
Sophomore (10th)	=	14
Junior (11th)	=	21
Senior (12th)	=	28

Transfer Credit:

All credits earned in grades 9-12, or high school qualified courses, will be considered as credit towards the completion of a Loveland Classical Schools Diploma. While D's do not count for credit at LCS they will be counted as a qualifying grade, toward graduation credit. Classes that do not directly correlate to our subject credits will be given elective credit, if qualified by the Thompson School District.

Home school students will need to provide their district registration for their homeschool program and provide information in regards to the Thompson School District Homeschool Policy: (https://www.thompsonschoools.org/cms/lib/CO01900772/Centricity/Domain/1237/home_school_helper.pdf)

¹ Principal's approval required for fewer than 7 credits per year (3.5 per semester).

Promotion Policy:

Promotion in the high school consists in passing grades in core subjects (English, history, math, science), a sufficient overall GPA, and required seat time according to state law. There will be no social considerations for promotion. Students may take courses in the next grade while having to repeat courses in a grade not passed. Graduation will be awarded upon meeting the graduation requirements, to include the passing of the senior thesis. Students entering the school may be required to take competency exams to ensure accurate placement. LCS will use comprehensive exams for assessment. Students who have not reached proficiency, or cannot pass these mathematics exams, may be required to repeat the course.

Promotion in the elementary school will be based upon sufficient literacy according to each grade level, passing grades in core subjects (English, history, math, science), and required seat time according to state law—not social considerations.

Promotion in the middle school will be based upon passing grades in core subjects (English, history, math, science), a sufficient overall GPA, and required seat time according to state law—not social considerations. Students may be allowed to repeat a course in order to pass.

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. The teacher will test all students and determine grade level. In grades K-3, the DIBELS literacy assessment is used three times a year on all students and READ Plans are put in place as an academic intervention if the student is below grade level.

In addition, students must show mastery/proficiency of the phonograms at the following levels. "Proficiency" would equate to a child's being able to recognize a phonogram and know the sound(s) it makes. "Mastery" would include using the phonograms correctly when spelling as well as reading.

- K - proficiency in 32 phonograms, with all 71 introduced
- 1st grade - mastery of 40 phonograms and proficiency with 55
- 2nd grade - mastery of 55 and proficiency with 71
- 3rd grade - mastery of 71, not including all the support information for the phonograms
- 4th grade - mastery of 71 phonograms, including the support information for each

Age is an additional criterion for placement in a specific grade level at LCS. A student must fall within district guidelines to be enrolled in a particular grade.

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

Middle and High School Students (Grades 6-12)

It is our goal for parents, teachers, and students to work together during the year to ensure students are developing responsible work habits and achieving at passing levels. We do not force a bell curve. For this reason, a failing grade is defined as a D or an F in a subject. Students with a cumulative failing grade at year-end in any one core class will be reviewed by the faculty for retention consideration.

Students with special needs will be considered separately from this policy. Careful consideration in the development, implementation, and revision of the student's individualized education plan (IEP) or Section 504 plan over the course of the school year should prevent retention in most cases. If a student with special needs is not meeting success at grade level, any discussion about promotion and retention will include the general education team, special education or 504 staff, principal, and parents. Consideration will be given to the student's rate of progress, what factors may be impeding progress, and the impact of the disability on learning. If the lack of progress is determined to be an outcome of the disability, the student will not be retained. If the lack of progress is attributed to other factors, and it is determined that the student will be retained, a plan outlining how those factors will be addressed the following year will be immediately created. Additionally, the plan will address how instruction will be provided differently than in the unsuccessful year as the student repeats that grade.

Placement Testing

Newly enrolled secondary students (grades 6-12) will be contacted by the Registrar prior to the student's first day of class to complete a math placement test. This test will help teachers in the Math Department determine proper course placement. Upon the completion of this assessment, a representative from the Math Department will contact the student's parent/guardian to notify them of the school's determination.

LCS Advancement Policy for an Individual Subject

At this time, Math and English are the only individual subjects students can potentially move up or down in skill level. When considering the advancement of a particular student (*i.e.* a 3rd grader who will take 4th Math), the following process will be used:

1. The current English/Math teacher will evaluate what the student is producing through homework, classwork, and classroom assessments. If the student is performing 'Above Average', the teacher then reviews the student's most recent benchmark assessments (. These benchmark assessments are given Fall (Sept), Winter (Dec), and Spring (April/May). If the student is performing "Well Above Average,' the teacher may request a conference with the student's parents to discuss the possibility of subject advancement. Meetings with parents are to be held in the first 3 weeks of the 4th quarter for existing students or upon enrollment for new students.
2. If the parent wishes to further explore the possibility of skill level advancement, there must be consent given for a levelled placement test to be given to the student as well as a Social/Emotional Preparedness Review to be completed by both the parent/guardian and the student's current classroom coordinator.
3. Upon completion of the placement test and the Preparedness Review, a team made of the Subject teacher, Counselor, Administrator, and Parent will discuss input from the 5 sources:
 - 1) Parent Input

- 2) Current Coursework
 - 3) Benchmark Scores
 - 4) Placement Test Results – as interpreted by 3 members of the English / Math Department
 - 5) Preparedness Review
4. To qualify for subject level advancement, a student must have favorable input from (1) the Parent(s) and (5) the Preparedness Review. There must also be at least favorable data from 2 of the remaining 3 indicators: (2) Current Coursework, (3) Benchmark Scores, (4) Placement Test Results.
 5. If these parameters are met, the parent and administrator can sign the Course Advancement Approval Form and give to the Registrar for formal placement. This document with data gathered by the above-mentioned indicators will be kept in the student’s cumulative records.

Any decisions to advance a student can be revisited at the end of the year (4thQuarter) and do not necessarily guarantee continued advancement in the following year. Continuing in an advanced track is dependent on the student’s performance and favorable scheduling opportunities.

Advancement is to only be granted within the first month after a new student has enrolled or the first month of a new school year.

The skipping of Math 6 is strongly dissuaded by the Math department as Math 4 and Math 5 have several differences in content with State Standards that are covered in Math 6.

Entire Grade Acceleration for grades K-5

Iowa Acceleration Scale (IAS) is an objective guide for considering an individual for academic acceleration. The IAS ensures that acceleration decisions are systematic, thoughtful, well-reasoned and defensible. Designed to take personal bias out of the decision-making process when considering a child for whole-grade acceleration, the IAS requires assessment information and utilizes a child-study team format to come to an agreement on a series of assessment questions related to the child’s motivation, school attendance, relationships with teachers and peers, and more.

IAS: Section #1: Academic Review using either the Kaufman Brief Intelligence Test.

IAS: Section #2: Aptitude Review using either the Iowa Test of Basic Skills or TERA/TEMA, depending on age.

IAS: Section #3: Current Achievement Review (At grade level measures using Internal Benchmark Data-NWEA)

Students should achieve a RIT score, equivalent to the top 10th-25th percentile of students in the advanced grade on each subtest (Reading, Language, and Math).

****IF A STUDENT IS IDENTIFIED AS A GOOD CANDIDATE FOR WHOLE-GRADE ACCELERATION BASED UPON ACADEMIC ABILITY, APTITUDE AND ACHEIVEMENT (AAAA), THE CANDIDATE WILL CONTINUE TO SECTIONS #4-7:**

IAS: Section #4: Parent & Teacher Survey: School and Academic Factors

IAS: Section #5: Parent & Teacher Survey: Developmental Factors

IAS: Section #6: Interpersonal Skills

IAS: Section #7: Attitude and Support

****ONLY EXCELLENT CANDIDATES (AS DETERMINED BY THE SCORING OF THE IAS) ARE CONSIDERED AND RECOMMENDED FOR WHOLE GRADE ACCELERATION. THIS QUALIFICATION MUST BE MET FOR THE SCHOOL TO APPROVE A PARENTAL REQUEST.**

Single Subject Advancement in Grades K-5

At this time, Math and English are the only individual subjects students can potentially move up or down in skill level beginning in grade 4. Teachers or parents can initiate the process of considering the advancement of a particular student (ie: a 4th grader who will take 5th Math), the following steps will be used:

1. An academic review of past grades, current work samples (homework, classwork, and classroom assessments), and benchmark data will be done to see if the student has the necessary skill competency to advance. Benchmark data will be reviewed, and the student must have a RIT score that places the student in the top 10th-25th percentile of students in the advanced grade. At that time, either the parent or the teacher may request a conference to discuss the possibility of subject advancement.
2. If the student meets the above academic criteria, and the teacher/parent wishes to further explore the possibility of advancement, parental consent will be sought to administer a levelled placement test. Results will be reviewed by three members of the English/Math department and a departmental recommendation regarding advancement will be given.
3. Upon a favorable recommendation from the English/Math department, parents will be asked to meet with the school counselor to discuss Social, Emotional, and Developmental factors that ought to be considered prior to making a decision for advancement.
4. If the academic review, departmental recommendation, and preparedness review all are favorable for advancement, the parent, student, and principal can sign a Course Advancement Approval Form and give to the Registrar for formal placement. This document with data gathered by the above-mentioned indicators will be kept in the student's cumulative records.

Single-subject advancement requests must be completed within the 4th quarter (for the next school year), summer break, or first 3 weeks of a new school year.

Any decisions to advance or retain a student will be revisited at the end of the year (4th Quarter) and do not necessarily guarantee continued advancement in the following year. Continuing with advanced track is dependent on the student's performance and favorable scheduling opportunities in future years.

Approval of Courses Taken Outside of High School

To obtain credit towards the LCS graduation requirements, prior approval must be obtained from LCS Administration of all High School courses taken outside of LCS (i.e.-Thompson Online, BYU).

Part-time Student Graduation

Students who are enrolled part-time at LCS will be able to take part in commencement ceremonies with their classmates but will receive a diploma from their homeschooling or other program noting supplementation by LCS. Their diploma is not an LCS diploma.

AP Grade Scaling

Students who choose to take college concurrent credit and/or Advanced Placement (AP) classes during their time at LCS, and take the AP examination associated with those classes, will receive a higher grade point scale for taking such advanced classes.

A	Mastery	94-100%	5.0
A-		90-93	4.7
B +	Proficiency	87-89	4.3
B		84-86	4.0
B-		80-83	3.7
C +	Sufficiency	77-79	3.3
C		74-76	3.0
C -		70-73	2.7
D+	Insufficiency	67-69	1.3
D		64-66	1.0
D-		60-63	0.7
F	Failing	0-59	0.0

High School Credit for LCS Middle School Math Classes

Middle school students taking Geometry or Algebra II at LCS will get LCS high school credit for those math classes. Such credits will contribute to their high school graduation requirements (Advanced Track total of 4, Proficient Track total of 3).

This is common in other TSD schools and schools in the state and is an incentive for high achieving students to remain at LCS as this credit will transfer. The Geometry and Algebra II math credits will be the only ones with this concession.

High School P.E. Credit for Sports Participation

LCS high school students who participate in school sponsored sports programs for a minimum of two seasons within a school year may be given a semester credit of P.E. for such participation. Credit must be approved with the counselors prior to beginning the sport, and coaches must document hours on the log form. This will be in effect for either LCS or other school sports programs which have a varsity component.

LCS Graduation with Honors Criteria

LCS students will be awarded recognition at High School Graduation for significant academic achievement. Such honors will be:

Cum Laude (Graduation with Honors) earned by a cumulative G.P.A. of 3.5 -3.7 from the high school career from either the Proficient or Advanced curriculum tracks. Attendance rate for this honor must be 90% or higher and there shall not be any suspensions in the student's high school career.

Magna Cum Laude (Graduation with High Honors) earned by a cumulative G.P.A. of 3.8-3.9 from the high school career and meeting the requirements of the Advanced curriculum track.

Attendance rate for this honor must be 90% or higher and there shall not be any suspensions in the student's high school career.

Summa Cum Laude (Graduation with Highest Honors) earned by a cumulative G.P.A. of 4.0 (or higher)

from the high school career and meeting the requirements of the "Advanced" curriculum track. Attendance rate for this honor must be 95% or higher and there shall not be any suspensions in the student's high school career.

GPA Announcement

At student assemblies and commencement ceremonies the administration will publicly acknowledge and congratulate students with high grade point averages (GPA). Specific details of student grades will not be announced, but the GPA and anecdotes about the student's scholarly performance will be related.

Human Sexuality

We believe parents own the fundamental responsibility for their children's education, which includes the areas of morality and sexuality. The school's role, at most, should be viewed as a supportive one. It is apparent that sexuality is more than biology and physiology. It also includes morality, spirituality, and the emotions. Because it is a part of the whole human experience, it must be taught with respect and sensitivity.

We believe children are naturally modest concerning their bodies and are not ready to learn everything at once. They are naturally curious, however, and need to get answers to their questions in a way appropriate to their stage of development. In teaching this topic, we want to minimize the embarrassment associated with it for both children and parents.

Teaching Human Sexuality

We will teach the Core Knowledge Sequence in the 5th grade, which includes a discussion on the reproductive organs and reproduction. The class will be taught in a gender-separated environment. Parents will have the opportunity to preview the materials the class will be reading on which the discussion is based. Parents will also have the opportunity to attend a meeting with the teacher(s) prior to the section on sexuality. Sexual intercourse will only be discussed in the context of a monogamous relationship between two people of opposite sexes. Parents will have the choice of having their children opt out of this portion of the class, which will be taught during the regular science time.

In the secondary school, themes that deal with sexuality may emerge from the reading of a serious text, such as *Anna Karenina*, *Brave New World*, *The Scarlet Letter*, or *The Diary of Anne Frank*. When these topics do emerge from the curriculum itself, teachers will adhere to the school philosophy as described in this handbook. Teachers will engage the material in a serious way.

The purpose is not to claim that "Hester Prynne could be just as happy as a single mother," or that "Greek culture proves that homosexuality is an appropriate sexual preference," or any other such highly contestable claims that violate our policies. When in doubt over the teaching of an issue, the teacher should always consult the Principal.

In the higher grades, students may be involved in discussions concerning sexuality and sexual restraint as these issues affect their living a moral and responsible life. The Principal or a faculty member who has the full confidence of the Principal in these matters will always lead such discussions. Moreover, parents will always be notified of these discussions before they take place in case parents wish their children to opt out. In addition, as mandated by the state, sex education must be taught in the high school in the context of human health. Sexuality will be taught as an aspect of a monogamous marriage, and the moral and physical consequences of promiscuous sex will be made plain.

Character education is part of our program. Sexuality involves serious moral decision-making. It is important to help children build the capacity to make and abide by sound moral choices. We would like our teaching of human reproduction to be a springboard to initiate and facilitate discussions between parents and children on this sensitive subject.

Communicated Principles

- Sexuality in practice is best accompanied by marital commitment and fidelity.
- Premarital abstinence is a positive, practical, achievable lifestyle that promotes self-control, self-respect, respect for others, responsibility, maturity, and good health.
- Abstinence prior to marriage is the only 100% safe approach to sex physically, emotionally, morally, and spiritually.

The sex education program in the high school will include discussion on sexually transmitted diseases (including AIDS), condoms (only with respect to their limited effectiveness in prevention of sexually transmitted diseases), and fetal development.

Evolution Policy

Much of modern biology rests on the theory of evolution. The Core Knowledge sequence introduces the theory of evolution in the 7th grade. LCS will adhere to the Core Knowledge sequence. In the high school biology class the evolutionary theories of human development will be covered. The teaching of evolution is not intended to exclude other theories of human origins and development, such as Creation. Nevertheless, we will not teach these theories but refer students back to their parents.

Controversial Issues Policy

Controversial issues are defined as contemporary problems, subjects, or questions of a political or social nature where there are differences of opinion and passions run high. Controversial issues will only be explored when emanating from some part of the curriculum (grades 6-12). When these subjects come up teachers will present an impartial view of both sides without proselytizing. Contemporary controversial issues will not be discussed in the elementary school even if part of the Core Knowledge sequence, without Principal approval.

