

Annual Meeting of Members Policy

Time. The Annual Meeting of the members shall be held in March of each election year. It shall be announced to the members through reasonable means which shall include as many of the following as feasible: school newsletters, emails to parents, posted on the website, notices sent home with students and visibly posted at the school. In non-election years (typically every third year), no Annual Meeting shall be held; however, the Board has the option to hold a town hall meeting in its place. Notice of non-election years shall be announced to the members through the same means as the Annual Meeting.

Presiding Officer. The president of the Board of Directors or his/her designee shall preside over the Annual Meeting of members.

Quorum. At the Annual Meeting of members, 25% of the members shall constitute a quorum. For purposes of determining a quorum, those members who voted absentee shall be considered present at the Meeting.

Sole Business. The sole business that may be conducted at the Annual Meeting of the members is the election of up to two (2) directors to seats designated to be filled by an election of the members as stated in the LCS Bylaws. If other action of the members is necessary, a special meeting shall be called.

Order of Business. The order of business at the Annual Meeting of the members shall be as follows:

1. Call to Order
2. Determination of quorum
3. 10 minute presentation by each potential candidate
4. Member vote for Board of Directors (written vote collected and counted by designated committee or Board of Directors)
5. Annual State of the School Address by Executive Director
6. Announce results of vote
7. Adjourn

Cancellation of Annual Meeting. The Annual Meeting shall be cancelled if no eligible candidates submit applications to the Board of Directors by the applicant deadline. Upon cancellation of the Annual Meeting, the cancellation, the reason for cancellation, any plans for a town hall meeting in lieu of the Annual Meeting and how the empty seat will be filled (as per board policy BBB.2_LCS, Board Election Policy) shall be announced through the same means as the initial announcement of the Annual Meeting stated in **Time** above.

LCS Policy Adopted January 10, 2013

Revised August 27, 2015

Revised October 26, 2017

Revised January 24, 2019

Board Elections Policy

As stated in the LCS Bylaws, two Directors shall be elected by the members at the Annual Meeting, and the other five Board members will be appointed by the Board of Directors. Only members shall be eligible for member-elected seats (per LCS Bylaws Article III, Section 3.2(b)). If no members apply for election, or if no quorum is achieved at the Annual Meeting of the Members (as per BBB.1_LCS, Annual Meeting of the Members Policy), the Board reserves the right to appoint members to the two open positions or leave the positions open for one year.

- If the member-elected positions are left vacant, election by membership will occur the following year.
- Directors either elected by the membership or via appointment as defined above shall be designated as elected by LCS membership.

1. Board Elections-Designation of Board Seats; Term

(a) **Designation of Seats.** The seven voting positions of the Board of Directors are hereby designated Seat A, Seat B, Seat C, Seat D, Seat E, Seat F, and Seat G (where Seats F and G are the two Directors elected or designated as elected by the LCS membership).

(b) **Term.** Each Director shall hold his or her office for a term of three years as determined by the Board Term Matrix (Board policy BBB.3_LCS, Board Term Policy). If either Seat F or G is vacated prior to the end of its respective term or not filled due to lack of members applying during the Annual Meeting process, any Director appointed or later elected to fill the vacancy shall serve for the unexpired term.

(c) **Background Check.** A Director's election or appointment to the Board shall be contingent on such Director passing a background investigation.

2. Policy for Board Election Committee

An Election Committee, appointed by the existing Board of Directors, with a minimum of 2 other parents or guardians, will oversee the following:

- Each September a notice will be placed in the Back-to-School folder informing parents whether a seat or seats are up for election at the Annual Meeting of members.
- The notice shall reference the policies regarding qualifications, Board elections, and procedures that can be found on the website.
- The Election Committee shall set the deadline for candidate applications at least two weeks after the initial January communication but no less than 3 weeks before the date of the Annual Meeting. The Election Committee may extend the deadline at its own discretion.
- The notice shall state that anyone wishing to run for the Board shall be required to sign the Board agreement at the first Board Meeting following the election.
- The Election Committee shall determine whether each candidate for the Board meets the necessary qualifications for service.

Additional Notices. Starting in January of each year that seats F and G are up for election, notification will be announced to parents through reasonable means, which shall include as many of the following as

feasible: newsletters, emails to parents, school web posting, and written postings in the school and parent portal messages. The notice shall communicate that Board elections will be held at the March Annual Meeting. The notice shall additionally provide the following information: Board candidate qualifications; the seat or seats that are up for election; the place, date, and time of the Annual Meeting of members; the applicant deadline, and that all Board members are required to sign the Board member documents at the first Board Meeting following the election.

Candidate Letter/Voting Information Distribution. Two weeks prior to the Annual Meeting, if there is at least one candidate running, information regarding voting at the Annual Meeting shall be posted. The information shall include a letter from the Board setting forth the dates for absentee voting, information on the Annual Meeting of members, and who is eligible to vote.

Voter Eligibility. Voting shall be open to all current members as defined in the LCS Bylaws (LCS Bylaws Article II, Section 2.1). Each member shall be entitled to one vote. The Board Election Committee shall be empowered to take whatever reasonable action is necessary to preserve the one-member one-vote policy to the extent permitted by law.

Ballot Creation & Distribution. Once the candidate or slate of candidates is finalized, the Board Election Committee shall create a ballot. Candidates shall be listed in alphabetical order by last name. A copy of the written ballot shall be delivered to each member and shall be accompanied by a notice that:

- Indicates the number of responses needed to meet the quorum requirements;
- States the time by which a ballot must be received by Loveland Classical Schools in order to be counted; and
- Is accompanied by written information sufficient to permit each person casting such ballot to reach an informed decision on the matter.

Absentee Voting. Absentee written ballots shall be made available to members 5 days prior to the Annual Meeting. Members who wish to vote absentee and deliver their ballot in person may do so during the designated days prior to the Annual Meeting at the Lyceum or Academy campus front desk during front desk business hours. A secure drop box shall be at those locations to hold voted absentee ballots. All absentee ballots shall be submitted by end of front desk business hours on the day of the Annual Meeting. In addition to providing absentee ballots for submission in person at the main campus, the Board Election Committee or Board of Directors may make absentee ballots available for submission by any electronic means it deems acceptable, to the extent permitted by law.

Proxy Voting. Because any member may vote absentee in the week prior to the election, proxy voting at the Annual Meeting shall not be allowed.

Nominations from the Floor. No member nomination from the floor of the Annual Meeting shall be allowed.

Annual Meeting Voting. Each member is entitled to cast the number of votes as there are seats up for election. No member may cast more than one vote for the same candidate. Where one seat is up for election, the candidate with the most votes shall be elected to the Board. Where two seats are up for election, the top two vote winners shall be elected to the Board with the candidate receiving the most votes elected to the position with the longest term. The Board of Directors shall break all tie votes.

Member to Take Office. Members of the Board of Directors elected at the Annual Meeting of the members shall take office on the July 1 following their election. Between the time of their election and the time they take office, members-elect shall be invited to attend all Meetings of the Board of Directors and to complete their Board Education training.

LCS Policy Adopted January 10, 2013

Revised May 9, 2013

Revised January 24, 2019

Board Term Policy

As stated in the LCS By-laws, the corporation shall have between 3 and 7 directors, up to 5 of which are appointed by the board and up to 2 of which are eligible for election via annual member meetings or appointed per board policy BBB.2_LCS, Board Elections Policy.

Board Designation of Seats. The seven voting positions of the board of directors are hereby designated Seat A, Seat B, Seat C, Seat D, Seat E, Seat F and Seat G (where Seats F and G are the two directors designated as elected by the LCS membership). For clarity of terms, each director's seat designation will be included on the board member page of the LCS web site.

Term. Except as otherwise stated herein or in the Articles of Bylaws, each director shall hold his or her office for a term of three years as determined by the Board Term Matrix (below). Each term shall begin July 1 and shall expire on June 30 of the third year. Directors appointed mid-term due to vacancies shall only serve for the unexpired portion of the term as per LCS bylaws.

Staggered Terms. Because staggering of terms is critical to ensure preservation of institutional knowledge, the seven directors shall be divided in to three terms designated Term X, Term Y and Term Z. Terms X, Y and Z shall be set to expire successively in one year intervals with the expiring term rolling around to the end of the list into perpetuum (i.e. If Term X expires in 2015, then Term Y expires in 2016 and Term Z in 2017. Term X's new expiration year rolls around to 2018, Term Y to 2019, etc.). No more than two board-appointed directors and no more than one member-elected director shall expire in any one term. For the purpose of preserving institutional knowledge and resetting term limits accordingly, and for the appointment of board-appointed members in July 2015 only, the term of the director holding Seat C will be set to expire in one year and the term of the director holding Seat E will be set to expire in two years.

Board Term Matrix.

Member	Term X	Term Y	Term Z
Seat A	Board-Appointed		
Seat B	Board-Appointed		
Seat C		Board-Appointed	
Seat D			Board-Appointed
Seat E			Board-Appointed
Seat F		Member-Elected	
Seat G			Member-Elected

LCS Policy Adopted August 27, 2015

Revised

Nepotism Policy

The Board of Directors desires to avoid conflicts of interest and nepotism or the appearance of such conflicts. Therefore, LCS employees, faculty, staff, teachers, or independent contractors may not serve on the Board of Directors in order to prevent conflicts of interest. Additionally, the Loveland Classical Schools Board of Directors will not consider for board membership or members will not be allowed to continue serving (whether on the board or as part of a committee of the board) if any candidate or member is related within the second degree by affinity or consanguinity to employees, faculty, staff, teachers, or independent contractors. Such relatives include the following persons:

- Spouse
- Child
- Child's spouse (son-in-law, daughter-in-law)
- Parent
- Parent's spouse (stepmother, stepfather)
- Grandchild
- Grandchild's spouse (grandson-in-law, granddaughter-in-law)
- Grandparent
- Grandparent's spouse (step-grandmother, step-grandfather)
- Brother (stepbrother)
- Brother's spouse/stepbrother's spouse (sister-in-law)
- Sister (stepsister)
- Sister's spouse/stepsister's spouse (brother-in-law)
- Aunt
- Uncle
- Niece
- Nephew
- Guardian
- Ward
- Cousin
- Any step relationship to the above listed individuals
- Any household members
- Board Member Spouse's:
 - Child (stepson, stepdaughter)
 - Parents (mother-in-law, father-in-law)
 - Grandchild (step-grandson, step-granddaughter)
 - Grandparents (grandmother-in-law, grandfather-in-law)
 - Brother/stepbrother (brother-in-law)
 - Sister/stepsister (sister-in-law)

LCS Policy Adopted November 8, 2012
Amended November 14, 2013

Finance Policy

If expenditures exceed budget, the board shall determine if the expenditure is critical and whether funds budgeted in another account might be able to “cover” that expenditure via an intrafund budget transfer.

Non-reoccurring expenditures over \$5,000 must be signed off by two approved individuals.

LCS Policy Adopted July 28, 2011

Revised May 9, 2013

Financial Policies and Procedures

Loveland Classical Schools

Financial Policies and Procedures

Revised/Approved: July 21, 2016

OBJECTIVE

Financial Objective for Loveland Classical Schools (the “School”) is to maintain the financial integrity and sound fiscal management of our school while providing quality programs that meet or exceed the needs of all students.

FISCAL MANAGEMENT GOALS

The financial management shall be the responsibility of the Board of Directors (Board), the Executive Director and the Chief Financial Officer (CFO). The Executive Director and the CFO shall administer the budget for the School making expenditures and commitments with Board approval. The ultimate responsibility for the financial operations falls upon the Board. The Executive Director and CFO shall report to the Board and act in an advisory capacity with regard to financial matters.

Strategies to support and ensure highest levels of fiscal responsibility include:

- Transparent, long range and student-centered budget planning that includes a balanced budget over five years.
- Prioritizing funds in order to support the continued professional development of all staff.
- Remain competitive in salary and benefits in order to recruit and retain quality staff.

The Executive Director, in conjunction with the CFO, shall be responsible for the installation and supervision of proper internal control systems to include, but not limited to:

- Receipt and deposits of monies
- Payment of salaries and wages as adopted by the Board
- Timely payment of bills
- Accurate posting of transactions and reconciliation of accounts
- Responsible administration of employee benefits
- Procurement of assets

- Timely generation of monthly financial statements and reports for Board and Finance Committee review

To assure the School's financial integrity, the Board shall set aside operational reserves in addition to the required Tabor reserves of 3% of expenditures for the School as contingency reserves to include in each general fund budget to avoid borrowing money to conduct operations. In compliance with our bond requirements, the School will maintain, above and beyond the TABOR reserve, an operating reserve of 10% of general fund expenditures, less the cost of the facility lease.

The Board may establish additional reserves for future needs, which may include but are not limited to long-term facility needs, transportation requirements, technology, and future expenses not provided for in annual budgets.

LONG-TERM FINANCIAL STRENGTH

The School will operate in a manner which ensures its long-term financial strength:

- The School will operate in the black.
- The School will manage cash in a way that ensures maximum liquidity and safety.
- The School will use designated contributions only for the purposes intended by the donor.
- The School will not use restricted fund balances for operations.
- The School will pay payroll and other debt obligations in a timely manner.

FINANCE COMMITTEE

The Board may elect to defer to the Finance Committee (the "Committee") in the event a need arises that is deemed beyond the scope or authority of the Executive Director and CFO. The Committee will be comprised of management representatives from the School, including but not limited to the Executive Director the CFO and Board member(s).

The Committee will be responsible for organizing and meeting on an established basis. The Committee will be responsible to make its own policies and regulations with Board approval. The Committee will report directly to the Board, make recommendations and develop long-range strategic plans. Activities of the Committee will not, in any way, interfere with the administrative operations of the School.

ANNUAL BUDGETS

The annual budget is the financial plan for the operation of the School. It provides the framework for both expenditures and revenues for the year and translates into financial terms the educational programs and priorities of the School.

The Board assigns overall responsibility for budget preparation, budget presentation and budget administration to the Executive Director who may delegate portions of this responsibility to the CFO.

Insofar as possible, the budgets adopted by the Board shall be sufficient to implement all programs and policies that the Board approves.

LEGAL REFS.: C.R.S. 22-44-101 through 22-44-117;
C.R.S. 22-44-203 and 22-44-204 (3)

BUDGET PLANNING, PREPARATION AND SCHEDULES

Timelines

1. Each month within 15 days from the close of the month and/or prior to the monthly board meeting, the CFO shall review and present the financials for the previous month activities to the Finance Committee. Upon review by the Finance Committee these reports will be sent to the Board for approval. Financial statements provided to the Board or the Committee should include Balance Sheet, Statement of Revenue and Expenditures vs. Budget, and a check register or similar reports. The Executive Director or CFO is designated as the School's representative to the Thompson School District and State for all financial questions and clarifications.
2. Every April, the Executive Director and CFO will meet with the Finance Committee to discuss the budgetary priorities for the next school year. Following this meeting, the Principal and CFO will develop a proposed budget for the following school year.
3. The Principal and CFO shall present the proposed budget to the Board during the month of May. When requested, the Executive Director will give the preliminary budget to the Thompson School District.
4. If necessary, the Board will approve a revised budget at the January Board meeting after the official student count is known.

FINANCIAL EMERGENCIES

If the Board determines, during any budget year, that the anticipated revenues and amounts appropriated for expenditure in the budget exceed actual revenues available, the Board may declare a fiscal emergency. Such declaration shall require the affirmative vote of two-thirds of the members of the Board.

The Board will determine if the formation of a special committee is appropriate and what actions should be taken.

LEGAL REF.: C.R.S. 22-44-115.5

BUDGET TRANSFERS

Any administrative request for an increase in expenditures, which will result in a budgetary expenditure increase greater than \$10,000 per year on a single budgetary line item or an exception or deviation from School policies, requires Board approval before being enacted. The Executive Director may approve budgetary line item changes under \$10,000 as long as the total budget for the fiscal year remains the same.

All transfers in excess of \$10,000 or an increase in the total budget will require Board approval.

LEGAL REFS.: C.R.S. 22-32-107; C.R.S. 22-44-112;

C.R.S. 22-44-102 (3); C.R.S. 22-44-113;

C.R.S. 22-44-106;

PURCHASING AND PURCHASING AUTHORITY

The Executive Director, in conjunction with the CFO, shall be responsible for the installation and supervision of proper internal control systems for purchasing, including but not limited to a purchase order system, proper verification of purchase, payment documentation and bidding procedures.

Employees must receive prior approval for all purchases. If prior approval is not received the employee may not be reimbursed for the purchase and may be subject to disciplinary action if school becomes liable for any unauthorized purchases. At no time shall any person who is not an employee of the school make purchases or enter into purchase order agreements or contracts with suppliers/vendors on the school's behalf. The Purchasing Department will make every effort to source goods and services for the best price and quality from existing suppliers in a timely manner.

LEGAL REF.: C.R.S. 22-32-109 (1) (b)

C.R.S. 24-17-201

PURCHASE REQUISITION / CHECK REQUEST / EXPENSE REPORT

1. The Executive Director, Principal(s), Technology Coordinator, Central Support Supervisor, and the Facility Manager (Authorizers) are responsible for approving purchase requisitions within their scope of budgetary authority.
2. All purchases must be charged to the correct budgetary account (not where funds are available).
3. The requestor submits the Purchase Requisition to the appropriate Authorizer for approval. The Authorizer returns the approved or declined Purchase Requisition to the requestor. If approved, the requestor forwards the requisition to the Purchasing Department for order placement unless the requestor has specific authorization to order the items.
4. The vendor will ship the merchandise to the School, referencing the Purchase Order number if applicable. The Purchasing Agent or originator of the purchase of goods and/or services shall maintain records as to the status of all such requests and shall be responsible for verifying receipt against the Purchase Order and packing slip (if provided). After the originating staff member verifies and signs for the receipt of the merchandise, they will forward the Purchase Requisition, Purchase Order, invoice, and packing slip to the Accounting Department.
5. The Accounting Department will reconcile the invoice with the Purchase Order and process payment. The Accounting Department will process payment only after receiving the necessary paperwork from the originator making the purchase.
6. If the originator receives an item that is not wanted after it is ordered, it is their responsibility to re-package the product, affix address labels, return the merchandise to the vendor and advise the Business Office of any changes.
7. The purchasing power of the School shall not be used to obtain goods or services for the private use of any employee.
8. Any employee who charges any item without an authorized Purchase Requisition will be held personally liable for that purchase.
9. Expense reports are to be used for all reimbursement requests. Pre-approval must be obtained by Administration and included with the Expense Report.

BIDDING REQUIREMENTS

The Principal, Assistant Principal, Technology Coordinator, Central Support Supervisor, and the Facility Manager with the assistance of the purchasing agent will secure written bids on all single item purchases or bulk purchases exceeding \$10,000 and on all other purchases of supplies, equipment and projects when it is in the best interest of the School. Purchases valued at less than \$10,000 but more than \$5,000 may be based upon verbal quotations.

Every effort will be made to secure at least three bids or quotations. If this is not possible, the Executive Director or CFO will provide an explanation as to why this was not possible.

The School shall award all contracts and open market orders to the most qualified supplier, taking into consideration the quality of materials or services and contribution to program goals.

Waiver of formal bidding procedures:

1. The Executive Director or CFO may waive, in writing, the formal bidding procedures when time is of the essence and the best interests of the School will be served by such action. Proceeding under this section, the Executive Director or CFO shall submit an informal memorandum to the Board stating all essential terms of the contract and the reasons for waiving the formal bidding procedures.
2. The following items or services shall not be subject to formal bidding requirements:
 - textbooks and curriculum materials
 - food service requirements
 - goods or services from agencies of the Federal, State, or Local government
 - proprietary or sole source items or services
3. The Executive Director or CFO shall report all contracts for which formal procedures are waived under this section to the Board.

In the case of items available only from one source, purchases may be made based on negotiations with that source.

Bidding requirements shall not apply to professional services. If Loveland Classical Schools needs to procure professional services in the area of, but not limited to, psychological testing, accounting, educational counseling, special education support, architectural or maintenance work, human resources or other professional services, and believes that the best qualified services can be obtained without bidding for those services, then the Executive Director or CFO may contract for these services without complying with a competitive bidding process.

The Board shall have the authority to reject any or all bids.

LEGAL REFS.: C.R.S. 22-32-109 (1)(b)

VENDOR RELATIONS

No favoritism shall be extended to any vendor. All employees of the School must exercise sound judgment in avoiding conflicts of interest or the appearance of impropriety in dealing with vendors. Gifts or gratuities of other than nominal value or which might obligate a School employee in any manner shall be politely and firmly refused.

No employee or any person officially connected with the School shall be an agent for the sale of any textbooks, school apparatus or supplies of any kind for use in the School.

This policy shall not prevent any person from receiving royalties upon the sale of any textbook of which he is the author.

Selection of vendors that are considered environmentally friendly (Green) and local vendors will be encouraged.