Video Viewing Policy

From time to time 5-10 minute video clips or other media may be used to support the lesson. To be used in class they must meet a specific curricular objective. If longer than 10 minutes or if there is any questionable content, imagery or profane language, parents will be notified in advance. No

media shown in class will contain sexually explicit material. Teachers must receive prior approval from the Principal in order to show a video. Teachers are responsible for previewing videos to ensure that they are appropriate.

A parental permission form is to be distributed by each teacher who intends to show a video, and teachers are to abide by the choice of the parents. Alternative assignments will be given to students not participating in the video activity.

Guest Speakers

Guest speakers utilized during the school day must speak on topics covered in the course or grade. Students should be in process of studying the topic to be presented.

The Principal must approve the guest speakers prior to the invitation being extended. Approval must still be obtained for guest speakers used in the previous school year. Approval for one year does not carry over to the next.

The Principal must screen the guest speakers who cover controversial topics. The screening may include an interview of the guest by the Principal. Parents must be notified prior to guest speaker presentations on controversial issues, including religions covered in the curriculum. Parents may have students excused from such presentations. The student will be supervised apart from the presentation. Teachers will provide permission slips to parents as notification of a guest speaker covering controversial issues and indicate an option on the permission slip for student to be excused.

Field Trips

Field trips must be directly tied to the curriculum and add to the instructional environment by conveying knowledge or an experience that supports the curriculum. The Principal must approve field trips a minimum of 2 weeks prior to planning. The teacher must submit the Field Trip Approval Form to the Principal or director of curriculum and obtain a signed approval prior to notifying students, parents, and front office of the event. The business office must review and sign the Field Trip Approval Form to verify costs and cost estimates prior to notifying students, parents, and front office of the event.

A permission slip signed by the parent/guardian of each student must be obtained prior to occurrence of the field trip.

Parents may not drive students outside Larimer County.

Only under specific circumstances (field trip cannot occur because the number of students make contracted transportation impossible) in which a limited number of students are involved may parents transport students outside of Larimer County.

Whenever parents are driving each driver must complete Volunteer Field Trip Driver

Application, which includes submitting a copy of their driver's license, vehicle registration, and proof of insurance a minimum of 1 week in advance.

Under no circumstance will students or a student organization plan field trips. Teachers must adhere to these guidelines:

- The chaperone to student ratio must be a minimum of 1:10.
- Chaperones must submit a copy of their current driver's license and be registered with TSD as a volunteer.
- The following must be completed and submitted to the business office prior to the event:
 - Document of Rules signed by students,
 - Document of Responsibilities signed by chaperones,
 - Established Discipline Policy, and
 - Written Emergency / Accident Procedures.

If any of the aforementioned criteria are not met, the field trip will be canceled. The Principal must meet with the field trip sponsor a minimum of 5 school days in advance of the trip to verify the completion of the requirements. Five minutes prior to departure, the Principal or his designee will approve or deny departure. If the trip is canceled due to violation of the field trip policy the school will refund the students.

Extended field trips will follow TSD guidelines and have the LCS Executive Director's approval, and LCS BOD notification.

Extended Field Trips

All extended field trips require the Executive Director's approval and LCS BOD notification for consideration and agreement a minimum of 90 days (180 days outside US) and communication and preparations have begun prior to the trip. All students attending the extended field trip must have unanimous approval of the administrators of LCS. For secondary students, the trip must have the option of receiving a letter grade and/or credit either through LCS or another accredited institution. For credit on an LCS transcript, the principal will determine the number of credits earned prior to the trip based upon recommendations from the trip sponsor. All extended field trips must have liability insurance protecting all the trip attendees, the school, and TSD. Any liability insurance not covered by the school's policy must be paid for by the fees charged to trip participants. Any increases in the costs of extended field trips (due to inflation, changes in exchange rates, etc.) must be paid for by increases in fees by trip participants.

The sponsoring faculty member is responsible for assembling the applicable LCS policies and presenting them, with their field trip request, to the Executive Director before an extended field trip can be considered. The sponsoring faculty member must show a working knowledge and complete familiarity with the LCS guidelines. The sponsoring faculty member must adhere to these policies, as well as follow the guidelines below:

Guidelines for Extended Field Trip

Field trips are for the educational enhancement of LCS students. Field trips shall be directly related to a course or area of study in accordance with established curriculum guidelines and shall be based upon clearly stated, educationally related objectives.

The field trip shall include instruction by an LCS staff member and/or tour guide. Such instruction will begin prior to departure. The field trip sponsor should contact the Principal/Principal designee to receive a current list of all applicable policies.

Overnight trips may be exclusive to all males or all females when only one sponsor is available for the trip. In trips where male and female students attend, both an adult male and female sponsor shall be required. In selecting adult chaperones, priority will be given to LCS staff members.

Exceptions will be made when there are not enough qualified adults to meet chaperone needs. A sufficient number of adult chaperones, as determined by the Principal, must accompany the extended field trip to ensure the safety and good conduct of students. The required ratio is one adult chaperone for every 10 or fewer students. The trip sponsor(s) are responsible for informing accompanying adults of their duties and responsibilities. The Principal is responsible for final approval of all adult chaperones.

LCS staff members, other adults, parents, siblings, and LCS alumni may accompany students on extended field trips if they receive prior approval by the Principal to do so. These participants may not share lodging with LCS students unless the Principal grants permission. All participants are expected to follow the same tour itinerary, comply with the same behavioral expectations that apply to LCS students, and pay their own expenses. Participants who are not LCS faculty, staff or students must be registered LCS volunteers or have proof of a background check verification completed within nine months of the trip. All parent participants should be willing to serve as chaperones/volunteers, if needed.

Under no circumstances shall any person be included in an extended field trip that has not been approved by the Principal.

Responsibilities for Trip Sponsor(s)

1. The trip sponsor shall hold required orientation meetings with parents/guardians, students, co-sponsors and other trip participants prior to departure in order to clarify the responsibilities and review the acceptable standards of conduct of all participating parties.
2. At this meeting, distribute copies of the following documents to the parents/guardians of each participant:
 - Behavior Contract/Document of Rules (Document of Responsibilities for chaperones)
 - Extended Field Trip Release, Indemnity, Assumption of Risk and
 - Power of Attorney
 - Medical History
3. Collect completed and signed forms along with the first payment for the trip from all trip participants who are not LCS employees.
4. Prepare a parent/guardian roster with the addresses and telephone numbers of parents/guardians and pertinent student medical. Bring one copy of the roster on the trip and shall leave a second copy with the Principal/Principal designee. This information will be used to contact parents/guardians if an emergency should occur. If the trip is to a foreign country, all participants, including the trip sponsor(s) are to provide two color copies of his/her passport. One to be kept by the sponsor and one to be left with at the school.
5. Prior to departure, the trip sponsor will obtain a minimum \$100 cash for emergencies. If the trip is to a foreign country, the cash will be in the currency of the first destination country.
6. Handle medical and other emergency situations while on the extended field trip and will be responsible for the welfare of the group. Receipts and claim checks must be completed for medical or other insurance claims. First aid kits shall be required on all field trips. It shall be the responsibility of the trip sponsor(s) to alter the itinerary or program of the extended field trip if local circumstances endanger the welfare of participants. Should an emergency occur, the trip sponsor(s) is responsible for notifying the Principal as soon as possible.

7. Assume responsibility for student conduct consistent with the school's policies and regulations governing student behavior. Use of the "buddy system" or similar partner system is required to ensure constant awareness of each student's whereabouts, needs, and participation.
8. Upon returning from the extended field trip, the trip sponsor(s) shall file a detailed final accounting of receipts and expenditures with the business office within two weeks after returning from the trip.

Remuneration and Other Conditions for Tour

Sponsors/Co-Sponsors

LCS personnel on the extended field trip who are under contract with LCS shall be considered a part of the regular school faculty and shall be governed by the policies, procedures, rules, and regulations established for all LCS employees.

Neither the trip sponsor(s) nor other LCS employees shall accept or receive compensation other than the cost of their portion of the trip and incidental expenses (meals, taxes, and tips) incurred on the trip. The cost of the trip to participating students may reflect no more than the legitimate expenses expected to be incurred by the student and a portion of the legitimate expense of the tour director(s) and other adult chaperones/sponsors and supervisory personnel.

All extended field trips must have liability insurance protecting all the trip attendees, the school, and TSD. If not covered by the existing LCS insurance policy, the cost of this insurance must be covered by the fees collected from the participants or other fundraising sources.

Students

Participating students must comply with all LCS policies and regulations governing student behavior and with other conditions and directions of the trip sponsor(s) and/or adult chaperones.

1. Students are prohibited from the possession or use of weapons; possession, purchase, or consumption of alcoholic beverages, tobacco, drugs (other than those prescribed by a physician), and/ or toxic vapors at any time. The LCS Student's Guidelines of Behavior will be enforced on all field trips
2. A student who has been expelled or suspended from school is ineligible for participation in an extended field trip, depending on the length of suspension/expulsion. Only the Principal may grant permission for such a student to participate in an extended field trip.
3. Students will not be permitted to leave the field trip group during the trip unless they are released by the trip sponsor(s) to parents/guardians.
4. If students return to the school from a trip after school hours, the trip sponsor(s) will make provisions for their safe departure home, taking into account the age of the students and the hour of arrival at the school.
5. Students whose conduct is disruptive to the trip and in violation of the above requirements may be disciplined or sent home by the trip sponsor(s). A student may not, however, be sent home without prior arrangement with the Principal/Principal designee and the student's parents/guardians. The student's family is responsible for any additional cost incurred in sending a student home early.

Books and Supplies Policy

Loveland Classical Schools desires the best in learning materials for its students. Materials that are loaned or given to students are to be treated appropriately. Students are responsible for these materials. LCS reserves the right to collect fees for the loss or damage of school owned materials as described in CO state statute.

Departmentalization of Teaching Policy

A major reason why parents started Loveland Classical Schools was because they wanted a school that focused on the quality of the subject matter content their students would be receiving. As a charter school and school of innovation, LCS' elementary, middle, and high schools were organized around this desire of high quality content. And how better to provide quality instruction in a subject than to have a subject matter expert teach that class? This occurs in traditional middle and high schools but not in elementary schools. At Loveland Classical Schools, we believe that this level of expertise should be brought into our elementary school.

Beginning in the first grade, content level experts teach his/her subject: scientists teach science, mathematicians teach mathematics, historians teach history, artists teach art, and so on. Because of this, each teacher teaches his/her specialty and brings their passion and expertise into the classroom, providing a high level of content not commonly taught in the traditional elementary school model. Students pick up on the teacher's enthusiasm and love for the subject matter and become more engaged with the content as a result. Further, students receive the core subject matter classes every single day, allowing for the class to engage deeper into the content than they would otherwise.

Typically in elementary classrooms across the country, elementary school teachers teach math, science, reading, writing, and history. However, these teachers have subject areas which they enjoy more, are more knowledgeable, and are more passionate. It is common for traditional elementary teachers to teach their best subjects well and "get through" the other subjects they are not as familiar. An LCS teacher was even relayed a story from parents and students in which their family once had a teacher who stopped teaching science altogether mid-year because she did not like science. Further, there can be instances where an elementary student does not enjoy his/her classroom teacher. In the typical model, that student would be in that one teacher's class throughout the day for the entire school year. With departmentalization, teachers rotate through the classroom providing fresh restarts throughout the day, allowing both the student and teacher to focus on the content.

In a traditional elementary school setting, if a student is struggling, the parents have few options. With departmentalization at Loveland Classical Schools, teachers are required to meet together frequently. This time is set aside specifically for educational and academic improvement through grade-level discussions, departmental discussions on curriculum, parent communication, or sessions on effective teaching. Several days a month are set aside specifically to discuss struggling students and how to best help them.

A crucial component of the departmentalization model is the Classroom Coordinator (CC). In each classroom in grades K-5, a CC remains with the class of students for the entire day as the teachers rotate through the classrooms. The CCs are the constant presence in the room, establish the relationship most familiar to younger students, and are a central contact point for parent

communication. Also, the CC handles the transitions between classes, so students are ready to begin class and class time is used most efficiently.

The CCs are also another resource for the classroom, so the teacher can better focus on instruction. For example, if a student scratches his/her knee, the CC can make sure that the student makes it to the health office. Or, if a student has a doctor's appointment at 10:00, the CC ensures that the student is at the front office to meet his/her parents for the appointment. In situations like these, the teacher is able to focus on teaching and the lesson. By assisting with the non-academic circumstances that arise in the day, the CC can save up to five minutes in a 45minute class every day. This can add up to approximately 14 hours of instruction or 19 extra classes for the school year.

Departmentalization in the elementary school is unique to Loveland Classical Schools. It provides content matter expertise and excitement to students in the first through fifth grades with the support of a classroom coordinator who assists with the academic process. Students receive instruction from multiple teachers keeping the day "fresh," allowing for the class to better focus on the subject matter. All subjects are given equal due and are taught every day allowing for deeper student engagement with the material. This is an innovation unique to Loveland Classical Schools, and we invite you to join us in the benefits that departmentalization provides.

Homework Policy

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. While homework is often assigned in order to reinforce, test, and improve student skills, it also lays the groundwork for the following day's instruction. Homework assignments are crucial to the student's progress and to the teaching of each course. Homework should be an opportunity for practice or reinforcement of material already reasonably taught in class. Homework can be for acquisition of background material for class participation.

While recognizing the usefulness of homework, LCS realizes the need to maintain balance in students' lives through reasonable homework load assigned based upon the average student. Students in elementary should expect homework Monday through Thursday and Academy Students should expect homework daily. If student is consistently overwhelmed with homework, parents should contact the student's teachers and administration. LCS students are to do their homework diligently and thoughtfully. They should apply their full mental powers to the task at hand, avoiding distractions and distracting environments. Further, they should use their time and energy wisely in order to complete assignments in a timely manner, with care and precision.

Average homework time allotment guide should be regarded as maximum amount of time for the average student, not as a required minimum. 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, students, 100 minutes for 10th grade etc. High School homework policies will be consistent with the above; however, advanced placement (e.g. AP courses or college concurrent, etc.) courses may require additional homework time.

Parents can help by asking their child about the assignments and reviewing some of their work.

They should also ensure that they have a quiet location in which to do productive homework. Having discussions about their child's homework is also extremely helpful. Even if only somewhat familiar with the material their child is studying, parents can ask intelligent questions about their child's understanding of that material. As students mature, they will be able to bring their knowledge of history and philosophy into a discussion of current events and ethical issues. Dinner conversation can be a good setting for discussing what the student is learning.

There are numerous consequences that follow a student who does not complete homework assignments. Students lose ground in the course, which impedes their intellectual growth. This is particularly true in the high school, where instruction and seminar discussion depend directly on the homework assignment. If students do not prepare the homework assignment, they cannot participate in the class. Thus, not only do they fail to benefit from the homework assignment itself, they also miss much of what goes on in class. Since the material in most courses builds incrementally on previous assignments, a student who fails to keep up with the homework may fall hopelessly behind.

For students who do not have an adequate environment for completing homework, LCS will consider options for assisting students in completing homework, including possibly starting a homework club to assist students to ensure everyone has the opportunity to complete homework. Each student from 6th grade onward will have one study hall period during each day. This is a perfect time to work on homework assignments that may benefit from the presence of the study hall teacher.

Student Responsibilities:

- Attend school regularly and come prepared.
- Complete homework assignments neatly and on time.
- Schedule time wisely to meet assignment deadlines including Academy Students using study hall wisely.
- Get assignments when absent. Make-up work will take priority over any co-curricular activity.

Teacher Responsibilities:

- Assign work for academic reasons to practice, reinforce, and master skills. Provide clear directions for assignment, format, and due date.
- Provide checkpoints for long term assignments.
- Provide time in-class for students to begin their homework on most days.

Parent Responsibilities:

- Provide an appropriate place and atmosphere for homework.
- Set aside homework and reading time nightly.
- Contact teachers and administration if times spent on homework is excessive after using the Homework Tracking form that is available in the school office.