LEGAL REF.: C.R.S. 24-17-104

EMPLOYEE/BOARD RELATED TRANSACTIONS

No employee of the School, Board member, member of the employee's immediate family, Board member's immediate family, firm owned by an employee of the School or their immediate family, or firm owned by a Board member or their immediate family, will be allowed to sell to the School or to students of the School, goods or services of any kind without the expressed prior written consent of the Board. These service contracts should be reviewed by the Board at least annually.

GRANTS FROM PRIVATE SOURCES

The Executive Director, Principal(s) or CFO are responsible for the maintenance and implementation of all grants written for the School, as well as meeting the reporting requirements to each grantor.

The Executive Director will notify the Board prior to acceptance of any grant, gift or bequest on behalf of the School in excess of \$10,000. The title to all gifts, grants and bequests shall rest with the Board and not with any department within the School. Every effort shall be made to maintain the given item(s) within the program to which donated. No grant shall be accepted that includes matching, multi-year commitments or other financial commitments without prior approval of the Board.

LEGAL REF.: C.R.S. 22-32-110(1)(y)

FUNDRAISING ACTIVITIES

The Executive Director or his/her designee shall approve all fundraising programs before any activity begins or is announced to staff or students. It is the intention of the Board that any fundraising activity should produce a reasonable amount of profit or be in the best interest of School spirit before it is approved.

ACTIVITY FUNDS

Activity Funds are monies collected at the School from pupils, staff members and through fundraising activities. The School provides record keeping and oversight functions relating to each of the funds; thus acting as a Trustee of the funds. Activity Fund functions are sometimes unique and do not meet the normal criteria for which the Purchasing Policy was designed.

It is recognized that some of the functions of the Activity Fund are simply to act as a record-keeping device for account/vendor transactions. However, it is expected that whenever possible and practical, the purchasing policy should be followed to ensure that the best possible price and quality are received for these purchases.

CRIME COVERAGE

The School shall provide crime coverage to all employees or custodians of the School who are responsible for monies controlled by the Board under a commercial crime coverage that includes at a minimum employee theft (limit of \$100,000 per occurrence) and forgery or alteration (\$25,000 per occurrence) or to cover the amount of School monies which is likely to be in the temporary custody of the employee at any time. The School shall pay the cost for any such crime coverage.

LEGAL REFS.: C.R.S. 22-32-104 (4)(b)(c)
C.R.S. 22-32-109 (1)(h)

AUDITS

In accordance with state law, all funds and accounts of the School shall be audited annually, following the close of the fiscal year.

The Board shall engage an independent auditor licensed to practice in the State of Colorado and knowledgeable in government accounting to conduct the audit. The independent auditor shall serve at the discretion of the Board.

The audit report shall contain, among other information:

1. Financial statements prepared in conformity with Generally Accepted Governmental Accounting Standards (GAGAS) principles. (The financial statements are the representation of the School, whether prepared by the School or by the auditor.)
2. Disclosures in accordance with the Colorado Department of Education (CDE) Financial Policies and Procedures Handbook.
3. All funds and activities of the School.

4. Budget to actual comparisons for each fund and activity for which a budget is legally adopted.
5. The auditor's opinions on the financial statements. If the opinions are anything other than unmodified, the auditor shall explain the reason.
6. Disclosure of all instances of noncompliance with state law, including the Public School Finance Act of 1988, irrespective of materiality.
7. A listing of all investments held by the School at the date of the financial statements included in the footnotes.

The auditor also shall make recommendations to the Board concerning its accounting records, procedures and related activities, as may appear necessary or desirable, and shall perform such other related services as requested by the Board.

The CFO will ensure that the independent auditor completes and submits the audit reports to the School within three months after the close of the fiscal year unless the School and the Thompson School District grant a request for an extension of time. Within 30 days after receiving the final audit report, the School shall submit copies to the Thompson School District, the State Auditor and the State Commissioner of Education.

If desired, the Board reserves the right to request an audit at more frequent intervals.

LEGAL REFS.: C.R.S. 22-32-109 (1)(k)
C.R.S. 24-75-601.3
C.R.S. 29-1-601 et seq.

ACCOUNTING PROCEDURES AND POLICIES

The School will use the Colorado Department of Education Chart of Accounts as outlined in CDE's Financial Policies and Procedures Handbook for its financial reporting and accounting procedures.

The School will maintain its books and accounting records using fund accounting and the modified accrual basis of recording revenue and expenditures. The CFO shall determine the funds and fund types which the School shall use for all accounting and reporting purposes.

1. Depository of Funds

The School shall deposit all revenue received in an official bank or banks as designated by the Board. Such financial institutions must qualify as eligible public depositories in accordance with state law.

The School office staff shall receipt all funds received including monies derived from food service, before and after school care and school activities. The School office staff will keep all undeposited funds in a secure location until funds are turned over to the Business Office, a minimum of weekly. The Business Office will prepare deposits and post receipt of funds to the general ledger. The Business Office shall deposit the funds in a depository designated by the Board.

The Treasurer shall comply with all requirements of state law regarding the deposit of funds.

LEGAL REFS.: C.R.S. 11-10.5-101 et seq. (deposits of public funds in banks);
C.R.S. 11-47-101 et seq. (deposits of public funds in savings and loan institutions);
C.R.S. 22-32-104 (4) (c); C.R.S. 22-32-107 (3), (4), (6);
C.R.S. 22-32-109 (1) (g); C.R.S. 22-32-110 (1) (x);
C.R.S. 22-40-104 (related to county treasurer); C.R.S. 22-40-105;
C.R.S. 22-45-104 (relates to collection and deposit of fees and fines)

2. Investments

All School funds are allocated to a specific use, but surplus funds shall be invested by the CFO in accordance with Colorado statutes and in a manner designed to accomplish the follow objectives:

- a. To insure the legality and safety of all Board funds. The Board will not enter into investment transactions which will expose itself to undue credit risk of an issuer or broker/dealer.
- b. To insure that adequate funds are available at all times to promptly pay all of the School's financial obligations. Transactions entered into will consider the liquidity needs of the School and minimize exposure to interest rate risks.
- c. To earn maximum return possible on the funds available for investment while complying with state statutes and Board policies, while maintaining adequate liquidity and safety.

The Board authorizes the School to invest excess funds in Investment Pools or money market mutual funds, authorized under the provisions of CRS 24-75-701, as amended. Such funds shall be invested in United States Treasury and Agency obligations and managed to maintain a constant net asset value, with a maximum maturity of 360 days and weighted average maturity not to exceed 180 days.

Other investment vehicles may be utilized in compliance with State statutes with prior Board approval.

LEGAL REFS.: C.R.S. 11-10.5-101 et seq.

C.R.S. 11-47-101 et seq.

C.R.S. 24-75-601 et seq.

C.R.S. 24-75-701 et seq.

3. Tuition and Before & After School Billings

Refer to separate Official Fees, Tuition, and Payments Policies.

The Accounting Coordinator will prepare monthly billing statements and disburse to all parents/guardians. The School will pro-rate the tuition for students starting mid-month.

The Accounting Coordinator will review the outstanding receivable report monthly and will contact any account more than 30 days past due. The Accounting Coordinator will contact all accounts more than 30 days past due to set up a payment plan. The Accounting Coordinator will turn over accounts not collected to a collection agency.

4. Fixed Assets

The School will:

- a. Acquire and dispose of fixed assets only upon proper authorization and will adequately safeguard and insure fixed assets up to 90% of replacement value.
- b. Capitalize fixed assets costing in excess of \$5,000.
- c. Capitalize donated fixed assets at the estimated fair value at the date of receipt.
- d. Depreciate fixed assets over the estimated useful lives of the assets from three to forty years.
- e. Protect, adequately maintain and not unnecessarily risk School assets.

5. School Properties Disposal

The Board has the authority to sell or lease any property which may not be needed in the foreseeable future upon such terms and conditions as it may approve. The Principal must approve any disposal of property and the Board must approve any item in excess of \$10,000.

Non-disposal of obsolete equipment not only takes up space, but potentially increases on-going maintenance costs. The School should therefore dispose of such equipment in line with the processes set out in this policy.

Items can be available for disposal because they are:

- Not capable of running required operational software systems or being upgraded
- No longer required, due to changed procedures, functions or usage patterns
- No longer complying with occupational health and safety standards

- Beyond repair but able to be sold for scrap

Options for the Disposal of Assets

Assets identified for disposal may be dispensed using the procedures outlined below:

- Transfer of the assets to a new school site
- Sale of assets
- Donation of assets to a community service organization or school
- Destroy assets
- Recycle assets

Choice of the most appropriate disposal option will normally be influenced by the age and functionality of the equipment for disposal and by market value.

It is essential to follow documented procedures, which are clear and transparent to minimize the risk of allegations of unfairness in any process of distribution.

Donating or Selling Items to Staff

When offering items to staff, the School must follow procedures to avoid any impropriety or any suspicion of improper conduct. In this regard, if the School receives any such offers, they should carefully consider what subsequent action may be appropriate. For example, items should be appropriately advertised within the School to allow all staff the opportunity to see available items. In addition, consideration could be given to allocating items like computer equipment via a lottery if there are more interested parties than items available.

As well as updating the School's inventory to reflect the donation/sale, it is essential to retain appropriate documentation of the disposal process. Such documentation should be retained in case of query/challenge later. Staff should also understand that computer/laptop hard drives will be cleared of all programs and data prior to any handover.

LEGAL REFS.: C.R.S. 22-32-109 (1) (e)
C.R.S. 24-17-202

6. Inventories of Fixed Assets

- a. The School shall perform an annual inventory of real and personal property with a value of \$5,000 or greater and all technology equipment, with the exception of equipment permanently attached to a building such as heaters or lockers.
- b. The Executive Director, in conjunction with the Technology Coordinator, shall develop procedures for conducting annual inventories of School property.

- c. The Executive Director or designee will distribute current computerized property listings by classroom and other locations to appropriate School personnel. Annual physical inventories shall be required in order to update the property lists.
- d. Responsibility for the inventory process shall lie with the Executive Director with the assistance of the Technology Coordinator whom shall be accountable for the maintenance of proper inventories.

LEGAL REF.: C.R.S. 29-1-506(1)

7. Purchasing Procedures

General Supplies (*not curriculum*)

When a staff member has a request for a purchase order that is not a curriculum or instructional request, the staff member must have:

CONSIDERATION BY IMMEDIATE SUPERVISOR: Submit a purchase requisition form or email to his/her immediate supervisor for approval. The immediate supervisor will approve or disapprove of the purchase request. If approved, the supervisor considers if the purchase falls under the local departmental budget (if applicable). The Central Support Supervisor, Tech Support, Marketing, and Facilities Supervisor maintain local departmental budgets, and can conduct the purchase with department credit cards; other purchase may also be made by the Executive Director, Principals, purchasing agent and the accounting coordinator may also make general purchases using their credit cards when authorized. For all other purchases, the purchase requisition form is forwarded to the Purchasing Department for order placement.