In addition to regular homework assignments discussed above, we expect each student to read, or be read to, at least three times a week and preferably every day for 10 to 30 minutes. 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 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 their 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.

Teachers may use discretion in determining reworking of one or two assignments in a quarter depending on circumstances, for partial grade. Any credit given for late work in the elementary school will only be eligible if the late work completed is turned in within the quarter that the work was assigned.

LCS Incomplete Policy (K-12)

Students are expected to complete all assignments.

Late Assignments

There is a great variety in the demands of each academic area, and consequently there is a great variety in teachers’ systems of grading and evaluation; however, late assignment grades will be reduced by 10 percentage points for each day late and after 5 days, no credit will be given.

In the case of excused absences, students will be given as many days as they were absent to make up their missed work. However, this make-up period may not exceed the end of the semester when final grades are due, or end of the quarter at the Lyceum.

In the case of unexcused absences, partial or no credit may be given for work missed.

When students are absent, it is their responsibility to contact their teachers either in person or by email in order to stay on top of their lessons and all associated work. If the student fails to turn in missing work by the deadline, their assignment grade will become an F with 0%.

Student Publications Policy

Student publications must uphold LCS mission, vision, core virtues, and board policies. The purpose of such publications is to inform the LCS community of school-related events, achievements, and business. In addition, student publications are a way for students to learn and to practice responsible writing and journalism. Student editorials are permitted in the student newspaper subject to prior review of the Principal. Employees of the school or parents may not use student media to proselytize their own views on controversial issues. The Principal or designee acts as the final editor in all cases.

School Policies and Services

Attendance Policy

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 makeup 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. LCS encourages a student attendance rate of at least 95%.

Loveland Classical Elementary School supervision begins at 7:25 a.m. and starts promptly at 8:00 a.m. Loveland Classical Middle and High Schools doors open at 7:15 a.m. and starts promptly at 7:40 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 middle school child shall attend public school for at least 1150 instructional hours during the school year. Loveland Classical Schools' calendar is different from the Thompson School District (TSD), and expectations for minimal instructional hours exceed the states requirement.

The State of Colorado and Thompson School District's (TSD's) goal for attendance is 95%, as is LCS'. In order to attain this goal, a student cannot miss more than 10 days during the entire school year. Any absence beyond 10 days of school for the year requires a doctor's note to be excused.

Students may NOT be taken from halls or playground without prior acknowledgment 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.

Absence policy	11+ absences	Requires a doctor's note to be excused	
Excused absence/tardy	Examples: doctor appointment, dentist appointment, medical problems or illness, involvement in an accident, family emergency, death, and extreme weather	Excused with a call from a parent; 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 a student is absent during the day, he or she may not attend LCS social functions that same night.
Unexcused absence/tardy	Examples: family trips, late carpool, sleeping in late, and lunch out from school.	Parents must make advance arrangements with their child's teacher(s) to complete any work that will be missed. Make-up tests/quizzes and adjustments to assignment due dates may be allowed at the discretion of the teacher.	

Absences due to Illness	Parents should call by 8:15am each day their student is to be away from school and place that information on the message machine (970-541-1507). Office staff must place calls daily to parents for unaccounted absentees.		
Extended Absences	Should be discussed with the student’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.		
Recurring or routine absences	Discouraged. Individual cases may be allowed at the discretion of the Principal.	In all instances the student and teacher(s) must agree on a plan to ensure that the student remains current with all class requirements.	
Medical absences	Excused absence with his/her doctor’s note/documentation. Unexcused absence without the required doctor’s note.		
Sports	Middle and High School students may leave during last period to participate in sports not offered by LCS 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. These absences do not count toward total absences.		
Academic Failure Due to Absenteeism	10 absences (excused or unexcused)	Any absence beyond 10 days of school for the year requires a doctor’s note to be excused. Student’s parents will be notified of the absences and given a copy of LCS’s absence policy.	A student may fail classes in which they have missed ten or more days due to the nature of class time at LCS, the required seat hours, and the course content and discussions that have been missed.

	15 unexcused absences	<ul style="list-style-type: none"> • Students' parents will be contacted and asked to attend a conference concerning their student's academic progress. • During the conference, all parties will take part in an investigation into the causes and consequences of the absenteeism. • A plan will be put in place for the student's attendance and academic progress. • TSD Truancy Officer will be notified of the student's attendance issue in order to discuss the same topics related to the student's absenteeism
	20 unexcused absences	<ul style="list-style-type: none"> • The student will meet with the TSD Truancy Officer. • The student may not be eligible for academic promotion (due to the amount of academic material missed). • A retention meeting with the student's parents/guardians will be held.
Late arrival (Tardy)	Def: a form of absence and interferes with student learning	Parent/guardian must check in student at the front desk.
Unexcused tardies- elementary	20+ minutes	Documented as a half-day absence
Unexcused tardies- secondary	10+ minutes	Documented as a one-period absence
	3 unexcused tardies per quarter	<ul style="list-style-type: none"> • Parents notified. • Meeting with LCS Administration to discuss the causes and solutions. • Consequences may include detentions, assignments, grade reduction, lost points, privileges, etc.

	4+ tardies per quarter	<ul style="list-style-type: none"> • Parents notified. • Meeting with LCS Administration to discuss the causes and solutions to the situation. • Create and sign a contract that addresses strategies to avoid being tardy in the future and consequences for additional tardies. • Consequences may include detentions, assignments, grade reduction, lost points, lost privileges, contract, etc. • If a student drops below passing due to this process, a meeting will be required with the student and the student’s parent/guardian.
	Habitual tardies	<ul style="list-style-type: none"> • Parent/student/administrator meeting may result. • Contract created and signed (addresses the strategies to avoid being tardy in the future and consequences for additional tardies). • Consequences may include detentions, assignments, grade reduction, lost points, lost privileges, restricted extracurricular activities, contract, etc. • Continual excessive tardiness may be classified as truancy with truancy consequences.

Extra-Curriculars

At Loveland Classical Schools, extra-curricular clubs and events are seen as an opportunity to expand upon the curriculum and activities that occur during a normal school day. The extra-curricular club must be directly related to the curriculum, without straying too far from it, and must inspire liberality in the students.

Academic Requirements for Extra-Curricular

A student who has an ‘F’ is disqualified from extra-curricular clubs and events. A student who has a ‘D’ will be placed on academic probation. The terms of this probation are decided by the teacher of

the class wherein the student has a 'D.' The teacher will determine the terms for the probation, along with a time frame by which these terms must be met. Failure on the student's part to follow these terms may result in disqualification from extra-curricular clubs and events during the current or up-coming season.

Assignments and Invitations

In order to provide a safe environment, students may not simply show up for an extra-curricular in which they have had no prior involvement. Students must either seek out the faculty sponsor to have their name added to the attendance list and eligibility check or be invited to the extracurricular activity specifically, by the faculty member who is running the club or event.

Athletics

According to District regulation students are permitted to try-out for sports at District schools if LCS does not offer that sport. Students participating in extra-curricular sports must maintain the grade of C- or better in each class and participate at the discretion of the Principal.

Ineligibility

- Student athletes with one F or three D's will be academically ineligible and be unable to participate in any team competition.
- Student athletes who are suspended for disciplinary reasons shall serve a one game suspension, to be served following (not during) the disciplinary suspension.

Probation

- Student athletes with two D's will be placed on academic probation; once on probation, the student has until the next eligibility check to raise all D's.
- If the student does not achieve this, they will be Academically Ineligible until all the D's have been raised to levels of C or better.

Athletic Fees

- Online registration, physicals, athletic emergency cards, and fees must be turned into the Athletic Director or front desk by the first day of practice or they cannot participate.
- All athletes must have registered, turned in physicals and athletic emergency cards, as well as fees by the end of the first week of practice or they will not be allowed to join the team.
- Fees paid to other schools will not be recognized toward the LCS family maximum

Uniforms/Costumes

- Uniforms and costumes are to be cleaned and turned in within one week after the season or performance ends.
- Students who turn in a dirty uniform or costume will be charged \$-15

For high school athletes, should LCS not offer a sport at a Varsity level, an athlete in that sport may participate at a District school. Such students may be required to participate at a particular school at the District's discretion.

Applicable documentation for District team participation will need to be completed and provided to that particular District school. Also, applicable District fees will need to be paid to that District school.

In order to participate in athletics at LCS, students must get an annual medical physical and complete the LCS Sports Packet and forms. Additionally, high school students are required to adhere to rules prescribed by CHSAA for athletes. Applicable fees to LCS must be paid for athletic participation.

Parties

Special events or parties held during a significant part of the school day must be directly tied to the curriculum and add to the instructional environment by conveying knowledge or an experience that supports the curriculum.

Any special event or party must be approved by the Principal a minimum of 2 weeks prior to its planning. Approval for one year does not carry over to the next. However, birthday celebrations are limited to non-academic times as designated by the teacher or classroom coordinator. Please see your teacher or classroom coordinator for rules regarding appropriate food items.

Music Program Student Placement and Scheduling

All final decisions regarding ensemble instrumentation, assigned singing roles, song selections, ensemble needs, and other various music education decisions are up to the sole discretion of the director of that ensemble.

Musical Instrument Rental

LCS students in the proper level music classes may rent a musical instrument. Such students must procure from the music department the Rental Agreement Form. These students and their parents should fill out, sign and return the form to the music department.

Cheating and Plagiarism

Plagiarism will not be tolerated by any teacher in any subject. Students' progress academically only by receiving comments and corrections on work they turn in and by taking these comments and corrections to heart in order to improve their performance. The entire system of assessment rests on the assumption that the work a student turns in is his/her own. Plagiarism compromises this system, is unfair to other students in the class who do their own work and constitutes a form of theft of others' ideas and labor.

Plagiarism is defined as the appropriation of another's ideas or words in order to present them as one's own. An instance of plagiarism can be as long as a term paper or as short as a sentence. Simply rephrasing an author's words can also constitute plagiarism. The words of authors can only be used when properly quoted and cited.

Teachers will provide the guidelines of acceptable citation. When in doubt, the student has the responsibility to ask how an author should be used in an assignment.

Whenever a student has been caught plagiarizing, the following process will be followed:

- The teacher will keep a copy of the student's assignment and, whenever possible, a copy of the plagiarized work. The teacher will also write a brief description of the instance of the plagiarism. These materials will be placed in the student's permanent record.

- Either the teacher or the Principal will inform the student’s parent of the plagiarism.
- For a first offense, the student will receive an F on the assignment. and a disciplinary referral.
- For a second offense, the Academy student may fail the entire course, a disciplinary referral will be issued with further disciplinary action (i.e. suspension or expulsion). For Lyceum students, consequences will be determined on a case-by-case basis by the Principal.

Cheating, like plagiarism, will not be tolerated by any teacher in any subject. Cheating occurs when a student uses someone else’s work or a prohibited source of information in order to gain an unfair advantage on a test or an assignment and to avoid doing his own work. Cheating comes in many forms. One student copying off another, a student using a “cheat sheet” to answer questions on a test, and a student trying to pass off another student’s work as his own are examples of cheating. Whenever a teacher suspects two students of cheating, he should confront the students individually before speaking to them together. Otherwise, the same process outlined for plagiarism should be followed for instances of cheating. A student who allows others to copy his work will also be held accountable in the same fashion.

A disciplinary referral will be issued if cheating has occurred.

High School students found guilty of academic dishonesty or similar serious offenses will not be ranked, and therefore cannot be Salutatorian or Valedictorian.

K-12 Dress Code Policy

The Loveland Classical Schools dress code policy serves to uphold the vision and mission of the school, minimize distraction, and encourage learning by cultivating an atmosphere of discipline, equality, and respect. All students are expected to wear collared shirts and nice dress slacks/skirts similar to Dockers (no spandex or lycra). Exceptions include LCS T-shirt days and high school professional dress (nice collarless tops worn with a collared jacket or sweater).

Our students come from diverse backgrounds. To create an environment that is welcoming to all, we lay down some of our personal liberties every time we enter the school doors. Clothing, hygiene and appearance should enhance, or at the very least not deter, learning. Just as in the working world there is a uniform for every job, students need to have a uniform suitable for the job of learning. Students must come to school prepared and in uniform. Adults need to be positive role models by always dressing professionally and modestly.

Expectations

Students, faculty, volunteers and staff are expected to have a conservative appearance—projecting a wholesome and traditional image at all times. Parents, faculty, and staff are expected to enforce the dress code throughout the school year. (Exceptions must be approved by administration). By signing the dress code agreement, students, parents, and faculty commit to the standards outlined in this policy.

Students may wear the items similar to those listed in the Dress Code catalog or on the list below. Anything not listed may not be worn. All clothing must fit properly and modestly, and adhere to the wholesome, conservative image stated in the dress code purpose. Cross-dressing is not permitted.

Elementary school dress code violations will be handled in class.

Any middle school or high school student who is out of dress code will be sent to the administration office. Methods of addressing dress code violations include calling his/her parents for a change of clothes and serving a detention. Repeated dress code offences will carry more serious consequences.

Uniform

The Dress Code Catalog offers examples of appropriate uniform clothing from an online retailer. Parents may substitute clothing from other retailers that CLOSELY match these. Be aware that if you substitute from another retailer, you take the risk of your student not meeting uniform requirements if it does not closely match. Please note that the items listed in the catalog do not have a logo, and that will be expected if you choose to purchase from a retailer not listed in the catalog. The dress code catalog is found at: [K-8 Dress Code Catalog](#)

Non-Catalog Items: *Underclothing*

Underclothing (i.e. under wear, boxers, panties, bras, etc.) should always be worn and never be seen.

Socks/Tights/Hosiery

Students are permitted to wear socks and tights of their choosing as long as the socks or tights do not offend or have any unwholesome messaging. Bold and bright colors and patterns are acceptable. Socks and tights must be suitable for the students' activities during the school day.

Leggings may be worn under skirts, dresses, and jumpers that meet the proper length requirements. Leggings may not be worn solely in place of uniform pants.

Tops/Shirts

Shirts must have collars and be long enough to tuck, but do not have to be tucked. Girls are permitted and encouraged to wear camisoles for modesty's sake. (See Dress Code Catalog for styles and colors.)

Pants/Shorts

- Slacks and pants should present a wholesome appearance. Please refer to the Dress Code Catalog for styles and colors. Shorts should be to the top of the kneecap or longer.
- The following are not allowed since they do not meet LCS dress code standards:

Jeans

Jean material

Spandex or Lycra (check care label)

Leggings

Jeggings

Cargo pants/shorts

Frayed hems

Torn slacks/pants

Skirts/Skorts/Jumpers/Dresses/Shorts

Shorts, skirts, skorts, jumpers, and dresses should be to the top of the kneecap or longer.

Elementary students must wear shorts or leggings under all skirts, jumpers, and dresses. No cargo shorts are allowed. Please refer to the Dress Code Catalog for styles and colors.

Shoes

Students must wear shoes that are suitable for their activities of the day. Sneakers and other closed-toe shoes are acceptable. Young women may wear 1" heel shoes (closed-toe only).

Laced shoes should have one lace per shoe and laces must be tied. Hook and loop (a.k.a. Velcro), toggle, and slip-on are acceptable. No shoes with lights or wheels. When inclement weather dictates, snow boots or other outdoor winter shoes must be removed before entering the classroom and replaced with appropriate shoes.

Hygiene

Grooming and personal care should be taught by the parent in the younger years and expected of older children. Smelly, unkempt children are a distraction to other children and staff. The discipline of good grooming habits is part of being an LCS student. The child should be clean, well groomed, in neat clothes, and physically pleasant to be around. Students must refrain from wearing overpowering perfumes or scents.

Jewelry

Jewelry should be kept to a minimum. Students may wear earrings that are safe and not distracting to the learning environment. Earrings are inappropriate for boys while at school. Young women and men may wear one necklace at a time. A watch or bracelet, including a medical bracelet, can be worn, one on each arm, by both girls and boys. Jewelry that interferes with learning will be removed and held by the instructor until the end of the day.