CONSIDERATION BY ADMINISTRATION: If the purchase is approved by the direct supervisor, and it is considered by the supervisor to be purchased by the school's general operating budget rather than the local departmental budget, it is brought to the attention of local administration, being the site Principal. The site Principal either approves or disapproves.

APPROVED: If approved, the site Principal signs the requisition and forwards it to the Purchasing Department for order placement. Note: The school Vice Principal or CFO has the authority to revoke the purchase approval at any time.

NOT APPROVED: If the site Principal does not approve of the purchase request from the general operating budget, he/she can make the determination whether or not the purchase order should be considered by the Foundation for approval. If it is forwarded to the Foundation, the site Principal copies both the Executive Director and CFO in an email. The Executive Director or CFO can deny the recommendation for consideration by the

Foundation. **If the Principal does not approve for the purchase through the general operating budget and does not recommend consideration by the Foundation, then the purchase approval process is complete and the purchase request is considered “not approved”.**

CONSIDERATION BY THE FOUNDATION: If the purchase request is forwarded to the Foundation by the site Principal, the Foundation can approve or disapprove. If the Foundation approves, the approved requisition is then forwarded to the Purchasing Department for order placement using Foundation funds. The Foundation notifies the referring site Principal, Executive Director, and CFO of the status and decision made by the Foundation.

Curriculum and Instructional Materials

When staff has a request for curriculum or instructional materials, the staff member must:

CONSIDERATION BY ADMINISTRATION: Submit the curriculum purchase requisition or email to the site Executive Director. The site Principal decides to approve or disapprove of the curriculum purchase request.

APPROVED: The site Principal forwards the approved purchase requisition or email to the Purchasing Department for order placement using site instructional materials funds in the general operating budget. Note: The Executive Director or CFO has the authority to revoke the purchase approval at any time.

NOT APPROVED: If the site Principal does not approve of the curriculum purchase request from the general operating budget, he/she makes the determination whether or not the purchase order should be considered by the Foundation for approval. If the site Principal does not approve for the purchase through the general operating budget and does not recommend consideration by the Foundation, then the purchase approval process is complete and the purchase request is considered “not approved”.

CONSIDERATION BY THE FOUNDATION: If the curriculum purchase request is forwarded to the Foundation by the site Principal, the Foundation can approve or disapprove. If the Foundation approves, the requisition is forwarded to the Purchasing Department for order placement using Foundation funds. The Foundation notifies the referring site Principal, Executive Director, and CFO of the status and decision made by the Foundation.

8. Payment Procedures

All items submitted for payment must have necessary supporting documentation and a copy of the purchase order as appropriate or approval from designated budget / department approval. Payments will be made in a timely manner to avoid penalties and late or carrying charges.

All invoices will be approved by the department heads as designated by the CFO up to \$5,000. All invoices will be forwarded to the Accounting Department for processing.

The Business Office will maintain a log of all checks issued. Checks issued for more than \$5,000 require two signatures. Checks that are for less than \$5,000 require only one signature. Authorized signers include two designated Board members, the Executive Director, and Lyceum Principal. The log and checks are reviewed weekly and approved by the CFO.

9. Request for Payment

This procedure applies to purchases of goods and services where the School did not issue a PO and should apply only to the following:

- a. Recurring expenses, such as utilities, for which there is a short elapsed time between commitment to pay and time of actual payment.
- b. Expenses which cannot be handled through the normal PO process or use of credit or purchasing cards. Examples would be payment of dues for professional organizations and subscription renewals.
- c. The School strongly discourages the use of personal credit cards and personal checks. Employees should only use personal credit cards and checks when no other method of payment is available. Reimbursement will be made when the employee submits a Request for Payment accompanied by an original receipt and documentation of prior approval.

The Business Office should obtain payment approval as follows:

Department / Budget	Title
Instructional	Executive Director or Principal(s)
Business Office	Executive Director or CFO
Technology	Executive Director or Technology Coordinator
Facility	Executive Director or Facility Manager
Central Support	Executive Director or Central Support Supervisor
Board	Executive Director or CFO or Board President

The Executive Director and/or Lyceum Principal will review invoices when signing checks. The signed check will demonstrate concurrence with the approvals by the above departmental approvers.

10. Purchasing Authorization and Contract Execution

Approval for the purchases of materials, supplies, equipment and/or services will be processed as follows:

- A. All lease agreements** regardless of the amount must be approved by the Executive Director and reviewed by the CFO.

- B. Under \$10,000** the purchase and execution of any necessary contract must be made with the approval of the Executive Director or their designee.

- C. Greater than \$10,000 up to \$20,000:** purchase order/contract must be executed by the Executive Director or their designee after approval by the CFO or Treasurer of the Board in the absence of the CFO.

- D. Greater than \$20,000:** purchase order/contract must be executed by the Executive Director or their designee after:
 - a. Approved by the CFO or Treasurer of the Board in the absence of the CFO.
 - b. Approved by the Board of Directors for the purchase.

11. Construction Contracts

All construction projects must be approved by the Board. Once approved any necessary construction documents can be approved as follows:

- A. Construction Agreement (Guaranteed Maximum Price (GMP)):**
All contracts in excess of \$50,000 must be:

- Approved by the Executive Director, CFO or Treasurer of the Board in the absence of the CFO.
- Approved by the School's attorney.
- Approved by the Board of Directors.

B. Change Orders:

- a. Change orders under \$20,000 must be approved as follows:
 - i. Architect.
 - ii. Owner's Rep.
 - iii. CFO.
 - iv. Executive Director
- b. Change orders in excess of \$20,000 must be approved as follows:
 - i. Architect.
 - ii. Owner's Representative.
 - iii. CFO.
 - iv. Executive Director
 - v. Board of Directors.

C. Contingency Reserve Expenditures:

- a. Under \$20,000 must be approved by the Owner's Representative, Executive Director and the CFO.
- b. Over \$20,000 must also be approved by the Board.

D. Draw Request:

- a. All draw requests within the budget of the approved contract shall be approved as follows:
 - i. Architect.
 - ii. Owner's Representative.
 - iii. CFO.
- b. Any draw request in excess of the total budget must also be approved by the Board of Directors.

12. Contractor Payments

In most cases, payments to consultants, speakers or other professionals, where a Purchase Order would be inappropriate, will be handled by a contract. A contract will only be used for independent contractors as determined by IRS regulation. It is very important that the originator of the contract clearly identify the services to be rendered. Appendixes should be attached if the space on the form is not sufficient to clearly identify these services in the rare case the School may wish to seek legal recourse for breach of contract due to non-performance.

The procedure for processing a contract is as follows:

- a. The originator will prepare the contract, including the account to charge and necessary signatures, and will forward to the Business Office.
- b. The Executive Director and CFO shall approve the contract before work starts.
- c. The Business Office will send approved copies of the contract to the independent contractor and the originator.
- d. Upon completion of services the contractor will submit an invoice for payment. Along with the invoice, the contractor will provide a summary statement as to the services performed, dates and time spent on the project. Upon receipt of the above documentation, the Business Office will process payment.
- e. The Business Office will request the contractor to complete a W-9, Request for Taxpayer Identification, in addition to a PERA Retiree Disclosure form to determine if contractor should receive a Form 1099 at year end or if PERA Retiree taxes are applicable. A copy of their workers compensation insurance should be obtained.

13. Expense Reimbursements

The School shall reimburse employees and Board members within annual budgetary limitations for certain expenses incurred on behalf of the School.

The following procedures shall apply to expense reimbursements:

a. Official travel.

The School shall reimburse for actual travel expenses on approved travel.

- January 1st of each year the School will designate an "Approved Mileage Rate" for reimbursement of School related mileage. This rate will be tied to the standard mileage rate approved by the Internal Revenue Service at the time and will remain in effect for that year.
- Employees shall keep travel expenses to a minimum whenever possible.
- Employees will document who, what, when, why and what was discussed for reimbursed meals and/or other related travel expenses.

b. Conference expenses. Conference expenses, including meals, lodging, travel, conference fees and miscellaneous associated expenses shall be either paid by the School or reimbursed to the employee if:

- The proper forms are submitted with sufficient documentation (travel expense form or mileage reimbursement report with map documenting travel miles).
- The forms are approved by an individual with budget authority.
- There is sufficient budgeted money available.
- Employees or Board Members shall carpool to minimize expenses whenever possible.

➤ Executive Director may negotiate reimbursement amounts to be lower than actual cost depending on available budgets. Employees will have the choice to absorb a portion of the cost if they so choose for optional professional development. All required professional development will be reimbursed 100% if prior approval is received.

c. Mileage reimbursements. The mileage expense report form is to be completed by any employee who is requesting reimbursement for expenses incurred while using a privately-owned vehicle on School business.

➤ The employee should complete and sign the form, obtain approval from the Executive Director, CFO or Site Principal then forward to the Business Office for payment.

➤ Employees are reimbursed starting from School address and returning to same. The exception being if their starting location is closer to the place of travel, than the mileage will be reimbursed using this route.

➤ Forms received more than 90 days after the due date may be denied.

d. Meal expenses. Meal expenses shall be reimbursed with receipts (detail list of items purchased) up to the maximum amount allowed for meals as follows:

➤ Breakfast \$15.00

➤ Lunch \$20.00

➤ Dinner \$25.00

The School will not reimburse for any alcohol purchases. When professional development / training occur outside of the State of Colorado and during multiday training, a per diem allowance of \$45 will be provided to each participant.

e. Tax Exempt Certificate. The tax exempt certificate should be used for purchases whenever possible. Employee shall contact Business Office to obtain a copy of the sales tax exemption certificate. Employees will not be reimbursed for sales taxes if the tax exempt certificate should have been used. Employees are prohibited from using the sales tax exempt certificate for their personal benefit.

i. Travel Advances. Employees may receive travel advances when properly authorized by the individual with budget authority. Advances shall not exceed an amount that can be substantiated by the employee based upon the length of anticipated travel. Employees receiving such travel advances shall complete and submit expense vouchers, accompanied by receipts, to the Business Service Coordinator as soon as practical upon their return from travel. If actual reimbursable expenses exceed the employee's advance, the School shall reimburse the difference. However, if the advance exceeds the actual reimbursable expenses incurred, the employee shall immediately reimburse the School for the difference. Receipts not received may become the expense of the employee.