Makeup

Students should wear either no makeup or a minimal amount of natural-looking makeup that does not create a distraction for others. They must refrain from makeup that darkens the child's countenance or draws attention away from their bright eyes. Nail colors should be natural and not distracting.

Tattoos/Piercings

Tattoos and non-ear piercings should never be seen at school, so they are not a distraction for others. Henna, markers, temporary tattoos and other temporary symbols are considered tattoos.

Hair

Students' hairstyles and lengths should reflect the wholesome, traditional, and practical expectations listed in the dress code. Only natural hair colors are acceptable. Hair must be clean and not draw attention. Girls' hair accessories must not distract from learning but may reflect personal style. Animal ears, tiaras, and hats are not permitted in the school building-during school hours.

Sweaters/Outerwear

Sweaters like those that are included in the Dress Code Catalog are permitted during school hours but must be worn with a collared shirt or blouse. Worn alone, sweaters are not acceptable. Other sweaters, sweatshirts, fleece jackets, pullovers, and coats and jackets which are intended for outerwear, must be removed before entering the classroom.

Outer wear that could be identified with unwholesome groups should be avoided.

Hats and sunglasses should be taken off inside the building.

PE and Athletics Attire

Physical Education and Gym

Students are to be prepared for the day's activities, including P.E. and Gym. Students will be allowed to change out of the typical school uniform for P.E. Those who change clothes for P.E. are expected to change back into the school uniform at the end of class. Please see the Dress Code Catalog for examples of approved gym and athletics clothing:

- ✓ **Shoes:** Students should either wear or bring non-marking sneakers appropriate for running and other P.E. activities on days they have PE class.
- ✓ **Shorts:** PE and athletics shorts must be a minimum to mid-thigh or longer.

Non-collared shirts and shirts with logos smaller than 2 inches are permissible for PE. Logos must be appropriate and be satisfactory to the PE teacher.

PE Non-participation Due to Illness / Injury

Students must provide a note from his/her parent, physician, or SHOA/School Nurse to be excused from participating in PE. Those with a note will be expected to complete an alternate activity or assignment to receive participation credit for the day. Non-participation without a note will not be permitted.

Athlete Game-Day Clothing:

Students participating in the athletic program at LCS may wear their athletic jerseys on game days but should be paired with nice slacks or dress pants. Students participating in athletic programs at other District schools may wear their jerseys from that school to LCS.

LCS T-Shirts

On the first Monday of each month, students are allowed and encouraged to wear LCS t-shirts. Additionally, high school students are permitted to wear their LCS t-shirts every Monday.

High School Dress Code

Loveland Classical Schools High School students are expected to demonstrate high standards of dress by wearing garments that follow the LCS K-12 Dress Code Policy (see above). In addition, high school students have a more formal option, the Professional Dress Code, which prepares them for business standards of dress. Students should be in dress code during school hours.

In addition to the standard solid polo, students can also wear collared and patterned Button-Down Shirts, Polos or Blouses, both short and long sleeved. Approved patterns include the following:

- Stripes
- Solids
- Plaid
- Polka Dots
- Paisley
- Small, appropriate, repeated patterns

Note: Tight pants are not acceptable attire at LCS. The criteria for pants that are too tight will be determined by ease. (Note – Ease is defined as the amount of stretch in the fabric available when pulling on the fabric at the thigh level. We recommend 3"-4" total.)

Professional Attire:

Students may wear a suit, pant suit, or skirt suit should they desire to dress more professionally. If a student chooses to utilize this privilege, they must also follow the requirements below:

Required:

- Matching Shoes
- Belt
- Tie or Bow Tie
- Trouser cut slacks
- Knee length skirt, if wearing skirt suit
- Shirt neckline cut no more than three finger's width from the sternum and no shoulders visible.

Optional:

- Sports Coat or Suit Coat
- Un-collared shirt if blazer is worn over the top

Professional Fridays:

- Students and staff are encouraged to dress in a corporate fashion on Fridays, harkening back to the inaugural graduating class, and their tradition of doing so.

Dress Code Privileges:

- The high school professional dress code is a privilege; it can be revoked for an individual student by a member of the administration. Upon loss of privilege, the student and parents will both be informed, and the student will be required to adhere to the standard LCS dress code.
- In the event of any questions or confusion regarding dress code, please consult the site Principal.

Athlete Game-Day Clothing:

- Students participating in the athletic program at LCS HS may wear their athletic jerseys on game days. The jerseys should be paired with nice slacks or dress pants. Students participating in athletic programs at other District schools may wear their jerseys from that school to LCS.

Hats and beanies may be worn outside only; otherwise, all attire worn outside must be LCS dress code compliant.

No words, pictures or logos may be on clothes, including shirts and socks.

Backpacks

Students can bring a suitable backpack to school each day backpacks may not have wheels, or offensive messaging. For safety reasons, backpacks are not allowed in the Academy classrooms and must be stored in the lockers.

Lockers

Middle School and High School students need to use their assigned lockers to store their books, academic supplies and backpacks. These lockers shall have their assigned lock securing it at all times. Should the assigned lock be lost or stolen, the student will be charged \$15.

Hot Lunch Program

Loveland Classical Schools is proud to offer the students of LCS a hot lunch option. Student accounts can be created at myschoolbucks.com.

The students have a great selection of main entrees to choose from: Salad, Sandwich, Peanut Butter and Jelly, Yogurt Basket, and the hot meal of the day.

Salads are available on Tuesdays and Thursday. Yogurt baskets are available Monday, Wednesday, and Friday. Each student may select a vegetable and their choice of fruit. Students can also choose milk or water. Please visit the Thompson Nutrition Services website for the most up-to-date menu located under Loveland Classical K-8 Lunch.

<http://thompsonsdnutrition.org/index.php?sid=3108102021118594&page=menus>

Costs of lunches are as follows:

2018- 2019	LUNCH PRICES
Elementary Student	\$3.00
Reduced Grades Pre-K-8	FREE
Reduced Grades 9-12	\$0.40
Secondary Student	\$3.25
Adult Meal	\$4.20
MILK only	60¢

Students are expected to have enough money in their accounts to cover their lunch.

Parents/Guardians can send the student with cash or check any day of the week or can load their account through the My School Bucks option online using a credit card. www.myschoolbucks.com.

Amy Ready at amy.ready@thompsonschools.org with any questions pertaining to the LCS Hot Lunch Program.

Lunch Trading / Swapping

Due to allergy and health code requirements, students are not permitted to trade snacks or lunch items with other students. This is to ensure that students are eating only what is purchased / packed for that child by the parent and or guardian.

Traffic Policy and Plan

Loveland Classical Schools' Traffic

Policy serves to maintain and support the safety of those accessing LCS' campus and to accommodate travel demand. The tenets that support this goal include the following:

- Provide a safe environment for LCS students, parents and staff
- Provide sufficient capacity for all traffic into and out of campus
- Maintain adequate emergency vehicle access

Parents and students are expected to uphold the schools' virtues: honesty, responsibility, service, perseverance, loyalty, forgiveness, integrity, courage, humility, prudence and temperance; at all times—including during pick up and drop off.

Traffic Control Coordinator

Loveland Classical Schools will appoint a staff member prior to the start of each school year to act as Traffic Control Coordinator. This person will be responsible for ensuring that the traffic plan is being properly implemented. All traffic concerns will be directed to the coordinator.

Traffic Meeting

Each family is recommended to attend one of the two traffic orientation meetings offered at LCS each school year. The meetings will cover traffic flow, rules, traffic concerns, and all other pertinent details. Contact the Traffic Control Coordinator at Loveland Classical Schools by calling

970.541.1507, email traffic@lovelandclassical.org, or refer to the website at www.lovelandclassical.org for more information and a calendar of events.

Carpooling

LCS encourages parents to utilize carpooling whenever possible to mitigate the travel demand into and out of campus. The Traffic Control Coordinator arranges carpools. Time spent driving carpool for other families can be recorded as volunteer hours for the school.

Community Traffic Meetings

Loveland Classical Schools hosts two traffic meetings each year for the community. The meetings provide an opportunity to voice any concerns with current traffic and discuss resolutions to those concerns offered at LCS each school year. Meetings will be posted on the LCS website and in the newsletter, which is distributed to parents of currently enrolled students.

Traffic Policies Agreement

Parents are agreeing to abide by these policies at all times as evidenced by their signature of the LCS Handbook.

Safety Rules and General Guidelines

- Absolutely no parking (whether temporary or permanent) is allowed on 14th Street SW. Parents are strongly asked not to park in adjacent neighborhoods. Parents may park in designated areas on LCS property. For the safety of our students and the driving public at large, no one is allowed to stop or get out of their vehicle on 14th Street SW.

- When using the drop-off and pick-up lane, please pull up as far as possible.
- Staff and volunteers may be available to assist your child with exiting and entering the vehicle.
- Follow all directions and signals of LCS staff and traffic volunteers. Parking is permissible only in designated parking spaces.
- You must circle back around to the end of the carpool lane if you need to pick up someone who is not immediately available.
- Cell phone use is not allowed while in the carpool lanes.
- Have your child(ren) ready to load and unload quickly. It is suggested that your child(ren) load and unload on the passenger side of the vehicle.
- Keep your child's backpack and belongings for school in the car so that the trunk does not have to be opened.
- Lines are minimal 10-15 minutes prior to the start of school but expect delays and be patient if you are arriving only a few minutes before the school start time.
- Tardiness is not an acceptable excuse because your vehicle is delayed by carpool traffic. Note that children are tardy if they are not at their desks and ready to learn by the school start time.

Traffic Plan

Upon enrollment parents and students must sign the Basic Information and Acknowledgment Form stating they will abide by the traffic polices—stated as such:

Drop-Off Procedures

Arrival Time

Students are to be dropped off no earlier than 15 minutes before the beginning of school unless you are dropping off both elementary and upper level students at the same time. Families with students in both elementary and middle or high school may drop off their students at the same time but no earlier than 15 minutes prior to the first school start time (i.e., the start time for 6-12 grades). Note that elementary students start school 20 minutes after students in grades 6-12.

Kindergarten students have the same drop off times as all other elementary students on Tuesdays – Fridays. Monday morning kindergarteners have the same drop off time; however, Monday afternoon kindergarteners begin school at 11:45 a.m. and should be dropped off no earlier than 11:30.

Continuous Drop-Off

In an effort to avoid traffic back-ups and delays, please be sure you and your child are ready for drop-off; dawdling is not allowed. Please be courteous in time and action. Some parents have students at other schools and therefore maintain tight schedules. Parents should stay in their cars while students exit. Students should first walk a safe distance away from the cars and then walk steadily toward the building entrance. Enter the property from 14th Street SW.

Turn right into the first parking area. Stay in the left lane to utilize the drop-off lane and follow the perimeter of the parking lot to the west side of the building. Stay in the right lane to access the parking lot on the west side of the building if you desire to park. If you park, you must walk with your students to the waiting area by the crossing guard. Students must never be unaccompanied in the parking lot.

Map for Morning Drop off at the LCS Lyceum (elementary) Campus:



Pick Up Procedures

Arrival Time

Please arrive at 3:00 to pick up elementary students and 3:20 to pick up middle school students. Arriving earlier only causes greater wait times and greater traffic congestion. Note that elementary students are dismissed from school 20 minutes before students in grades 6-12. Kindergarten students have the same pickup times as all other elementary students Tuesdays – Fridays. Monday morning kindergarteners are dismissed at 10:55 a.m. Monday afternoon kindergarteners have the same release time as the rest of the elementary school.

Continuous Pick-Up

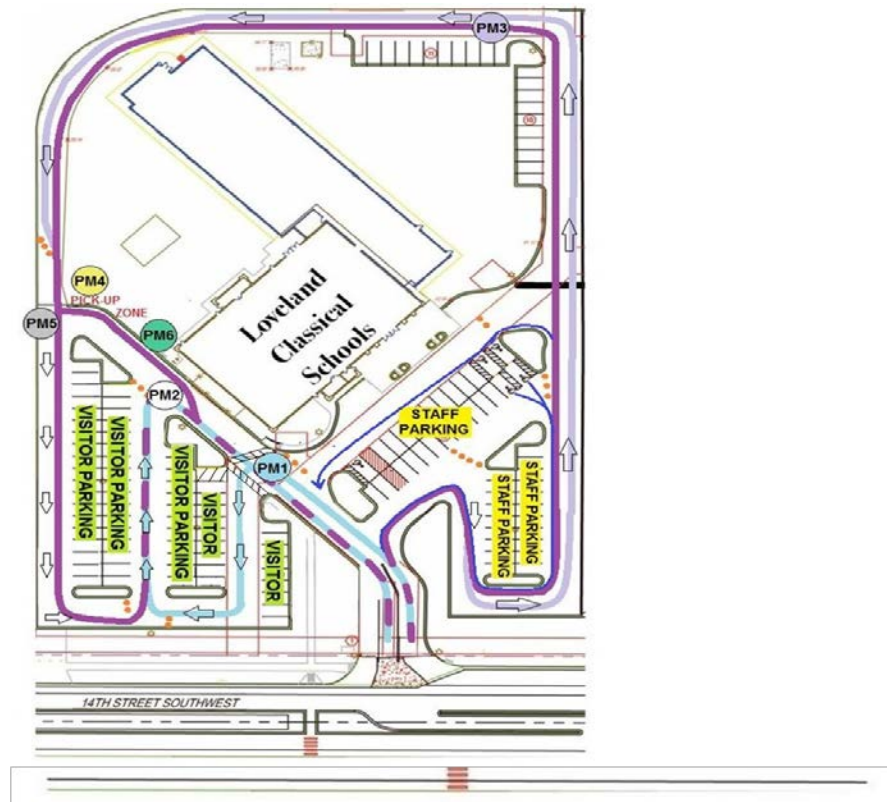
In an effort to avoid traffic back-ups and delays, please be sure you and your child are ready for pick-up; dawdling is not allowed. Please be courteous in time and action. Some parents have students at other schools and therefore maintain tight schedules. Please stay in your vehicle at all times. Please do not have students place items in the trunk or other areas of your vehicle while in the traffic lane. A parking space should be utilized after picking up students if making cargo adjustments is necessary.

For picking up, enter the property from 14th Street SW and turn right into the parking area. Stay right and follow the perimeter of the parking lot, using either lane. Please pull forward as far as

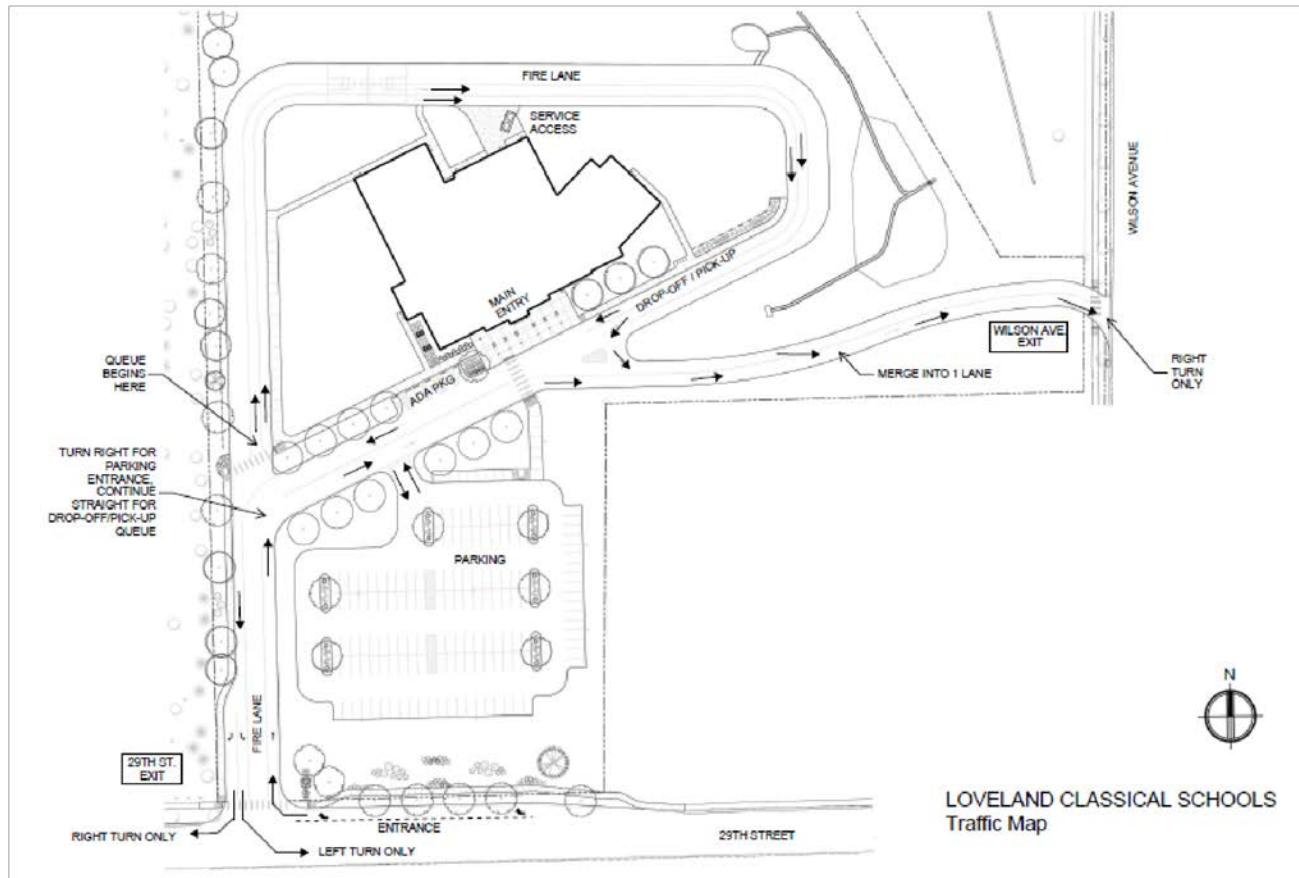
possible to ensure the maximum number of students can be picked up at one time. Your traffic number(s) should be clipped to your passenger-side visor and visible at all times during the pick-up process.

To park and come in to meet your student, enter the property from 14th Street SW and go straight, then wait for the crossing guard to indicate that you may turn left into the parking area. Parking after school is very limited, therefore using the pick-up lane is strongly encouraged.

Map for Afternoon Pick up at the LCS Lyceum (elementary) Campus:



Map for Pick-Up and Drop-Off at the Academy (MS/HS) Campus



Safety

The safety of students is a primary concern of LCS. The most common and frequent threat to safety is the heavy automobile traffic during student drop-off and pick-up times. We must drive safely and slowly and only drop students in designated areas. Pull forward as much as possible to be courteous to others. Please do not park in the Blackbird Knolls subdivision, which is directly south of the school, or stop on 14th Street SW at any time. No exceptions. We would like to exemplify the virtues of the school and respect the community.

It is vital for the students' safety that all parents abide by the traffic policies set forth in the Loveland Classical Schools Handbook and in periodic communications from the school. It is necessary for everyone to follow the instructions and directions of school staff and volunteers, who are directing traffic. Failure to do so not only compromises the safety of the students, but also undermines in a direct and visible way the values we are teaching the children, including integrity and responsibility. Parents must set the example of obedience to the rules.

Parents and students must also agree and sign the Code of Conduct, which includes:

- Traffic Safety
- Drivers and students will abide by traffic policies set forth in the Loveland Classical Schools Handbook. Failure to do so not only compromises the safety of the students but also undermines in a direct and visible way the values we are teaching to the students including respect and responsibility. Drivers will set the example of obedience to the rules.

- Parents are required to attend a mandatory meeting to discuss the traffic policy, rules, and guidelines.
- On-going the Traffic Coordinator will make regular (at least bi-monthly) assessments of the traffic issues and concerns, and report to the Principal who will determine the course of corrective action.

Snow Day/Late Start/School Cancellation

LCS follows the Thompson School District on cancellation of school due to snow storms. Should District close schools for this reason, LCS will close as well. In such situations and days, please watch local television and radio broadcasts and note whether District schools close. In addition, announcements of LCS' closure will be placed on the website.

Late Starts will be announced via E-Mail, texts and on the school website. Late Starts will be at a designated time (i.e.-9:00 a.m.). On such Late Start days, the school day will commence at the same point as on a regular day at that time.

Should LCS have to cancel a school day separate from the District, the announcement of this shall be provided via E-Mail, texts and on the school website.

Lottery and Enrollment Policy

The LCS lottery and enrollment policy will meet all requirements of Colorado Revised Statute 22-30.5-104 (3). The School will ensure equal access and serve at-risk students (such as disabled, ELL, low-achieving students, etc.). The lottery and enrollment policy will be consistent with federal law as specified in Title V, the charter school start-up funding legislation. LCS shall comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry, or need for special education services.

Parents/guardians should carefully review the LCS Charter, Parent and Student Handbook, and Curriculum to ensure they value the school's philosophy and educational offering prior to enrolling their children.

Lottery Process

Vacancies exist whenever the number of students enrolled in a class is below that class's capacity. LCS will generally fill vacancies through the first semester. The LCS Board is ultimately responsible for determining both building and class capacity. As vacancies occur, those vacancies will be filled using a lottery system. The following lottery enrollment process will be implemented:

Potential students, whose, parent/guardian has submitted the required documentation, may be added to the lottery pool at any time during the year. Once documented in the lottery process, potential students remain in the lottery until either drawn or have submitted a request to be removed. As vacancies occur, parents/guardians of randomly selected students will be offered openings. If a parent/guardian does not elect to enroll when offered an opening, the student's name will be removed from the lottery list. Once enrolled, students may continue in enrollment from year to year, provided that parents/guardians of currently enrolled students reaffirm their desire to have their student attend LCS during each subsequent school year by submitting required

documents as determined by the Registrar. Priority for enrollment will be given in the following order:

- Children and grandchildren of LCS Founding Members.
- Children of founding families who served 100 or more hours prior to the first lottery (May 2, 2011)
- Children and grandchildren of Board members at the time of their term.
Children and grandchildren of LCS Foundation members at the time of their term.
- Children or grandchildren of active staff members (including those staff members that serve as guardians). (Staff members must complete a full year of service with LCS to continue their student's enrollment at LCS. In the event that this requirement is not met, the student(s) will be placed in the lottery during the open enrollment period, at the guardian's request).
- Siblings of currently enrolled students are automatically enrolled (per acceptance from the parent/guardian) and not subject to the lottery. Should a spot not be available, that sibling will be placed on the sibling queue.
- Children of graduates of Loveland Classical High School.
- Students on the lottery list residing within the Thompson School District whose parent or guardian has attended an informational meeting.
- Students on the lottery list residing within the Thompson School District whose parent or guardian has not attended an informational meeting.
- Students on the lottery list residing outside of the Thompson School District whose parent or guardian has attended an informational meeting.
- Students on the lottery list residing outside of the Thompson School District whose parent or guardian **has not** attended an informational meeting.

The date of the initial lottery was May 2, 2011. Future lottery dates will be held as defined in the school's charter contract with the district. Parents/guardians of students in the lottery pool may be contacted in advance of the lottery to determine if they remain interested in enrollment. If not, their names will be removed from the lottery.

Financial contributions do not bear any weight on the lottery. No money has ever been accepted, and never will be, in exchange for lottery priority.

Enrollment for Kindergarten students is dependent upon the age criteria for placement as determined by Colorado law and the funding of students.

For students with IEPs who are successful in the lottery, the School will request and arrange an IEP Team meeting within three weeks from when the student is chosen in the lottery. The IEP Team shall determine whether the student can receive a free appropriate public education (FAPE) at LCS. If the IEP Team determines that a FAPE cannot be provided, or is otherwise unable to agree, the student's placement shall be determined as provided by special education law.

The Registrar or a designated LCS employee must receive completed enrollment paperwork, by the date agreed upon or the student may lose placement in the school. Any dishonest representation of grades or transcripts may also result in the student losing placement. Completed enrollment forms must be received prior to attendance. All new students in grades 6-12 must also submit either a final report card or a complete transcript prior to attendance. Enrollment is contingent on

transcripts and other information confirming that the student is appropriately enrolled in the grade for which the parent/guardian applied.

Student fees are non-refundable.

Upon request of records by another school for a current LCS student, accompanied by an enrollment form signed by the parent of record, LCS will vacate the enrolled students' seat. This seat will be filled through the process outlined above. If a record request is received without a signed enrollment form, the parent of record will be contacted by a designated employee of LCS to determine the origin/intent for the request. If LCS is unable to reach the parent/guardian, the Principal will use his/her discretion on whether or not to vacate the seat.

Part-time Students

Part-time students must come to the school at a specified time and leave the school upon completion of their last course for the day. These students may not come and go due to the closed campus. Part-time students are not eligible for the honor roll, all-school awards, or school scholarships.

Part time students will be granted enrollment as follows, space permitting:

- K-5 may not attend LCS.
- Middle and High School Students may enroll in any available course.

Enrollment of Expelled Students

Students expelled for drugs or violence will not be admitted to LCS during the time of their expulsion. All other expelled students and students who have engaged in behavior during the preceding twelve months in another district that was detrimental to the welfare and safety of other pupils or school personnel will be evaluated on a case-by-case basis. The Principal will participate in the decision.

Parents/guardians will be notified of the availability of enrollment openings in LCS. Postings will include bilingual information.

This lottery process is subject to change.

LCS Policy Adopted April 18, 2011

Amended June 6, 2011

Amended July 18, 2011

Amended February 2, 2012

Amended July 12, 2012

Technology and Internet Acceptable Usage Policy

Technology courses will be offered as electives. Technology for the sake of technology provides no advantage to our students and can often be distracting. One of the biggest problems facing our society and schools is the use of technology as a crutch. When the focus is more on the technology than the subject being studied, the technology has failed at its intended purpose.

There are many valuable educational technology tools available, and we intend to make use of those that truly provide a benefit to our students.

All students must, however, demonstrate proficiency in the use of computers and applications before graduation. Students will learn about technological innovation while gaining relevant computer skills. Technology is taught as an expression of human ingenuity. Its influence on human culture will also be considered.

<http://www.pbs.org/wgbh/pages/frontline/digitalnation/view/>

Loveland Classical Schools recognize the importance of the network and Internet access as a valuable resource in the educating of today's youth. We also recognize the need of supervision to protect our students. It is our goal to provide these services in as safe an environment as possible. It is understood that this access is a privilege, not a right, and all students and staff are expected to practice proper and ethical use of these systems. The use of these systems is monitored and subject to administrative review at any time. It is intended that these resources will be used to pursue intellectual activities in support of research and education. Loveland Classical Schools do not assume responsibility for system failures that could result in the loss of data.

User Accounts

Access to the network requires the granting of a user account. The following criteria will govern the granting of an account:

User accounts will not be granted to Kindergarten students.

User accounts for the Internet for 1st –12th grade students may be granted for classroom or research purposes only.

Student Acceptable Internet, Network and Email Use Agreement

The purpose of this agreement is to ensure that the use of Internet, email, network resources, and digital content at Loveland Classical Schools is consistent with the school's mission, goals, and objectives

The school requires all users to read, sign, and agree to the terms of the following Acceptable Use Policy (AUP). Student use of school technology resources accessed from off campus and use of personal technology devices while on or near school campus, in school vehicles, and at school-sponsored activities, shall also adhere to the terms of this agreement. Loveland Classical Schools reserves the right to modify terms and conditions at any time. The latest version is available from the school's website at www.lovelandclassical.org. Please read this document carefully before signing.

Telecommunications and networked services have significantly expanded the informational and instructional resources available to schools "and individual students". Access to these resources will enable students to expand their learning horizons as they explore thousands of libraries and databases while exchanging information with other users across the globe. Providing students with opportunities to develop skills to effectively locate, evaluate, and ethically use such resources is fundamental in the preparation of contributing citizens and future employees. The goal of Loveland Classical Schools in providing these services is to promote educational excellence and to facilitate resource sharing, innovation and communication. In addition, the system will be used to improve school communication, enhance productivity, and assist students in upgrading their skills. The system will also assist the school in sharing information with the local community, including parents, social service agencies, government agencies, and businesses.

The access and resources available are to be used for educational purposes only. With access to information and people all over the world comes the possibility of accessing material that may not be considered to be of educational value in the context of the school setting. The school has taken precautions to restrict access to inappropriate or offensive materials. OpenDNS content filtering and locally managed firewall systems are in use that meets CIPA (Children's Internet Protection Act) mandates, but it is impossible to control the quality of all materials that might be accessed. We firmly believe that the value of information and interaction available through the network far outweighs the possibility that users may encounter material that is not consistent with the educational goals of the school.

Internet access is coordinated through a complex association of government agencies and regional and state networks. Smooth operation of this network depends on the proper conduct of the users. In general, such conduct involves efficient, ethical and legal utilization of the network resources. This document contains guidelines to make you aware of the responsibilities expected of you as a Loveland Classical School Internet/network/email user. If you violate any of these provisions, your account will be terminated. Depending on the nature of the violation, you may also be denied access to the Internet/network/email and/or be subject to other disciplinary or legal action.

All portable network devices (i.e. iPod Touch, iPad etc.) are the property of Loveland Classical Schools and will be used under direct teacher/classroom coordinator supervision for instructional purposes only. Personal Internet devices or cell phones must be turned off during school hours. If a student brings such a device, it must be stowed for the entirety of the school day or turned in to the front desk for safekeeping. Students found in violation of this policy will be required to surrender the mobile device to the teacher/administrator and a parent will be asked to meet with the student and Principal at the end of day.

Students who need to make phone calls during the school day may use a courtesy phone located in the front office. For the sake of this document a computer is considered any device that is capable of connecting to a network or the Internet.

The signatures at the end of this document are legally binding and indicate the parties who signed it have read the terms and conditions carefully and understand their significance.

Internet/Network/Email - Terms and Conditions of Use

1. Students are responsible for good behavior on the school's computer networks and email accounts, just as they are in a classroom or on a school campus. General rules and policies for behavior and communications in the school apply.
2. Users are subject to all local, state and federal laws. Illegal activities are strictly forbidden.
3. The network and email accounts are provided for students to conduct research and communicate with others. They are to be used for educational and other school related uses only. Access is a privilege - not a right and is given to students who agree to act in a considerate and responsible manner. Access entails responsibility. Inappropriate use will result in a suspension or cancellation of privileges and may also result in other penalties. Authorized personnel may close an account at any time as warranted. The administration, faculty and staff may also request authorized personnel to deny, revoke, or suspend specific user accounts.

4. Use email etiquette and to conduct themselves in a responsible, ethical, and polite manner while utilizing network and email resources. These rules include, but are not limited to, the following:
 - a) Be polite. Do not send abusive messages to others.
 - b) Use appropriate language. Do not use obscene, profane, lewd, vulgar, disrespectful, threatening or inflammatory language or swear, use vulgarities or any other inappropriate language. Harassment and personal attacks, including the use of prejudicial, discriminatory, racist or sexist language, are prohibited.
 - c) Do not reveal personal information such as name, age, addresses, telephone numbers, or location, and do not reveal such information about others, except in school staff approved protected situations. We encourage the responsible use of an online user identity.
 - d) Do not repost or forward personal communications without the sender's consent.
 - e) Do not use the network or email messages in a way that disrupts the use of the network by others. Abuse of resources is prohibited, such as the sending of annoying or unnecessary messages to a large number of people or other functions that might restrict or interrupt data flow.
5. Users are not permitted to use computing resources for personal gain or commercial purposes, including advertising or purchasing products or services, political lobbying or campaigning, promoting personal or religious ideas or causes, or inciting action by others.
6. Users are not permitted to transmit, receive, submit or publish any defamatory, prejudicial, discriminator, abusive, obscene, profane, sexually oriented, threatening, offensive or illegal material. Students should not knowingly transmit, submit or publish inaccurate material. Students should notify school officials of any known infractions.
7. Any attempt to harm, alter, or destroy data of another user or any data on the network or related systems or agencies is prohibited. This includes, but is not limited to, the uploading, emailing or creation of computer viruses.
8. Damaging or altering computer systems or related hardware is prohibited.
9. This can include installing or removing software/hardware without authorization. Electronic tampering with computer resources is not permitted. Gaining or attempting to gain unauthorized access to computers, networks, email accounts, files or data may result in cancellation of privileges and/or further disciplinary and/or legal action.
10. Users must comply with all licensing and copyright laws. This includes the use of audio/video/graphics/software/text as well as the use of media distribution systems such as SAFARI, ETR, and CCT V. Copyright guidelines are available in the library media center; misuse or plagiarism in any form will not be tolerated.
11. Security on any network system is a high priority, especially when the words, using someone else's password, or impersonating other users on the network, Internet or email system. If you think you can identify any security problem on the school's computers or networks, you must notify authorized personnel or a school official. Do not demonstrate the problem to others. Security infractions may result in cancellation of privileges and/ or further disciplinary action.