Mileage and other expense reimbursement will be distributed along with other non-payroll checks following normal procedures. Reimbursements require approval or authorization by the Executive Director, Site Principal or department head within budget responsibility.

The CFO or the Board Treasurer shall approve all reimbursements for the Executive Director. The Executive Director or the CFO will approve all Board member requests for reimbursement.

14. Credit Card / Purchasing Card: Purchases up to \$6,500.00

The Credit Card / Purchasing Card may be used for any item/s costing less than \$6,500.00. This type of purchase exists to help staff in expediting the procurement of small dollar purchases that must be paid for right away. The Credit Card / Purchasing Card is the preferred method of purchasing small dollar goods and services up to the cardholder's single transaction limit, not to exceed \$10,000.00. Cards are subject to monthly dollar limits as well as individual transaction limits. The Credit Card / Purchasing Card should only be used by the person it is issued to and to pay for approved Loveland Classical Schools purchases. All bidding requirements still apply to these purchases.

The CFO, in addition to the Finance Committee shall recommend and the Board shall approve which employees will be issued a School credit card / purchasing card and indicate the dollar limit for said card as well as any vendor restrictions. Employees issued cards must sign the School's cardholder agreement.

The cardholder will:

- a. Use School issued credit or purchasing card to pay for product(s); give sales tax exempt number to vendor; receive and receipt items and review the receipt to verify taxes were not charged.
- b. Prepare Credit Card Reconciliation form for purchases and attach the original, itemized and detailed receipts.
- c. Reconcile individual monthly statement with Credit Card Reconciliation form; attach transaction log and receipts to the statement; and sign for written approval to pay on the statement.
- d. Submit monthly statement and attachments to budgetary approver for approval, and if required, submit monthly statement and attachments to CFO or Treasurer of the Board for approval
- e. Executive Director, CFO or Treasurer of the Board shall review cardholders' transactions for appropriateness and sign for written approval to pay on the statement
- f. The CFO or Treasurer of the Board must approve all purchases made by the Executive Director.
- g. Forward all statements with the supporting documentation attached for every transaction listed on the statement to Business Office for payment
- h. Business Office ensures complete documentation available for audit upon request

CARD USE INFORMATION: CARD MUST NOT BE USED FOR:

PROHIBITED TRANSACTIONS: It is a violation to use the credit or purchasing card for any of these goods and services:

- a. Personal Purchases
- b. Cash or Cash Type Transactions, except for the purchase of gift cards specified as to who and the amount to receive them.
- c. Split Transactions (Multiple transactions under your card limit for the same purpose, in which the total exceeds your limit.)
- d. Alcoholic Beverages
- e. Inappropriate Purchases:
 1. Contracts requiring an authorized signature
 2. Drug Enforcement Agency licensed substances
 3. Fuel for other than School owned, rented, or leased vehicles.

The School will investigate any violation of card usage rules and will take disciplinary action based upon the nature of the violation. Consequences of violating card usage rules may include card revocation, job termination and/or criminal prosecution.

15. Transparency Act

Within 2 months of approval by the Board, the CFO will provide the School to post to the School's website to comply with the Financial Transparency Act:

- a. Adopted & Revised Budget Including Uniform Budget Summary
- b. Annual Financial Audit
- c. Quarterly Financial Statements
- d. Salary Schedules or Policies
- e. Accounts Payable Check Listing
- f. Credit, Debt and Purchasing Card Statements
- g. Investment Performance Reports

16. Payday Schedules

Regular and overtime wages of employees shall be paid on the last business day of each month.

The cutoff date for payroll processing will be determined annually and will be approximately the 20th day of each month. Hourly employees enter time into the Time Force system daily using thumb print. Hourly employees must approve entered time no later than noon following the last day of the pay period. The Executive Director, Lyceum Principal and the Accounting Coordinator review regular and overtime hours in the system before submitting hours to the payroll system.

All employees are encouraged to have a means for direct deposit of their paychecks.

An employee who resigns shall normally be paid on the regular pay day. The School shall pay a terminated employee on the final day worked if possible or within 24 hours of termination or the next business day at the latest.

17. Payroll Procedures

The Business Office will follow the payroll procedures as outlined in this section.

1. The Accounting Coordinator will check the payroll report for hours worked, overtime, missed days, and PTO Requests in agreement with the schedule.
2. The employee's direct supervisor, the Site Principal or Executive Director approves requests for Paid-Time-Off and forwards to the Site Principal's assistant. PTO requests will be logged daily and placed in a log for audit prior to payroll processing. The Accounting Coordinator will verify the PTO log against the binder of PTO requests to ensure record accuracy.
3. Human Resources forwards any benefit changes or personnel action forms to the Accounting Coordinator to enter into payroll.
4. The Accounting Coordinator enters payroll changes into the Payroll System and uploads hours then reconciles hours worked in Time Force to total hours uploaded into the payroll system.
5. The Accounting Coordinator submits a copy of the hour's reconciliation, Payroll Register and payroll change summary to the CFO for approval.
6. The Accounting Coordinator submits payroll for processing.
7. The Accounting Coordinator processes applicable tax/contribution payments within 5 business days of pay date.
8. The Accounting Coordinator files all payroll documentation including support for all changes and adjustments in a monthly payroll file.

Under no circumstances will the Accounting Coordinator make any additions, deletions or modifications to payroll data concerning employees without having received prior written directives from the Executive Director or Lyceum Principal. These directives should be received by the Accounting Coordinator on a timely basis so that they will not interfere with the normal monthly processing of the School's payroll.

Anything unusual will be brought to the attention of the CFO, Executive Director and/or the Board for investigation.

The Business Office shall reconcile computer payroll detail to all billings for employee deductions and benefits and prepare all required end-of-month checks and reports. In addition, the Business Office is responsible for monitoring the outside payroll vendor to ensure that all required federal and state reports relating to payroll (unemployment report, 941E, etc.) are completed and filed timely and accurately.

18. Salary Deductions

Deductions shall be made from the paychecks of all employees for retirement, Medicare and federal and state income tax in keeping with federal and state requirements.

Salary deductions shall be made for absences not covered by leave policies adopted by the Board. Such deductions shall be calculated on the basis of the employee's daily rate of pay.

All employees are entitled to take advantage of the provisions of Section 401(k) and 125 Plans of the Internal Revenue Code of 1954, as amended, whereby a public school employee may have their pay reduced by an amount which is placed into their account with a firm which will establish this sum as an annuity account.

The CFO shall develop procedures and guidelines for such support.

19. Employee Offer Letters

The Executive Director and HR Coordinator will prepare employee offer letters. The process for employee offer letters will be as follows:

1. The Executive Director and CFO shall identify those areas needing a change or addition of personnel.
2. The Executive Director and CFO will bring to the Board a description of the needs and receive approval from the Board to proceed with the search process.
3. The position will be offered within the pay schedule. The Board shall have the opportunity to review all the credentials, resumes and other paperwork of any/all candidates.
4. Upon finding a candidate for the position, the Executive Director and HR Coordinator will approve the contract as long as the financial obligation is within the approved budget. All new positions must be approved by the Board if not in the adopted budget.
5. The selected candidate will then receive a copy of the offer letter, assuming the individual has concluded all pre-employment screening, including fingerprinting for processing by the CBI.

POLICIES NOT ADDRESSED

All policies not addressed in the above language will mirror those outlined in the most current Financial Policies and Procedures manual published by the Colorado Department of Education.

Key: GBEB.1_LCS

Character Development and Staff Expectations

At LCS, character is infused throughout the culture of our school via: teacher and staff role modeling, the exiting curriculum, behavior and discipline codes, and practical application.

- **Teacher and Staff Role Modeling:** Modeling by faculty members is a critical component of our emphasis on character development. In all your dealings at school, it is imperative that you model good character. The practice of good character should encompass all of your relationships at school: teacher to Executive Director of Education, teacher to board members, teacher to teacher, teacher to other staff members, teacher to parent, and teacher to student. Your own character in the form of kindness, patience, honesty, self-control, respect, responsibility, and integrity in all these relationships will be noticed and emulated by your students. The culture of character started by you will flow out to your students. Please keep in mind that a school of character is no place for teachers who demean authority, other teachers, students, or parents. Staff should always present a united front in the presence of students and parents and never undercut or disparage the authority of a colleague. Except in cases involving immediate concern for health or safety, disagreements, academic or otherwise, should always be handled privately and out of the view of students and parents. Staff members are encouraged to always “go to the source” of a conflict and avoid the temptation to gossip.
- **The Existing Curriculum:** There are a multitude of times that references to character can take place within the parameters of the existing curriculum, for example, Atticus Finch’s dictum to “walk around in somebody’s shoes for a while.” The goal is that all staff have the mindset to look for and use these opportunities.
- **Behavior and Discipline:** The common language of character should be utilized when addressing issues of behavior and discipline. Students should be directed toward the proper behavior in terms of the traits that we are seeking to impart to them. Supporting the bullying prevention and the no-harassment policies at LCS is critical to this area of character development.
- **Practical Application:** Throughout the year, opportunities will be provided for various service projects and school activities that enhance the character education experience for the students. LCS welcomes any input you have, as well, on improving these experiences.

LCS Policy Adopted August 9, 2012

Restroom Use

To protect staff and students, staff must use staff restroom and students must never use the staff restroom.

LCS Policy Adopted August 9, 2012
Revised Policy Adopted August 21, 2017

Staff Weapons, Drugs, and Alcohol Policy

Weapons

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.

- 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.

Tobacco

Use of any tobacco product, including cigarettes and chewing tobacco, in or on school property or during school activities is strictly prohibited. Staff who use tobacco products must do so only after leaving school grounds.

Alcohol & Drugs

Use of any alcohol or unlawful drugs, possession of alcohol or drugs, or being under the influence of alcohol or drugs, in or on school property or during school activities is prohibited. In accordance with the Drug Free Workplace Act of 1988, LCS prohibits the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance during work time, on the LCS premises or any other work sites. A prescription for medical marijuana does not justify possession, use or being under the influence in or on school property. Any employee who takes other prescription medicine that may impact performance may report this circumstance to the Executive Director and request reasonable accommodation.

Any employee who is convicted, or pleads guilty or no contest under a criminal drug statute for a violation occurring in the workplace must notify LCS within 5 business days of such conviction or plea.

Anti-Violence

Employees must not engage in intimidation, threats or hostile behaviors, physical abuse, vandalism, arson, sabotage, unauthorized use of weapons, unauthorized carrying of weapons on to school property, or any other act, which, in administration's opinion, is inappropriate to the workplace. In addition, employees must refrain from making bizarre or offensive comments regarding violent events and/or behavior. Employees are expected to report any prohibited conduct to administration. Employees should directly contact proper law enforcement authorities if they believe there is a serious threat to the safety and health of themselves or others.