12. Loveland Classical School makes no warranties of any kind, whether expressed or implied, for the service it is providing. We assume no responsibility or liability for any charges, costs or fees, nor for any damages that a user may suffer. This includes loss of data resulting from delays, non-deliveries, or service interruptions caused by accident, errors or omissions. Use of any information obtained via the Internet, network or email accounts is at your own risk. The school specifically denies any responsibility for the accuracy or quality of information obtained through its services.
13. Although electronic communication and information is generally treated as private property, users on the school network do not have personal rights of privacy in anything they create, receive, send, or store on or through the network, on school computer systems, or through school provided email accounts. Authorized personnel (which may include a student's parents or legal guardians) may review files and documents to maintain system integrity and ensure that users are using the system responsibly. The Principal or designee also may review files, documents, email, or communication forums. Documents, files or emails related to or in support of illegal activities may be reported to the authorities.
14. Web pages placed on the school network and/or Web server must be reviewed by authorized personnel to ensure that they adhere to the student code of conduct. Unauthorized access to and/or altering of web sites may result in disciplinary and/or legal action.
15. Users are not permitted to use Internet chat rooms or instant messaging because of the potential danger to users and to network security. To protect student and system privacy and safety, it is a violation for anyone to directly access an Internet chat room through any school computer unless specifically assigned by a teacher. Should anyone unintentionally enter a chat room site or encounter inappropriate content, he/she must immediately disconnect from that site and report the information to a teacher. Use of specific instructional Internet or network conferences through lovelandclassical.org or other closed, teacher-monitored environments are permitted.
16. Student participation in non-teacher initiated and moderated instructional use of blogs, wikis, social networks, games or other interactive electronic environments is prohibited.
17. Any violation of this policy will result in serious consequences which may include loss of computer privileges up to one year, dismissal from computer related classes, loss of all Internet/network and/or email access, a temporary ban from computer labs, loss of iPod/iPad use, and/or other consequences imposed by school policies and/or local, state or federal law, where applicable.

Facebook/Twitter/Social Media Policy

In order to minimize potential inappropriate activities, students and parents are strongly discouraged from connecting ("friending," "liking," or "following") with LCS faculty, board members and staff on Facebook, Twitter, MySpace, or any other social media site. Any legitimate connections are governed under the Cyber-Bullying, Acceptable Internet Conduct Policy, and each Acceptable Use policy of the social media site. If a staff member or student is found to violate any of these policies, their actions will be brought up under the LCS Discipline Policy, and/or the appropriate Acceptable Use policy of the social media site. If criminal activity is involved, appropriate reporting to law enforcement agencies will be followed.

Parents, students, board members and teachers are encouraged to utilize the LCS Facebook page to stay up-to-date on events, news, and activities.

Cyber-Bullying

LCS' electronic devices, computer networks, or other property, whether accessed on campus or off, during or after school hours, may not be used for the purpose of harassment. All forms of harassment over the Internet, commonly referred to as cyber-bullying, are unacceptable and viewed as a violation of the computer and Internet acceptable use policy. Malicious use of the LCS computer system to develop programs or to institute practices that harass other users or gain unauthorized access to any entity on the system and/or damage the components of an entity on the network is prohibited. Users are responsible for the appropriateness of the material they transmit over the system.

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

Students and community members who believe they have been the victims of such misuses of LCS-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 Administrators.

For situations in which cyber-bullying originates from a non-school computer or network, 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 Loveland Classical Schools.

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 Executive Director or Principal 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.

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

Internet Etiquette

During supervised classroom activities on the network, students are expected to observe the same standards of behavior as they do in the classroom.

- Be polite and courteous.
- Never reveal any personal information about yourself. This includes addresses, phone numbers, and credit card numbers.
- Do not reveal addresses or phone numbers of any other student or member of the staff.

Network Security

Periodically students may be allowed to access other networks and/or computer systems. These are to be used for research purposes only. Do not make copies of copyrighted materials.

Cell Phone Policy

In order to prevent the pervasiveness of cell phone use from disrupting instruction, Loveland Classical Schools does not permit student use of cell phones inside the building or on campus during school hours; this includes during lunch and recess. If a family needs to contact a student in case of an emergency, they can contact the Principal before the school day begins to inform administration of the situation and possible need for a cell phone, or call the front desk to relay a message to the student.

Before a student is in the school building, they are to turn off and put their cell phones away for the duration of the school day. Cell phone use is permitted outside of the building after school at 3:30 p.m. but is still not permitted for student use inside the building. If a staff member notices a student using their cell phone during school hours or in the building at any time, they are to place it in the Principal's office and record it on a sign-out sheet. The Principal will inform the student's parents of improper cell phone use at school via email.

At the end of the school day the student can sign out their phone to retrieve it. After the fourth instance of a student's cell phone use during school hours or inside the building, the Principal will keep the cell phone until the student's parent(s) or guardian(s) can retrieve it and sign it out. In case of a fifth instance of cell phone use by a student during school hours or inside the building, the Principal will hold on to the cell phone until the end of the school year.

Discipline Policy

We believe that the primary source of discipline in a student's life is the responsibility of the parent(s). Furthermore, as a developing member of society, every student must learn to take on the collective rules of that society. Just as everyone must concede some of their personal liberties for the good of the community at LCS, everyone must treat the rest of the community with the same dignity, respect, and care, as they would prefer to be treated.

Our discipline code is built on the framework of our Core Virtues:

- Generosity
- Honesty
- Responsibility

- Service
- Perseverance
- Loyalty
- Forgiveness
- Integrity
- Courage
- Humility
- Prudence
- Temperance

The teachers, classroom coordinators, and administrators of LCS will correct students who do not uphold these virtues.

Students may receive immediate referrals to the Principal for violation of classroom rules. It is up to the teachers to maintain proper order in the classroom and refer disruptive students at their discretion.

Students who continue to disrupt the classroom environment or do not abide by the code of conduct outlined below will not be allowed to return to school until a parent or legal guardian can attend class for the day with the child.

Expectations of Students

1. Be polite and attentive.
2. Attend school consistently, be on time, and take responsibility for making up any work promptly when absent. Each student will bear the responsibility for his own conduct. Each student will respect the school's atmosphere of learning by attending class and being prepared and punctual.
3. Follow directions when an LCS staff member gives them.
4. Follow all reasonable requests made by adults on the premises with a positive attitude, and show respect for self, others and property. Each student is expected to cooperate with and respect the faculty and staff, 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.
5. Follow lunchroom, playground, field trip, lab, and individual classroom rules. Each student is expected to follow school rules when participating in school-related events.
6. Adhere to the dress code.
7. Never use threats or intimidation against any other person.
8. Respect the health and safety of others, safety rules, and not use tobacco, alcohol, or other illegal substances.
9. Be dismissed by the teacher, not the bell or the clock.
10. Sign out in the main office before leaving school grounds.
11. Students will not bring anything to school that could be used to harm another or that is illegal.

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 persons when they have reason to suspect that the health, safety, or welfare of students or staff may be endangered.

LCS is not responsible for loss, theft, or breakage of items brought to school. Fines will be levied on parents for vandalism or theft committed by their students. 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.

For purposes of handling discipline, LCS will consider infractions of rules as either major or minor.

Dress code violations:

Students must be strictly in code to attend class. Students in violation of the dress code will have the following consequences:

- Student will be sent to the office to call a parent or guardian. Parents will either bring acceptable attire, or students will be sent home.
- If a student is sent home, the absences are NOT excused.
- Students out of code may do class work in the office or in an isolated workspace until dress is in code.
- The student may be required to serve a detention for the offense.
- Continued dress code violations will require stronger consequences (e.g. parent conference, detentions, suspensions, etc.).

Minor Infractions:

Minor infractions are generally handled by a student's classroom teacher but may also involve the Principal. Consequences may include: detentions, service, student behavior plans, fair remuneration, relinquishing privileges, apologies, required extra work, and/or activity restrictions.

1 st offense	verbal warning, write up and gets administrative review.
2nd offense	Student /principal conference, parent notified
3rd offense	Student/parent/principal conference required and one hour of detention assigned
4th offense	Student/parent/principal conference required and two hours of detention.

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

- Dress code violations;
- Cell phone usage;
- Public displays of affection;
- Disobeying school and classroom rules;
- Disregard for core virtues;
- Yelling
- Slamming;

- Kicking;
- Throwing;
- Running in halls;
- Causing minor damage to personal property (without intent to injure others);
- Losing school property*;
- 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; and
- Tardies.

Major Infractions:

Major infractions are typically handled by the Principal. Major infractions may require an immediate parent conference and more significant consequences, during which time appropriate follow-up actions are discussed. These actions may include suspension, activity restrictions, creation of remedial student discipline plans, and requirement of parent to attend class with student for a specified time, or other plans.

1st offense - student/parent/principal conference with 0-5 days *suspension

2nd offense - student/parent/principal conference with 1-5 days *suspension, an informal hearing.

3rd offense - student/parent/principal conference, a formal hearing, and possible expulsion

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;
- Bullying, verbal intimidation or threats, physical intimidation, or sexual intimidation or harassment;
- Possession of matches or cigarette lighter (or other dangerous items);
- Possession of firearms;
- Willful destruction or defacing of school property²;
- Theft²;
- 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; and
- Cutting class.

² 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.

Discipline Procedures

The foundation of our virtue system will be based off of Thomas Jefferson's meritocracy. Thomas Jefferson envisioned a republic which was built upon work ethic or merit. In Jefferson's world those who worked hard, thereby lifting up their communities, would achieve success, and those who chose not to work hard or not do what was right/virtuous would fail. Students at both Loveland Classical Schools will be taught virtues, as well as be provided with opportunities for them to display the virtues they learned in the classroom. The LCS staff will recognize virtuous behavior displayed by our students, as well as correct unvirtuous behavior through the virtue systems.

Students in the middle and high schools receive immediate referrals to the Principal for violation of classroom rules. It is up to the teachers to maintain proper order in the classroom and refer disruptive students at their discretion.

Formal Discipline Proceedings

Anytime a student is required to see Administration, a learning opportunity arises. Every student is encouraged to be responsible for his or her own actions, and students will be sent home with written documentation of disciplinary action. If and when necessary, the interaction between the student and the Administration will be followed up with a phone call or written communication to the parents as soon as possible after the incident.

The Executive Director, Principal or faculty members may assign logical 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 some 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 Executive Director or the Principal.

Major infractions may require an immediate parent conference prior to more significant consequences, during which time appropriate follow-up actions are discussed. These actions may include suspension, expulsion, activity restrictions, creation of remedial student discipline plans, and requirement of parent to attend class with student for a specified time or other plans.

Major infractions and suspensions become part of a student's permanent record.

If a student has been given an In-School Detention, In-School Suspension, or an Out-Of-School Suspension two or more times during the year, or if the student has received more than 4 tardies in a quarter, the Principal reserves the right to restrict the school events or field trips that the student may attend. All decisions concerning this matter will be made at the discretion of the Executive Director or the Principal.

Suspensions and Expulsions

The following guidelines are followed for suspensions and expulsions.

1. According to CRS 22-33-105 2a) and b), 25 school days is the maximum suspension time. Opportunities will be given for a student to make up schoolwork during suspension; however, the school will determine the amount of credit the student shall receive for this makeup work.
2. Suspensions at LCS can be assigned only by the Executive Director or the Principal. Prior to suspension the student's parent will be notified, and a parent conference will be required before the student returns to class.
3. Notice of suspension shall be given in writing.
4. Administration offers an informal hearing to a parent and student after receipt of notice of suspension lasting less than 10 days. A suspension lasting more than 10 days will be given a formal hearing.
5. A parent conference involving the administration, the student, and student's parent (s) or guardian(s) may be required before a student will be readmitted following a suspension.

Step 1, Initial suspension

- An initial suspension may occur after a major infraction or a series of minor infractions, depending on the severity of the infraction(s).
- The initial suspension may require that a parent attend at least one full day of classes with the student, ensuring good behavior.
- A remedial student discipline plan may be created during a conference between parent, student, and administration depending on the severity of the infraction.
- A parent-student-Administration conference may be required before student re-admittance to the classroom.

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.
- Secondary suspensions may include a minimum of two days and a maximum of no more than ten days total suspension.
- A required parent-student Principal conference will be held before student is allowed to return to school.
- A parent may be required to attend classes daily with the student until it is ascertained the student can maintain proper decorum in the classroom.
- 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.

The following outline is a partial listing of LCS Grounds for Suspension/Expulsion as it pertains to Habitual Disruption. However, this follows closely and discusses the TSD Board Discipline Policies JKD/JKE-E related to a "habitually disruptive student". For purposes of LCS discipline procedures, a "habitually disruptive student" means a child who is suspended three times in any one school year for one or more of the grounds stated here:

- Continued 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 pupils or of school personnel, including behavior which creates a threat of physical harm to the child or other children.
- Serious violations in a school building or in or on school property for which suspension or expulsion shall be mandatory.

ESS Suspension/Expulsion Policy

Change of Placement

Students with disabilities may be suspended or removed from school for violations of the student code of conduct so long as the removal does not constitute a change in placement.

The following removals result in a disciplinary change of placement:

1. Removal of more than 10 consecutive school days.
2. A series of removals up to 10 days each that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each removal, the total number of days of the removals and the proximity of the removals to one another.
3. Placement in an interim alternative educational setting by the district for up to 45 days for causing serious bodily injury, drug or weapons violations.
4. Placement in an interim alternative educational setting by a hearing officer for up to 45 days.

During any removal beyond 10 days in any given school year, services shall be provided to the extent necessary to enable the student to continue to appropriately progress in the general curriculum and appropriately advance toward the goals of the IEP. Once a child has been removed from school beyond 10 days, the school shall conduct a functional behavioral assessment or review and modify an existing behavior intervention plan and review and modify the IEP, if appropriate.

Manifestation Determination

When a disciplinary change in placement is being considered as a result of a disabled student's behavior, the student's parents, relevant members of the IEP team, and others who are knowledgeable of the student's disability and behavior shall review all relevant information in the student's file. Such a review must take place immediately, if possible, but no later than 10 school days from the date of the decision to take disciplinary action.

The team will determine whether the student's behavior is a manifestation of the disability and whether the student's disability impaired his or her ability to control or understand the impact and consequences of the behavior.

Disciplinary Action for Behavior that is Not a Manifestation

If the team determines that the behavior was not a manifestation of the disability, disciplinary procedures shall be applied to the student in the same manner as applied to non-disabled students, and services shall be provided consistent with this policy.

Disciplinary Action and/or Alternative Placement for Behavior that is a Manifestation

If the team determines that the behavior was a manifestation of the disability, the student may not be disciplined for such behavior but will be treated in accordance with his or her IEP, any behavioral intervention plan and this policy.

Disabled students carrying weapons, knowingly possessing or using illegal drugs or selling or soliciting the sale of a controlled substance, or inflicting serious bodily injury upon another person at school or at a school function may be unilaterally removed to an alternative educational setting for the same amount of time as would be applied to a non-disabled student, but not more than 45 calendar days in any given school year.

A CDE-appointed hearing officer may order removal to an interim alternative setting for up to 45 calendar days when the school/district demonstrates by substantial evidence that maintaining the student's current placement is substantially likely to result in injury to the student or others. The interim alternative educational setting and services to be provided shall be determined by the IEP team and will enable the student to progress in the general curriculum and receive the services, including those on the IEP that will enable the student to meet his or her IEP goals and including services designed to prevent the behavior from recurring.

Expedited Hearings

An expedited due process hearing with a final decision due in no more than 45 days is required or with

1. The parent/guardian disagrees with the IEP team's manifestation determination or with any decision regarding placement.
2. The parent/guardian disagrees with the proposed new placement following an interim alternative educational placement.

An expedited due process hearing with a final decision due in no more than 10 days is required when the district believes it is dangerous for the student to be returned to the previous placement.

During any challenge to a manifestation determination or a placement that is not an interim alternative educational placement; the student will stay in his or her current educational placement.

During any challenge to a placement in an interim alternative educational placement, or to a manifestation determination related to behavior that led to such placement, the student will stay in the interim alternative educational setting pending the decision of the hearing officer but no longer than 45 days unless the hearing officer orders additional days or unless the district and parents agree to additional days.

Students who are not identified as disabled but are entitled to the protections of IDEA after discipline is proposed, are subject to the same disciplinary measures applied to children without disabilities unless the school had "knowledge" of the potential disability. The school is deemed to have "knowledge" when:

1. The parent/guardian has expressed concern in writing that the student needs special education or requested an initial evaluation.
2. The student's behavior or performance has demonstrated a need for special education.
3. The student's teacher or other district personnel have expressed concern about the student's behavior or performance to the director of special education or other personnel through the referral process.

If one of the bases for knowledge existed and the school either conducted an evaluation and determined that the student is not a student with disabilities or determined that an evaluation was not required and provided notice to the parent, the school will not be considered to have knowledge of the potential disability.

If a request for evaluation is made during the period the student is subject to disciplinary measures, the evaluation will be expedited. If the student is determined to be eligible for special education services the school/district must develop an IEP which provides FAPE (Free Appropriate Public Education) and determine if the alleged behavior is a manifestation of the student's disability.

Pending results of the evaluation the student remains in the educational placement determined by school authorities.

Bullying Policy

Bullying is defined as repeated harassment by one party onto a "weaker" party who is unable to defend themselves. It is not one occasion of inappropriate behavior, but repeated acts of cowardice which do not have a place at Loveland Classical Schools, with consequences as determined by administration upon investigation into the incident(s). When administration is informed about an incident or bullying claim, the involved students' parents may be notified by the end of that school day.

Administration undertakes the investigation by individually asking the students involved questions similar to what had occurred and if there were any witnesses whom could also provide details.

Once a clearer account of what had transpired is available, a decision on the best course of action is made and the students' parents are contacted.

Weapons, Drugs, and Alcohol Policy

Weapons

LCS and the Thompson School District will not tolerate student possession or use of weapons on district grounds. Such behavior is unacceptable, detrimental to the safety of others, and destructive to a positive learning environment.

Carrying, bringing, using, or possessing any dangerous weapon in any school building, on school grounds, in any school vehicle or at any school-sponsored activity without the authorization of the school or the school district is prohibited. Expulsion is mandatory for this conduct. Dangerous weapons include, but are not limited to:

- Firearms, loaded or unloaded, or firearm facsimile that could reasonably be mistaken for an actual firearm.
- Pellet or BB guns or other devices, whether operational or not, designed to propel projectiles by spring action or compressed air.
- Any device designed to be capable of temporarily immobilizing a person by the infliction of an electrical charge.
- Knives include a fixed blade knife with a blade that measures longer than three inches in length or a spring-loaded knife or a pocketknife with a blade longer than three and one-half inches.
- Any other weapon, device, instrument, or substance, whether animate or inanimate, used or intended to be used to inflict death or serious bodily injury.

If a student discovers that he or she has carried, brought or is in possession of a dangerous weapon and notifies a teacher, administrator or other authorized person as soon as possible and delivers the dangerous weapon to that person, expulsion shall not be mandatory and such action shall be considered when determining appropriate disciplinary action, if any.

School staff members shall confiscate any articles that violate this policy and submit them, if needed, to the appropriate law enforcement agency.

In accordance with federal and state law, expulsion shall be for one calendar year for any student who is determined to have brought a firearm to school without the authorization of the school or the district. The superintendent may reduce the length of this required expulsion period on a case-by-case basis.

Any student bringing a firearm to school shall be referred to appropriate law enforcement officials. For purposes of this paragraph, a firearm means:

- Any weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action or an explosive.
- The frame or receiver of any such weapon.
- Any firearm muffler or firearm silencer.
- Any destructive device, including but not limited to: any explosive, incendiary, poison gas, bomb or grenade.

LCS and TSD shall maintain records that describe the circumstances involving expulsion of students who bring weapons to school including the name of the school, the number of students expelled, and the types of weapons involved as required by law.

Tobacco

Use of any tobacco product, including cigarettes and chewing tobacco, in or on school property or during school activities is prohibited. Such use shall be sufficient cause for suspension and other disciplinary action that may include school/parent conference, loss of privileges, detention, inhouse suspension or expulsion. In accordance with state law, no student shall be expelled solely for using tobacco.

Drug, Alcohol and Controlled Substance Use by Students

(JICH/JICH-R)

LCS shall promote a healthy environment for students by providing education, support and decision-making skills in regard to alcohol, drugs and other controlled substances and their abuse. In order to accomplish this goal, a cooperative effort must be made among the schools, parents, community and its agencies.

It shall be a violation of board policy and considered to be behavior that is detrimental to the welfare or safety of other students or school personnel for any student to possess, use, sell, distribute or procure alcohol, drugs or other controlled substances.

Student use, possession, distribution or sale of alcohol or controlled substances and the abuse of other drugs is prohibited in all Thompson School District schools and on school property, in school vehicles, and at school activities or sanctioned events.

For purposes of this policy, controlled substances include, but are not limited to, narcotic drugs, hallucinogenic or mind-altering drugs or substances, amphetamines, barbiturates, stimulants, depressants, marijuana, anabolic steroids, toxic vapors smelled or inhaled for the purpose of causing a condition of euphoria, excitement, exhilaration, stupefaction, or dulled senses of the nervous system, or any other controlled substances as defined by law, or any prescription or non-prescription drug, medicine, vitamin or other chemical substances including inhalants not taken in accordance with the board policy and regulations on administering medicines to students.

This policy also includes substances that are represented by or to the student to be any such controlled substance or what the student believes to be any such substance.

This policy shall apply to any student who is on school property, in attendance at school, in a school vehicle or taking part in any school sponsored or sanctioned activity or whose conduct at any time or place interferes with the operations of the district or the safety or welfare of students, employees, or school visitors.

Students violating this policy shall be subject to disciplinary sanctions that may include suspension and/or expulsion from school and referral for prosecution. Expulsion shall be mandatory for sale or distribution of drugs or other controlled substances.

Situations in which a student seeks counseling or information from a professional staff member for the purpose of overcoming substance abuse shall be handled on an individual basis depending upon the nature and particulars of the case. When appropriate, parents shall be involved and every effort made to direct the substance abuser to sources of help.

The board of education, in recognition that drug and alcohol abuse is a community problem, shall cooperate actively with law enforcement, social services or other agencies and organizations,

parents and any other recognized community resources committed to reducing the incidents of illegal use of drugs and alcohol by school-aged youths.

Whenever possible in dealing with students associated with drug and alcohol abuse, school personnel shall provide parents and students with information concerning education and rehabilitation programs that are available. Information provided to students and/or parents about community substance abuse treatment programs or other resources shall be accompanied by a disclaimer to clarify that the school district assumes no financial responsibility for the expense of drug or alcohol assessment or treatment provided by other agencies or groups unless otherwise required.

The board of education or designee shall conduct a biennial review of its drug prevention program to determine its effectiveness to implement any required changes and to insure that the disciplinary sanctions required are consistently enforced.

Public Displays of Affection

LCS does not condone Public Displays of Affection (PDA) by and between students on either of its campuses. Such behavior includes but is not limited to: affectionate rubbing, locking arms while sitting or walking, kissing, fondling or any other physical action that exhibits publicly the feelings of affection that exist between students. Restrictions upon this behavior is rooted in the sanctions against the creation of an environment that is not conducive to education. These restrictions will be applied to all such behavior, regardless of the genders involved in its expression. Behavior of this nature may result in disciplinary actions, up to and including suspension.

Infinite Campus Parent Portal

The Thompson School District is pleased to provide the “Campus Portal” to parents and guardians of students currently enrolled in the district.

Campus Portal is a tool that provides real-time, secure online access to your student’s pertinent school information. This information may vary from level to level and school to school. The district and individual schools determine what information is available on the Portal and reserve the right to change availability of information without notice. Portal also allows you to select options for receiving communication from the school.

Obtaining a Portal Account

In order to create your personal portal account, you will need your unique Person GUID that serves as the Activation Key when you first go to the Portal. This key is available from your child’s school. Parents and guardians will need only one account to access information for all of your children.

After receiving your Activation key, you can set up your account by visiting the Thompson School District Campus Portal

website:<https://campus.thompson.k12.co.us/campus/portal/thompson.jsp>

For your convenience, the Portal links are displayed in your choice of four languages: English, Spanish, Simplified Chinese, and Traditional Chinese.

After successfully entering your Activation Key, you will need to establish a user account by creating a User Name and Password. Both the User Name and Password must be a minimum of six characters. Once the account has been established, click on the link to log in or return to the original site identified above to log in. It is recommended that you do not share your login information with anyone. Campus Portal accounts are provided to middle school and high school.

When you log in, you will see a series of links in the gray area along the left side and will then be able to view the information available (depending upon grade level and school). You can also update your account preferences.

For assistance with your Campus Portal Account, please use the automated account access tool or contact the Thompson School District Infinite Campus Support Desk via phone (970-613-5102), or e-mail (parentportal@thompson.k12.co.us)

Using Campus Portal

Upon login, District Notices, School Notices, and Inbox provide up-to-date communication. Listed below is a description of links that may be available (depending upon grade level and school):

- [The Family Link](#) shows the members of the household. Be sure to review this information and contact your child's school immediately with any additions or corrections. The accuracy of this information is the joint responsibility of the school, parents/guardians, and the student. This information should always be kept up to date!
- [The Calendar Link](#) shows any attendance activity and lists your middle and high school students' assignments that are due on any given day. The School Calendar Link (directly below a student's name) will show information specific to that student.
- [The Schedule Link](#) lists the student's classes, including detailed information regarding the student's current assignments and scores (middle and high school only), teacher e-mail address, and classroom newsletter (when available).
- [The Attendance Link](#) below each student lists attendance activity specific to that child.

All entries are organized by date and term and are color coded to indicate absence type. A term summary attendance is also available.

- [The Health Link](#) displays your student's Immunization record on file.
- [The Assessment Link](#) presents standardized test scores (e.g., CSAP, ACT).
- [The Fees Link](#) details fees, fines, and payments made for the current school year.
- [The Reports Link](#) may include: your student's schedule, missing assignments, report cards and transcripts.

Additionally, you can update certain details of your Portal account and contact information:

- [The Change Account Info Link](#) allows the user to change the password associated with this account.
- [The Change Contact Info Link](#) allows the user to update the email address associated with this account. This link is also important for setting your preferences to receive various types of communication from the school and for indicating your preferred contact language (English or Spanish).
- [The Log Off Tool](#) should always be used when you are finished viewing information on Campus Portal. This is the only way to securely end your connection to Portal.

Internet Browser Options and Recommendations

- Internet Explorer v8.0 (or higher); in addition this should be set to “check for newer version of stored pages” on “every visit to the page”. This can be set under the Tools Menu>Internet Options>General Tab>Browsing History.
- Firefox v3.5 (or higher); in addition, this should be set to “Use custom settings for history” and “Clear history when Firefox closes.” These can be modified under the Tools Menu>Options>Privacy>History.

After School Care

LCS has contracted for an after-school child care program available from 2:45-6:00 p.m. for students who need supervision after school. This service will require registration and a fee. Students who are not picked up by 3:15 p.m. will be sent to the program and the full rate will be charged to the parent. LCS cannot be held responsible for students after 3:15 p.m.

Communications

Parents are responsible for ensuring they are kept up-to-date and aware of school happenings.

The Parent Pride, the LCS parent newsletter is distributed via e-mail monthly, and is the official means of communication from the school. Parents are automatically signed up when their students are enrolled.

LCS posts board agendas, minutes, policies and votes on the LCS ebsite: www.lovelandclassical.org

Parents can also stay up-to-date by regularly checking the school website, as well as connecting with LCS on Facebook (<https://www.facebook.com/LovelandClassical>). Communication between school staff and parent/students is crucial for overall school success.

Whenever papers are sent home, parents are expected to read them carefully. Classroom teachers have the authority to approve items going home with their students. Any LCS communication should include a teacher’s stamp or initial or an administrative initial.

Volunteers, teachers, and parents who help distribute these communications are not to stamp, insert, or attach any foreign matter on, into, or with copies of the communications into or with other publications, nor permit others to do so, without prior written approval by the Principal.

Parents may use e-mail for teacher communication.

Parent/Teacher Conferences

One parent/teacher conference will be held each semester. It will take place shortly after the end of the first and third quarters. Since conferences occur after quarter grades are permanent, parents are encouraged to aggressively seek the status of their student’s progress before the LCS Student Handbook Rev. F Page 58 conferences. During parent/teacher conferences, please keep conversations limited to five minutes per student discussed. If additional time is needed, additional arrangements should be made.

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 materials found without prior approval will be removed or confiscated.

Elevator

The elevator is strictly for use by individuals incapable of using the stairs. To access the elevator, please contact the front office.

Dispute Resolution Policy

Loveland Classical Schools (LCS) firmly believes that adults must be models of good character even in the most difficult situations. Should a parent have a concern, that concern should be resolved using the chain of command. Issues that arise in a particular classroom should always be addressed to the teacher first since the teacher has more direct knowledge of the student.

This process refers to parents' communication of any kind that seeks or requires an action on the part of the school regarding their students. LCS understands that parents have questions, opinions, and comments that need to be expressed concerning their children's education. Such communication can be very helpful to the running of the school.

Stage 1: When a parent has a concern, he/she will first go to the source of the concern and attempt to resolve the issue. This must be attempted before proceeding further with the process.

Stage 2: If the issue at hand cannot be resolved in Stage 1, the immediate supervisor should be contacted and a dispute form obtained from that supervisor. (Please see the organizational chart.) If the issue involves a teacher or classroom coordinator, the parent will contact the Principal at administrators@lovelandclassical.org and request a dispute form. Within 48 hours of receipt of the parent's dispute form, the principal will bring the complaint to the parties involved and have them complete the staff portion of the form. Also within 48 hours of receipt of the parent's dispute form, a meeting will be scheduled. The staff member should complete the dispute form within 24 hours and submit it to the administrators. Administrators will keep all disputes confidential. The administrators will not come to a resolution during the meeting, but rather within 48 hours after the meeting. (Please note all times include only school days. Weekends and holidays are excluded.) This resolution will be sent to both the parent and the staff members. All of these steps must be taken before proceeding to Stage 3.

Stage 3: If the dispute cannot be resolved in Stage 2, the dispute form may be brought to next immediate supervisor according to the organizational chart. If deemed necessary, another meeting will be scheduled with all parties involved in the dispute within 48 hours. Students and other children will not be included in such a meeting. The immediate supervisor will notify all parties of the resolution within 48 hours of meeting. If the supervisor deems a meeting is not necessary, the supervisor will update all parties within 48 hours of receiving the dispute form. If a resolution is not achieved, the issue will be referred to the next immediate supervisor until it has reached the level of the Principal. When the Principal receives a dispute, he/she will review the dispute and contact the parent with either a resolution or update on the progress of his/her investigation within 48

hours. Each time a new supervisor is involved, a new resolution form must be sent to the parent and compiled with the preceding documentation.