LCS Policy Adopted July 18, 2011

Amended August 9, 2012

Revised Policy Adopted August 21, 2017

Cross reference: GBED, Tobacco-Free Schools/Workplace
JICI, Weapons in Schools
JICH, Controlled Substance Use by Students
JICH-R, Drug and Alcohol Use by Students

Confidential Information Policy

All employees of LCS understand that they will likely have access to confidential student material and information, and confidential information related to the business and operations of the school, in connection with authorized duties. Such confidential information includes all records, files, documents, and other materials that contain personally identifiable information on any student, as well as the personally identifiable information itself (including student grades); all student education records that employees may generate or to which employees may have been given access as an employee; any conversations that may be overheard regarding any student attending any school in the Thompson School District including the School; confidential information concerning the student's family; as well as any business matters of or concerning the school.

Employees must agree to maintain the confidentiality of all of the foregoing confidential information. Furthermore, staff must agree not to disclose any confidential information regarding any student to any person other than the student, his or her parents, school administrator(s) and/or the student's teacher(s) with whom employees are working. School staff must have a "legitimate educational interest" in any information concerning a particular student. Any failure to maintain the confidentiality of any student confidential information may create personal liability for the employee, and the employee agrees that any failure to maintain the confidentiality of any of the foregoing confidential information may, at the school's or district's discretion, disqualify employee from further services at the school, or in the district.

LCS Policy Adopted August 9, 2012

Staff Dress Code

Employees are to be the exemplars to the students in all aspects. Faculty and staff are to dress in a manner so this is clearly evident to all students, parents, and visitors to the school. Faculty and staff are to dress better than the requirements for the students. Logos, jean material, and T-shirts are not allowed.

Staff members should dress modestly and professionally at all times. Jeans, t-shirts, and other casual garments are not appropriate when representing the school. Shoulders and cleavage must never be shown. Clothing must not be excessively tight or baggy.

Shoes must always be worn: Any type of sandals, Uggs, tennis shoes, cowboy boots are considered casual attire and therefore, not considered professional. Peep/Open toed shoes and backless shoes are acceptable.

The one exception to this rule is Physical Education, in which teachers are expected to dress appropriately for their assignments.

- Collared shirt, dress shoes, belt, shirt tucked in, ties optional.
- Dresses and skirt must reach the knee, regardless if leggings or tights are worn underneath.
- Hair must be clean, neat and conservative, no extreme hairstyles or unnatural hair colors.
- Facial hair should be well groomed and hygienic and no visible piercings.
- No visible tattoos.
- No facial piercing.
- One necklace and one pair of earring only.
- Jewelry should not be gaudy or distracting.
- Shirts are to be cut no more than four fingers WIDTH from the top of the sternum, with corresponding length on the back.

Be considerate of the school's image as well as your image with parents, visitors and your co-workers. Final decisions with respect to the dress code are made at the discretion of the Executive Director or his/her designee, including items not specifically referred to in the above policy. If the Executive Director or your immediate supervisor or their designee feels you are inappropriately dressed, he or she shall have the discretion to send you home to change clothing, which is deemed appropriate and according to policy. The Executive Director or his/her designee must approve any exception to this policy due to a medical or religious reason.

LCS Policy Adopted August 9, 2012

Revised Policy Adopted August 21, 2017

Social Media Policy

Social networks are by definition social and not private. Parents, students, and community members are often visiting these sites and when any staff member has posted within school hours, the appearance is one of using professional time to fulfill personal activities. To maintain the professional standards of excellence, updates to any and all social networks will only be done outside of the normal school hours.

Employees of Loveland Classical Schools are ambassadors of the school, they are expected to uphold the standards of the school in all social situations. Therefore, all social media must be set such that either (1) the general public cannot view your information or (2) all materials exemplify the excellence in the academics and character of the school (for example, does not include reference to subjects such as alcohol, drugs, inappropriate words or dress, etc.).

Employees also need to represent the school in a positive manner. Employees are subject to discipline if this is violated in any way.

LCS Policy Adopted July 18, 2011

Amended October 6, 2011

Revised Policy Adopted August 9, 2012

Cross reference: GBEE, Staff Use of Electronic Mail

Voice Mail

Employees are responsible to make certain their voice mail messages are reviewed in a timely fashion. A 24-hour turnaround for responding to parent contact is the standard at Loveland Classical Schools. When employees know they are going to be out of the office for two or more days, they must leave messages on their voice mail stating when they will be returning messages, and who will be an alternative contact in the meantime. LCS reserves the right to access and disclose all messages sent over the voice mail systems. Employees must use judgment and discretion in the personal use of voice mail and must keep such to a minimum.

LCS Policy Adopted August 9, 2012

Revised Policy Adopted August 21, 2017

Land Line Phones and Cellphones

In the interest of good business practice, telephone calls, including those made with cell phones, must not interfere with employees' performance of their jobs. Personal use of LCS telephones for long distance is not permitted. Cell phones can make it difficult for parents, students, and visitors to discern whether the staff member is working on personal or professional matters. Employees should use their break or lunch period for personal phone calls. The teacher's lounge can be used for personal telephone calls. Staff will never use their own personal phones to conduct school business. All professional communication must be made with school phones or email accounts, and not on staff members' personal phones.

LCS Policy Adopted August 9, 2012

Revised Policy Adopted August 21, 2017

Unauthorized Use

Employees are not permitted to visit websites or send electronic communication that is deemed by LCS as inappropriate or in violation of other school guidelines. LCS reserves the right to determine when an employee is using LCS communication systems inappropriately.

LCS Policy Adopted August 9, 2012

Paid Time Off (PTO)

Paid Time-Off (PTO) provides all full-time staff members with 5 days of paid time away from work that can be used for vacation, personal time, personal illness, or time off to care for dependents. PTO must be scheduled three weeks in advance and have supervisory approval, except in the case of illness or emergency. The PTO policy takes the place of sick leave, personal days, and vacation time. All time away from work will be deducted from the employee's PTO bank and may be taken in 1 hour increments. If an employee needs less than 4 hours PTO, please discuss with your immediate supervisor for approval and signature. Any PTO taken that exceeds an employee's balance will be deducted from his or her paycheck.

Returning employees may carry over all of their unused PTO to the following year in 4-hour or 8-hour increments. PTO days could accumulate over time and carry over year to year, but may not exceed 20 days, which is equivalent to a total of 4 weeks of accumulated PTO days. The maximum allowed time off at one time would be 3 weeks or 15 days, excluding the case of FMLA leave, which allows for all PTO accumulated to be used. All other unused PTO days will be paid at the end of each year at a rate of \$40 per day.

LCS Policy Adopted August 9, 2012

Amended August 21, 2017

Revised Policy Adopted: July 26, 2018

Group Insurance

LCS provides a number of benefits to eligible employees as outlined below (benefits are subject to change and for some of these benefits the employee will have to pay all or part of the premium—for a written description of current benefits, and further information regarding benefits, please contact Human Resources.

Full-time employees who work at least 30 hours a week, are eligible for: PERA, 401(k), dental, health and vision insurance, life and accidental death and dismemberment, long-term disability, short term disability, life insurance (1 times their salary), and worker's compensation.

Part-time employees who normally work at least 24 hours are eligible for: dental and vision insurance, 401(k). These employees are also eligible for PERA and Worker's Compensation.

Temporary employees are not eligible for benefits.

Independent contractors are not eligible for benefits and must have their own Worker's Compensation insurance.

Employees are eligible for benefits the first of the month following his/her first day of employment. Benefits will end on the last day of the month after vacating their position.

Any changes from the point of enrollment may only be made during open enrollment periods, or if an employee has experienced a qualifying event. (Please see Human Resources regarding qualifying events.)

Professional Leave Requests

Professional leave requests are for professional development. Professional development includes classes and trainings that enhance your work done in the classroom.

LCS supports professional development of our teachers; however, funds must be allocated fairly amongst all faculty members, and, hence, we cannot guarantee approval. If a teacher is seeking to be paid for or receive professional day status for this type of absence, professional days must be approved in advance by the Executive Director. Failure to obtain approval in advance can result in a loss of pay and/or being docked PTO day(s).

LCS Policy Adopted August 9, 2012

Separation

We request that employees who wish to resign their positions notify LCS of their anticipated departure date and go over the “check out” procedures at separation (conversion of insurance, return of property, delivery of final paycheck, etc.) with Human Resources.

The employee has the obligation to return money or property to the School upon separation from employment. The employee acknowledges that the School may set off against Employee's final paycheck the amount or value of the property he/she failed to return.

Employees may be considered for re-employment provided they qualify for the position of interest, and while they were employed with LCS, they maintained satisfactory performance and attendance. Re-employment is not guaranteed.

Unused PTO is not paid upon termination. In the case of termination, any PTO used in excess of accrued time may be deducted from your final paycheck.

LCS Policy Adopted August 9, 2012

Revised Policy Adopted August 16, 2018

Tutoring

Faculty Tutoring: LCS faculty members may not tutor students in the building for profit. An LCS faculty member must never be alone in a closed room one-on-one with a student. LCS faculty members may advertise free tutoring done as part of one's job at LCS. Any advertisement of for-profit private tutoring given to students must be first examined by the site DDrincipal.

Volunteer Tutoring: All volunteer tutoring must be conducted under the direct supervision of at least one faculty member. Under no circumstances should a volunteer ever be alone in a room one-on-one with a student. To ensure the volunteer maintains the quality of the curriculum, any volunteer tutoring must be approved and sponsored by a faculty member. The sponsoring faculty member is responsible for administering to the volunteer an exam or some other means of measurement which confirms academic competency in the area(s) in which the volunteer is to tutor.

LCS Policy Adopted August 9, 2012

Software and Copyright Policy

LCS follows Thompson School District R2-J policy EGAD. In addition to this, LCS follows the following local policy:

LCS licenses, and does not own the software it utilizes. Therefore, use of the software must be in accordance with the applicable Software Agreements or as directed by LCS' designated software manager.

Employees must not use LCS' technology resources to copy, retrieve, forward or send copyrighted materials unless the employee has the author's permission.

All material that is produced by LCS employees in the course of their employment that may be eligible for copyright protection is considered a "work for hire" owned by LCS.

LCS Policy Adopted August 9, 2012
Amended November 8, 2012
Revised Policy Adopted August 21, 2017

Cross reference: EGAD, Copyright Compliance

Overtime

From time to time, employees may be required to work overtime. Exempt, salaried employees are not paid overtime. All overtime worked by non-exempt employees must be pre-approved by the Executive Director. This does not apply to health, safety, or security issues.