Stage 4: If a resolution is not achieved with the involvement of the Principal, the dispute may be referred to the Executive Director. The parent will contact the Executive Director at istout@lovelandclassical.org. The Executive Director will only entertain disputes after the chain of command has been properly followed and the dispute form has been completed at each step along the way. Formal complaints submitted to the Executive Director must be written and all documentation must be provided to expedite the process. The Executive Director will confirm receipt of the complaint and respond in writing to the complainant.

Stage 5: If a resolution is not achieved with the involvement of the Executive Director, the following steps may be taken:

The dispute may be submitted in writing to the LCS' board of directors (BOD) along with the dispute form. The board can be contacted at board@lovelandclassical.org. The president of the board will contact the parent to confirm receiving the dispute. The BOD will review the summary and investigate if deemed necessary. The BOD will then notify all parties in an appropriate manner. It is always required that individuals inform involved parties when progressing along the chain of command.

Concerns Regarding Policy

Disputes regarding policy should be directed to the board via the email listed above.

In accordance with our charter all grievances must be resolved at the school. Though we are chartered through Thompson School District (TSD), the district does not have general oversight of LCS operations. Only violations of the amended charter should be reported to TSD.

General Concerns/Questions/Suggestions

Please use the locked suggestion box in the office. The SAC will review the issue at their next regularly scheduled meeting.

In the unfortunate event that resolution is not achieved through the process outlined above, it is possible you may need to consider another educational option for you and your child.

The Board of Directors and SAC will not entertain anonymous complaints, nor can they hold information in confidence when it is not in the best interest of the school. The BOD is not the first point of contact and therefore will refer communications that seek response or action to the appropriate individual(s).

Concerns Related to Special Education or Section 504 Process

The course of action for a parent or staff member of Loveland Classical Schools to express a concern related to the implementation of the Special Education process or Section 504 process.

For concerns regarding Special Education:

1. The first step is to contact your student's case manager. For grades K-12 email Leslie McFarling at lmcfarling@lovelandclassical.org or call (970) 541 -1507. If you wish, please feel free to include the school's Executive Director, Ian Stout, onto the email correspondence at istout@lovelandclassical.org.

2. If your concern is not able to be addressed by your student's case manager the next step is to contact the school's Executive Director at istout@lovelandclassical.org or call (970) 541-1507 ext. 101.
3. If your concern is unable to find resolve or to be addressed after following the previous two steps of communicating to your student's case manager and then the school's principal, the next step is to contact Thompson School District's Executive Director of Student Support Services, Charlie Carter, at charlie.carter@thompsonschools.org to communicate your concerns or call (970) 613-5092.

For concerns regarding the 504 process:

1. The first step is to contact the school's 504 coordinator or call (970) 541-1507. If you wish, please feel free to include the school's principal, Pete Boylan, onto the email correspondence at pboylan@lovelandclassical.org.
2. If your concern is not able to be addressed by the 504 coordinator the next step is to contact the school's principal at pboylan@lovelandclassical.org and explain the situation or call (970) 541-1507 ext. 101.
3. If your concern is unable to find resolve or to be addressed after following the previous two steps of communicating to the 504 coordinator and then the school's principal, the next step is to contact Thompson School District's Executive Director of Student Support Services, Charlie Carter, at charlie.carter@thompsonschools.org to communicate your concerns or call (970) 613-5092.

At any time, a concern related to SPED or Section 504 at LCS may be brought directly to the Executive Director of Student Support Services at charlie.carter@thompsonschools.org or (970) 613-5092, or to the following state agencies:

For parents who have concerns with ADA/Section 504:

Office of Civil Rights 303-844-5695
1244 Speer Blvd.
Suite 310
Denver, CO 80204-3582

For parents who have concerns related to Special Education:

Candace Hawkins, Esq., State Complaints Officer
hawkins_c@cde.state.co.us
303-866-6311

Lisa Weiss, Esq., State Complaints Officer
weiss_l@cde.state.co.us
303-866-6685

-or-

Jennifer Rodriguez, Mediation Coordinator
rodriguez_j@cde.state.co.us
303-866-6889

Exceptional Student Services Unit
1560 Broadway, Suite 1175
Denver, CO 80202

303-866-6694
Fax: 303-866-6767

Health Policy

Limited health services are available at school. Please do not bring sick children to school.

Office staff and volunteers occasionally supervise and assist students with health care needs.

Please note that it is the parents' 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.

Thompson 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 LCS' 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 LCS office. This record includes proper shots for measles, mumps, rubella, diphtheria-pertussis-tetanus (DPT), hepatitis B, varicella (chicken pox) 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)). A link to the Colorado Department of Public Health and Environment letter on this matter is here:

<https://drive.google.com/file/d/0B0tmPQ67k3NVSINVckNBU1ozWDg/view>

Health-Threatening Allergy Policy

The school administration, in consultation with the school nurse, will be responsible for notifying classroom teachers, classroom associates, and parents of students in classrooms where one or more students have a life-threatening allergy. (The allergy must be clearly documented by the primary care physician or a board certified allergist.) Notification will include an explanation of the severity of the health threat, a description of signs and symptoms to be aware of and a concise list of foods and materials to avoid. Parents, in consultation with their primary care provider/allergist, will provide the list of allergens to be avoided.

We are requesting that parents/student avoid including nuts and nut products in lunches and snacks in grades K-12. No homemade food or treats, to be shared with students, will be brought into our schools either by parents or staff. All treats to shared use must be commercially prepared and packaged for distribution with intact ingredient labels. Treats may be distributed by the

classroom teacher for special occasions, such as birthdays or holiday parties. Classrooms with students who have life threatening allergies may have more specific guidelines depending on the type(s) of allergy. Food preparation will only be allowed in academic curriculum with the principal's and health care professional's pre-approval. An exception will be made for food preparation as related to the Individual Education Plan of individual student's goals served in special education in K-12 grades. Precautions will be taken for students with life threatening allergies. Peanut butter jars should not be used for storage of manipulatives, even if the jars have been thoroughly washed. Classroom pets are allowed provided that nut-free foods and bedding are used. Visiting pets are prohibited in our schools. An exception will be made for service animals and approved classroom curriculum units involving animals as a part of a lesson or lessons.

Lice Policy

In line with Thompson School District (R2-J), the primary transmission of head lice from one person to another is by direct contact with the head of an infected person. They may in some cases be transmitted by indirect contact or by combs, hairbrushes, clothing, hats and bedding.

Lice do not hop or fly. In-school transmission of head lice is rare.

1. Prior to re-entry into school, check scalp and hair again for nits and live lice. If only nits are found, encourage parent to continue nit removal process at home until gone but allow reentry. Recheck student again in 7-10 days.
2. If live lice are found, student must remain out of school until treated and no live insects are found. Referral to a healthcare provider is indicated if parent reports treatment has already occurred, yet insects continue to exist.

Child Find

Child Find is an-ongoing process required by The Individuals with Disabilities Education Act (IDEA). All Administrative Units are required to identify, locate, and evaluate all children with disabilities, aged birth to 21, who are in need of early intervention or special education services. At Loveland Classical Schools, staff are informed about our Child Find obligation and trained about the process to identify children who may have a disability on a yearly basis.

If you have any questions about Child Find at LCS, please contact the SpED Resource Teacher at lmcfarling@lovelandclassical.org or call (970) 541-1507. LCS disseminates information to the community about Child Find via the registration packet at the beginning of the school year and email blasts each semester.

You may also contact the Thompson School District's Child Find Coordinator at (970) 613-5762 if you have any questions regarding Child Find.

Student Insurance Coverage

In the daily activities of LCS, student safety is prioritized by school staff. Under normal circumstances, students will not be exposed to dangerous situations or unsafe activities.

However, unexpected situations do occur from time to time. For instance, injuries do occur during P.E. activities occasionally, despite preventative instruction and close supervision of teachers.

Because of these possibilities, students' families do assume the risk of these daily activities at LCS. LCS families, therefore, should carry insurance policies that cover the types of accidents that occur at schools. As a parent or guardian, you are responsible for such medical expenses.

Parent Involvement, Observation, and Volunteering Policy

The Founders of LCS envision a true community of learners, which necessitates the active involvement of parents. We do not want parents just to help with typical school volunteer activities, as important as those are. Rather, we hope to put on regular workshops and training opportunities that serve several functions. At one level, it could serve as further study skills seminars—specifically for parents to know how to help their children succeed in such a vigorous school. Depending on the demographics of families, this could branch out to a series of life/home management skill seminars.

These could be parent-led or volunteers from the local community could support this program.

Beyond that, however, we envision a community in which parents are also learners—perhaps some parents would like to take two Saturdays to learn how to read and pronounce Latin. If interested, they could continue in a Saturday Morning Latin Series. Perhaps others will want to read a short story together and come to a Socratic seminar to experience what upper class LCS students experience in such a seminar. Or perhaps parents would like to take a class on the writing program, either to become better writers or to simply understand what their children are being asked to do.

We see endless opportunities for these seminars. We understand that this program depends both on available funding and parent interest and resources.

We are excited, however, at the possibilities for real community that this could provide.

LCS is a school of choice. When parents have the opportunity to choose the kind of education they prefer for their children, they find the necessary energy, time, and resources to devote themselves to this education. LCS anticipates that parents will be directly engaged in tutoring, coaching, preparing resource materials, providing other necessary and invaluable assistance, including sponsoring, chaperoning, and leading Loveland Classical Schools' sanctioned off-site events.

Volunteer Policy

On site parental assistance is encouraged to assist LCS in meeting its goal of volunteer involvement equal to 50% of the budgeted teaching hours for grades K-5 and 10% of the budgeted teaching hours for grades 6-12. To achieve LCS' goal, each family is encouraged, although not required, to volunteer 4 hours per month for each K-5 student enrolled, and 1 hour per month for each student enrolled in grades 6-12. Volunteers must complete a volunteer application and information form and comply with all guidelines and rules for volunteering outlined in the charter contract. This pertains to volunteers who participate in LCS sanctioned off-site events.

Volunteers are an integral part of Loveland Classical Schools. Volunteers are not only welcome, but also crucial if we are to have high quality teaching of the entire curriculum each year. Elementary volunteer activities are coordinated by LCS' Classroom Volunteer Coordinators. All volunteers must have a signed and current volunteer form on file with the school. All volunteers will submit to the district's regulations on background checks.

The teacher's individual teaching style sets the tone for the classroom. Volunteers who wish to volunteer in the classroom need to learn the teaching style of the teacher they wish to assist. If the teaching style conflicts with a volunteering style, the volunteer will need either to adjust his/her style or find a more compatible setting within LCS to volunteer. The teacher has primary responsibility for student learning in the classroom. All teachers will submit to the district's regulations on background checks.

Any grievance or concern a volunteer has with a classroom or a teacher will be handled by the procedures defined above. Under no circumstance is it ever acceptable for a volunteer to confront a teacher about an issue when students are present. Due to the nature of our curriculum, volunteers who tutor in a specific subject or skill may be required to receive prior training.

Off-site volunteers must be registered to ensure the safety of all LCS students. If a student participates in off-site school related activities, that student's parents are responsible to make sure that the school has sanctioned the event, ensuring volunteer registration. A list of all LCS sanctioned off-site events and activities will be available in the front office.

LCS encourages every adult—parents, stepparents, grandparents, aunts, uncles, and community members—to take a special interest in the lives of LCS' students, to act as mentors and tutors, and to instill in every student a love of learning. Volunteers work in conjunction with the faculty to ensure the most effective education possible for their children. To this end, volunteers are responsible for knowing and understanding the contents of LCS' Charter and are encouraged, but not required, to participate on school committees and provide other volunteer services.

Community Involvement

LCS will establish professional and positive relations with its school district and try to serve as a model school for the Thompson School District R2-J.

LCS will seek to reach out to local businesses and community organizations in an effort to learn more about the educational ideals and concerns that currently exist in the Loveland/Berthoud area, as well as to find ways to better serve at-risk and diverse population groups. LCS will also make inquiries at Front Range Community College and Colorado State University to find professors that may be interested in supporting our classical/liberal arts model at LCS.

Loveland Classical Schools 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 LCS we have defined the general parameters for parents volunteering in our classrooms:

1. Parent volunteers are an integral part of LCS. Parents are not only welcome, but they are crucial to the success of our students. The LCS Volunteer Coordinator coordinates volunteer activities. All persons volunteering at LCS 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.
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 volunteer in the classroom need to learn the teaching style of the teacher they wish to assist. If the teaching style conflicts with the parents volunteering style, the parent will need to either adjust his or her style or find a more compatible setting within the school to volunteer.
5. Each elementary class has a Classroom Coordinator. The Classroom Coordinator is responsible for organizing and delegating the volunteer needs of the teachers, classroom, and parents.
6. Any grievance or concern a parent has with a classroom coordinator 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 not permitted to bring non-LCS students or preschoolers to the school while volunteering. We encourage parents to coordinate with each other to find appropriate care for their children while volunteering.
9. LCS encourages all adult parents, stepparents, grandparents, aunts, and uncles to take a special interest in the lives of LCS 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 the LCS Charter, and are encouraged, but not required, to participate on school volunteer teams and provide other volunteer services, as they are able.

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

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

All parent volunteers are required to check in at the front office before class begins and wear their volunteer ID badge until they check out at the end of their volunteer time.

Lettering Policy

LCS High School will implement a program of earning a Letter Jacket in order to promote, encourage, and reward:

- Academic Excellence
- Athletic Performance
- Artistic Accomplishment

Lettering in Academics:

Students should have a 3.75 G.P.A. or higher for two semesters in a row within the same school year to earn a letter. In addition, they will get a pin for academics and 1 bar for the first year of academic letter.

Once a letter is earned, if the student gets 3.75 or higher again for 2 semesters in a row (within the same school year), the student will get another bar in subsequent years. Students who earn a 4.0 for 2 semesters in a row (within the same school year) will get a special patch or pin in addition to the letter and academic pin.

Lettering in Athletics:

TBD by individual coaches.

Lettering in the Arts:

To be eligible to receive a Letter in the Arts, a student MUST meet the following qualifications and receive approval from the department lead. Additional bars will be awarded for continued rigor and diligence in these courses, as specified. All students must end the semester in GOOD STANDING in their Arts courses to be eligible to receive a Letter.

A student MUST meet ONE of the following:

___ Complete 5 courses in the Fine Arts (Music OR Art) maintaining a GPA of 3.75 or higher by their Senior.

___ Complete 4 courses in the Fine Arts (Music OR Art) maintaining a GPA of 3.75 or higher AND participating in one of the following:

- Participate in one State/National Competition and receive high recognition
- Participate as a member of a State/Regional Honor Band (Individual Auditions)

___ Complete 3 courses in Music maintaining a GPA of 3.75 or higher AND participating in TWO of the following:

- Division I solo and obtain a superior rating
- Division II solo and obtain a superior rating
- Division I Ensemble and obtain a superior rating
- Division II Ensemble and obtain a superior rating
- District Band Member

___ Complete 2 courses in Music maintaining a GPA of 3.75 or higher AND participate as a State Band Member.

Additional Bars can be earned by completion of the following:

- 1 full year participation in Fine Arts based extra-curricular
- Participate in one Community/State/National Competition and receive high recognition.

- Volunteer in Fine Arts-related activities for a full school year (no less than 60 hours³).

ART

1 additional year (2 semesters) of Arts courses (3.75 GPA) and portfolio presentation for a panel.

MUSIC

- Participate as a member of a State/Regional Honor Band (Individual Auditions)
- 1 additional year in music (3.75 GPA) and ability to play all major or minor scales.
- 1 additional year in music (3.75 GPA), ability to play all major or minor scales, and superior rating in D1 or D2 solo, D1 or D2 Ensemble

All 2018/19 policies within the student handbook have been approved or amended by the Loveland Classical Schools Board on July 26, 2018.

³ Must have log of hours and supervisor signature to provide to LCS Department Lead.