Non-exempt employees are paid overtime at the rate of one and one-half (1 1/2) times their regular hourly rate for hours worked in excess of 40 during the established workweek. The established workweek begins at 12:01 a.m. on Sunday and ends at 12:00 midnight on Saturday. If you are unclear whether you fall within the exempt or non-exempt category, please contact the Human Resources Department.

For purposes of calculating overtime payments, only hours actually worked (not inclusive of holidays or vacation) are counted.

LCS Policy Adopted August 9, 2012

Section H: Negotiations

Section H contains statements pertaining to the process of negotiating with staff units recognized by the Board of Education.

No TSD policies in this section have been waived.

Curriculum

As a charter school, parents who have chosen Loveland Classical Schools have chosen a unique opportunity to privilege their children with a curriculum that is of the highest intellectual, ethical, and aesthetic quality. Careful and deliberate consideration has gone into the selection of curricular content across disciplines and grade levels.

How something is taught is determined by the teacher, whereas the content of the curriculum is endorsed by the institution. Therefore, if there is ever a concern with the *way* in which a teacher is teaching a lesson, we ask that he/she follow the chain of command and contact that teacher by email or phone. If there is ever a concern regarding *what* is being taught, we ask that the parent contact the school assistant principal.

LCS Policy Adopted: August 9, 2012

Revised and Recoded: December 15, 2016

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 students' 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.

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. After all, how can one think of imaginary numbers? 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. Our classical curriculum centers on the great works from the Western canon that have lasted the test of time as vitally important to the cultivation of wisdom. Our classical pedagogy is anchored by the trivium, used as highly effective instructional method for millennia. And, our emphasis on character utilizes our Core Virtues, which is 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 one of us.

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 Federalist Papers itself or study what others say about the Federalist Papers. Institutionalized education today chooses the second approach. Many educators feel that the Federalist Papers itself is 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. We prefer to read and dissect original source documents when possible rather than solely rely through someone else's interpretation.

An excellent summary of why we focus 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, to name a few.

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, in order to understand the structure of their language. Then the student learned how to use the language 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 classical education, on the other hand, we next take those facts to infer something that was not previously known; to draw connections and build syllogisms between the facts we've learnt. When the student can successfully and accurately employ logical reasoning, the student then needs to artfully articulate that understanding in a persuasive manner. This is in essence the grammar, logic and rhetoric stages of the trivium that forms 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 definitely 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 something 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 to develop 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 don't 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 is able to 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 floeamus*, "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 *liberatus* in our students to fulfill our mission of assisting parents in developing young minds with virtuous character, critical thinking skills, and a passion for learning to become exceptional community stewards.

LCS Policy Adopted: July 18, 2011

Revised: December 15, 2016

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 every day after school. 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 45-minute 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.

LCS Policy Adopted: July 18, 2011

Amended: August 9, 2012

Revised: December 15, 2016

Curriculum Human Sexuality Policy

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 upper school, themes that deal with sexuality may emerge from the reading of a serious text, such as *Anna Karenina* or *Brave New World* or *The Scarlet Letter*. 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.

LCS Policy Adopted: July 18, 2011

Amended: December 15, 2016

Revised Policy Adopted: August 16, 2018

Video Viewing Policy

From time to time 5-10 minute videos 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.

LCS Policy Adopted: July 18, 2011

Amended: December 15, 2016

Revised Policy Adopted: August 16, 2018

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.

LCS Policy Adopted: July 18, 2011

Revised: December 15, 2016

Special Events Policy

Special Events Policy

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/Dean of Students 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.

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/Dean of Students 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/Dean of Students must screen the guest speakers who cover controversial topics. The screening may include an interview of the guest by the Principal/Dean of Students. 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 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
 - 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, have LCS the Executive Director's approval, and prior LCS BOD notification.

Extended Field Trips

All extended field trips require the Executive Director's approval and BOD notification for consideration and agreement a minimum of 90 days (180 days outside US) and prior to when communication and preparations have begun for 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:
 - a. Behavior Contract/Document of Rules (Document of Responsibilities for chaperones)
 - b. Extended Field Trip Release, Indemnity, Assumption of Risk
 - c. Power of Attorney
 - d. 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 their addresses and telephone numbers of parents/guardians and pertinent student medical information. 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.

LCS Policy Adopted: July 18, 2011

Amended: August 9, 2012

Amended: August 8, 2013

Revised: December 15, 2016

Revised Policy Adopted: August 16, 2018

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 just want parents 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 in order to assist LCS in meeting its goal of volunteer involvement equal to 50% of the budgeted teaching hours for grades K-6 and 10% of the budgeted teaching hours for grades 7-12. To achieve LCS' goal, each family is encouraged, although not required, to volunteer 4 hours per month for each K-6 student enrolled, and 1 hour per month for each student enrolled in grades 7-12. 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.

LCS Policy Adopted: July 18, 2011

Amended: November 10, 2011

Amended: August 9, 2012

Revised: December 15, 2016

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	94-100%	4.0
A-	90-93	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	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, Meets Expectations, and Not Yet. Incomplete will only be given under special circumstances as determined by the Principal.

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 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 individualized plan with input from the student's parents.

Weighted 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	90-100%	5.0
B	80-89%	4.0
C	70-79%	3.0
D	60-69%	1.0
F	0-59%	0.0

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.

LCS Policy Adopted: July 18, 2011
Amended: January 12, 2012
Amended: August 9, 2012
Revised: December 15, 2016
Revised: July 26, 2018

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 (i.e. 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.

LCS Policy Adopted: July 18, 2011

Amended: August 9, 2012

Revised: December 15, 2016

Revised: July 26, 2018

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. Late assignments will be deducted 10% (i.e. on grade) 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%.

LCS Policy Adopted: August 9, 2012

Revised Policy Adopted: July 26, 2018

Promotion Policy

Promotion in the high school will consist 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 or 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 intermediate 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 process for determining passing to the next grade is determined by the English Department and specified in the LCS Student Handbook. Contact your child's teacher for specifics.

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.

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

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 7-12)

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 upper school 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. Please consult the LCS Student Handbook for the process to determine advancement.

LCS Policy Adopted: July 18, 2011

Revised: December 15, 2016

Curriculum 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

2018/19 Advanced Electives

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

Approval of Courses Taken Outside of High School

In order 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.

LCS Policy Adopted: July 18, 2011

Revised: December 15, 2016

Revised Policy Adopted: May 24, 2018

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 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.

LCS Policy Adopted: July 18, 2011

Amended: August 9, 2012

Amended: January 10, 2013

Revised: December 15, 2016

Revised Policy Adopted: August 16, 2018

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.

LCS Policy Adopted: July 18, 2011

Revised: December 15, 2016

Revised Policy Adopted: August 16, 2018

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. The theory of evolution in relation to human origins will not be taught at this time. In the high school biology class the evolutionary theories of human development will be canvassed. 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.

LCS Policy Adopted: July 18, 2011

PE Credit Policy

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.

To receive PE credit for participation in sports outside of Loveland Classical Schools, such as extracurricular school-sponsored and organized community sports, the following criteria must be met:

- Students in grades 9-12 are eligible.
- Waivers must be for a competitive sport in which instruction is also a key component and the instruction is by a certified professional. The substituted activity must involve physical activity or exercise on the part of the individual. This means a commonly defined sport and does not include attempts to make another activity fit within that idea.
- One quarter's worth of credit can be waived for forty five contact hours participated in a sport. Only 0.5 credits may be earned through the waiver process.

*The student is required to keep a detailed log of their hours. The student must maintain academic eligibility for the entire season.

*The waiver must be requested in the same semester that the sport is played. No waivers will be granted for activities that had been done prior to initiating the waiver process. Waivers initiated after the season is over will not be considered.

- A student can only receive a waiver for a certain activity once. The student would need to participate in a different sport to waive any additional credit. For example, if a student plays soccer every year in high school, they can only waive PE credit once using soccer. Also, you play for a team outside LCS and also play that sport for LCS, that sport may only be counted once.
- Participation during the summer is allowed. The waiver must be initiated before the season starts, which may mean before the end of the school year.

LCS Policy Adopted October 6, 2011

Revised Policy Adopted: August 16, 2018

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

The LCS Board and Executive Director are responsible for annually setting class capacity and determining when to close and/or re-open enrollment for specific grades. However, pursuant to the enrollment priorities described below, the LCS Board and Executive director reserve the right to enroll the sibling of an LCS student in an otherwise closed grade.

As vacancies occur in any open grade level, those vacancies will be filled using a lottery system. LCS will generally fill vacancies through the first quarter of the school year. After the first quarter, students in the lottery pool will remain in the lottery pool and will be eligible for enrollment the following school year pursuant to the lottery enrollment process as described in this policy. 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. The lottery process includes a 2-3 week period to confirm that LCS can accommodate the needs of the students pulled in each lottery.

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 or grandchildren of members of the LCS Board of Directors during their term of service. Children of grandchildren of members of the LCS Foundation during their term of service.
- 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 immediate 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

Amended: December 13, 2012

Revised: December 15, 2016

Revised Policy Adopted: August 16, 2018

Revised: January 24, 2019

Attendance and Truancy 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.	Unexcused absence: 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.	
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.	
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.		
Absences Due to Illness		Please call by 8:15am each day your child 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 your child's teacher in advance. Make-up work, alternative assignments, and the schedule for their completion, can then be devised to minimize negative impacts on academic learning.	
Medical absences		Excused absence with his/her doctor's note/documentation. Unexcused absence without the required doctor's note.	
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.	
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	- Students 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"> -Student will meet with the TSD Truancy Officer -Student may not be eligible for academic promotion (due to the amount of academic material missed) -Retention meeting with the student's parents/guardians 	
Late arrival (Tardy)	Definition: A form of absence and interferes with student learning	Parent/guardian must check in student at the front desk	
Unexcused elementary tardies	20+ minutes	Documented as a half-day absence	
Unexcused secondary tardies	10+ minutes	Documented as a one period absence.	

	3 unexcused tardies quarter	--Meeting with LCS Administration to discuss the causes and solutions. --Parents notified. --Consequences may include detentions, assignments, grade reduction, lost points, privileges, etc.
	4+ tardies /quarter	--Meeting with LCS Administration to discuss the causes and solutions to the situation. --Parents notified. --Consequences may include detentions, assignments, grade reduction, lost points, lost privileges, contract, etc. --Contract created and signed (addresses the strategies to avoid being tardy in the future and consequences for additional tardies) --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	--Meeting may result between among the parent/student/administrator. --Truancy may be a result of continual excessive tardiness. --Consequences may include detentions, assignments, grade reduction, lost points, lost privileges, contract, etc. --Loss of privileges for extracurricular activities may result. --Contract created and signed (addresses the strategies to avoid being tardy in the future and consequences for additional tardies)

LCS Policy Adopted: July 18, 2011
 Amended: August 9, 2012
 Revised and Recoded: December 15, 2016
 Adopted August 21, 2017
 Revised Policy Adopted: August 16, 2018

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.

LCS Policy Adopted: July 18, 2011

Revised: December 15, 2016

Revised Policy Adopted: August 16, 2018

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 over-powering 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.

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

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.

LCS Policy Adopted: June 6, 2011

Amended: July 18, 2011

Amended: August 9, 2012

Revised: December 15, 2016

Revised Policy Adopted: August 16, 2018

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.

LCS Policy Adopted: August 9, 2012

Revised: December 15, 2016

Revised Policy Adopted: August 16, 2018

Academic Failure Due to Absenteeism

Academic Failure Due to Absenteeism

Upon the tenth student absence in the school year, excused or unexcused, the student's parents will be notified of the absences, along with a copy of LCS's absence policy. At this point, the students' parents/guardians may be contacted and asked to attend a conference concerning the academic progress of their student. During the conference, all parties will take part in an investigation into the causes and consequences of the absenteeism, and a plan will be put in place for the student's attendance and academic progress. The 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.

LCS Policy Adopted August 9, 2012

Revised: December 15, 2016

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 and Assistant Principal/Dean of Students. 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.

LCS Policy Adopted: July 18, 2011

Amended: August 8, 2013

Revised: December 15, 2016

Extracurricular Activity Eligibility

At Loveland Classical Schools, extracurricular clubs and events are seen as an opportunity to expand upon the curriculum and activities that occur during a normal school day. The extracurricular must support 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 upcoming 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 extra-curricular 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.

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.

LCS Policy Adopted: August 9, 2012

Revised and Recoded: December 15, 2016

Revised Policy Adopted: August 16, 2018

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 Assistant 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

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:

- 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 (i.e. parent conference detentions, suspensions, etc.).

Minor Infractions:

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

1st offense -verbal warning, write up and the principal's 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;

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 property*;
- theft*;
- actions of continual willful disobedience or open persistent defiance of proper authority;
- cheating on a test;
- plagiarism;
- tampering with any document;
- providing false statements of any kind;
- leaving the school property without permission;
- truancy; or
- cutting class.

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

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 in all three schools, 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 Assistant 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.

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 8 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.

LCS Policy Adopted: July 18, 2011

Amended: August 9, 2012

Revised: December 15, 2016

Revised Policy Adopted: August 16, 2018

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, rubella, diphtheria-pertussis-tetanus (DPT), and polio, or a parent-signed personal exemption from such immunizations for personal, religious or medical reasons. (See C.R.S. 25-4-903 (4)).

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 infested 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 re-entry. 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.

LCS Policy Adopted: July 18, 2011

Revised: December 15, 2016

Privacy

LCS has adopted a policy to respect and protect the privacy of its students and families from unwanted intrusion. LCS fully supports and implements all laws and regulations respecting student information.

Therefore, parents must provide written consent before students participate in any survey, activity, analysis, evaluation or test that reveals information about the student and or the student's family concerning political affiliations, religious beliefs, income, mental or psychological condition, sexual behavior, parenting styles, substance abuse or any other information that could be potentially embarrassing or considered private by the student and/or the student's family.

LCS Policy Adopted: August 9, 2012

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.

LCS Policy Adopted: July 18, 2011

Cyber Bullying Policy

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 Principal or Assistant Principal/Dean of Students 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.

LCS Policy Adopted: July 18, 2011

Amended: October 6, 2011

Revised: December 15, 2016

iPad Usage Policy

Addendum to Network Usage & Acceptable Internet Usage Policy and Agreement

iPads are the property of Loveland Classical Schools. All software installed on these devices is licensed to LCS and is to be used for class and class-related activities.

Tampering with an iPad, including the iOS and software, will result in loss of iPad usage and network access privileges. All assignments given over the network will not be retrievable resulting in a failing grade on the assignment.

Apps are ultimately chosen by the teaching staff and purchased with the curriculum budget for the class. All software installation is performed by a network administrator from our contracted IT services company. Software updates and new installations will be performed one day each month.

Student suggestions for applications must be made to each teacher for approval. Teachers may submit a purchase request to the business department for apps required for the class. License purchase will be made within the confines of the class curriculum budget.

Periodically, the IT team will require all iPads remain at LCS for maintenance. All students will be given notice of the date and duration of the maintenance period. Students who do not leave their iPad at the school for these required maintenance periods will not get critical updates and risk losing participation points in classes.

Parents and students assume all responsibility for the safety and protection of the iPad.

LCS Policy Adopted: October 6, 2011

Revised: December 15, 2016

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 & 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, discriminatory, 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. 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.
9. 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.
10. 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.
11. 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.
12. 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 Executive Director of Education 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.

13. 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.
14. 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.
15. Student participation in non-teacher initiated and moderated instructional use of blogs, wikis, social networks, games or other interactive electronic environments is prohibited.
16. 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.

LCS Policy Adopted: July 18, 2011

Amended: August 9, 2012

Revised: December 15, 2016

Cross reference: JS-E, Student Acceptable Internet, Network and Email Use Agreement

Gifts

Employees are allowed to receive gifts less than \$25 of value.

LCS Policy Adopted: August 9, 2012

Revised: December 15, 2016

Public Relations Policy

The Loveland Classical Schools' (LCS) Board of Directors believes it is the responsibility of each Board member, as well as each employee of LCS, to actively pursue a two-way communications program that highlights the educational experiences at LCS and promotes effective school, home, and community partnerships.

The Board recognizes that citizens have a right to know what is occurring in their public schools, that Board members and school administrators have an obligation to see that all publics are kept systematically and adequately informed, and that LCS benefits from citizens getting all information--good and bad--directly from the school itself.

The Board affirms the following objectives:

- To maintain an effective two-way communication system between LCS and its various publics which ensures:
 - Dissemination of accurate, timely information about school policies, programs, procedures, achievements, decisions, critical issues;
 - Interpretation of decisions and action;
 - Elimination of rumors and misinformation;
 - Programs and practices designed to provide an open climate which will elicit ideas, suggestions, reactions from the community and employees alike;
 - An effective working relationship with the news media.
- To maintain a Public Relations team, which will coordinate LCS' communication efforts.
- To develop and maintain an organizational environment where all school staff members are aware that they share the responsibility for communication of school policies, programs and activities to parents, members of the educational and other communities.
- To maintain a written plan of communication policies and guidelines, which will be available to employees and to the public upon request.
- To support the establishment of an ad-hoc Communications Review Committee to review and evaluate school-wide two-way communication efforts.

Board members believe it is essential to the development of excellence in the education of students that the maximum possible knowledge about the goals, achievements, activities and operations of LCS be conveyed to the students, staff and citizens.

The Board therefore reaffirms its commitment to openness in relationships with its patrons. The Board further believes that the citizens, as well as the staff and students, should be consulted and involved in the problem-solving and decision-making processes at as early a stage as possible. This involvement should be solicited actively and honestly through a wide variety of means.

LCS Policy Adopted February 2, 2012

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 site assistant principal at administrators@lovelandclassical.org and request a dispute form. Within 48 hours of receipt of the parent's dispute form, the site assistant 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 site assistant principal. The site assistant principal will keep all disputes confidential. The site assistant principal will not come to a resolution during the meeting, but rather within 48 hours of the meeting. (Please note all times only include 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 School Accountability Committee (SAC). The parent will contact the SAC at sac@lovelandclassical.org. The SAC 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 SAC must be written and all documentation must be provided to expedite the process. The chair of the SAC will respond to confirm receiving the dispute and provide details of the SAC process.

Stage 5: If a resolution is not achieved with the involvement of the SAC, 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 principal, 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 principal 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@thompsonschoools.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, Catherine Jacobson, at cjacobson@lovelandclassical.org or call (970) 541-1507. If you wish, please feel free to include the school's principal, Ian Stout, onto the email correspondence at istout@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 istout@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@thompsonschoools.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@thompsonschoools.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

LCS Policy Adopted: July 18, 2011

Amended: August 9, 2012

Revised: December 15, 2016

Traffic Policy

Traffic Policy & 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 only permissible 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 policies.

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 encouraged 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.

LCS Policy Adopted: July 18, 2011

Revised: December 15, 2016

Revised Policy Adopted: August 16, 2018

Advertising on School Grounds Policy

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.

LCS Policy Adopted: July 18, 2011

Closed Campus and Checking In/Out Policy

LCS maintains a closed and secure campus. Although various exceptions will apply, dismissal during the school day should not occur. Students should schedule as many appointments as possible outside school hours.

For security reasons, all visitors to LCS are required to check in at the front desk with a driver's license or other appropriate ID. Visitors will be given an identification badge before proceeding to other parts of the school. The visitor must also sign out and return the badge upon leaving. This policy includes parent volunteers. If a staff member observes an unknown person who is not wearing a visitor's pass, he/she is to direct or escort that person to the front desk to obtain a badge and sign in.

For the safety of all staff members, each employee entering the building will report each time they enter or exit the building using the prescribed method. All staff members must be accounted for in case of emergency situations such as fire, tornado, and lock-down.

If a staff member remembers they have not properly reported that they have entered or exited the building, the Forgot to Clock In/Out; Late Arrival Form will need to be filled out to ensure the Program and Operations Manager is aware of all staff members in the building.

Should an employee lose his/her card, the employee will report the lost card to the Program and Operations Manager via the Lost Card Form and follow up with an e-mail to the Programs and Operations Manager.

LCS Policy Adopted August 9, 2012

Cross reference: JHCA, Open/Closed Campus

Dogs on School Premises Policy

As Loveland Classical Schools cannot guarantee that dog owners will have full control over their dogs, we do not allow dogs onto school premises unless for educational purposes as approved by the Principal. The only exception includes registered service dogs.

Bringing dogs onto the premises pose a health and safety risk to our children and can be unsettling for many as they arrive and leave school. There are added risks of dogs fouling, dogs biting, or showing aggressive unpredictable behaviour.

If school administration (or designee) concludes that there is non-compliance with this policy, they are authorized to contact the superintendent of schools, department of health and/or animal control/police department requesting assistance to enforce this policy.

LCS Policy Adopted: December 13, 2012

Revised: December 16, 2016