

STANDARD 2

Standard 2.1

Liberty is at a level one. In previous years, no handbooks have been available. This year, a teacher handbook has been provided to all teachers. Policies and practices successfully support the school's purpose and direction, however there are few written policies that are applied school-wide. Many practiced policies are generated verbally and not written or they are communicated via email with no approval from the full administration. If the policies were written and communicated more effectively, there could be greater success in every grade and every classroom. State policies need to be easily accessible for both teachers and parents. Many policies are in need of being updated to fit with new changes in the school.

Standard 2.2

Liberty is at a level three. The governing body has a process to ensure that its decisions and actions are in accordance to the code of ethics. The body also participates in professional development trainings on how to be an effective governing body. All policies, laws, regulations, and procedures are followed.

Standard 2.3

Liberty is at a level four. The governing body is supportive and consistently allows others to manage the day-to-day functions of the school. They are unobtrusive with the responsibilities of other stakeholders. The school board approves the vision, mission, and values that the staff develops. They allow the proper channels to run their course and fulfill their purposes. The school board and the director work together in the hiring/ firing processes. The parent council meets together to discuss the policies and procedures that have been approved by the school board and the director. These statements are supported by board meeting minutes as well as parent council meeting minutes.

Standard 2.4

Liberty is at a level three. All leaders and staff are concerned with achievement and instruction, but the load of responsibility is imbalanced, causing a few teachers to shoulder greater roles than others. The school is working to share the responsibilities and support each other to encourage a more diverse learning environment. A monthly professional development with Glen Clark (see Glen Clark Schedule 2010-2012), a weekly school collaboration, and many team collaborations within grade levels are implemented. Student council is used to help students be active citizens. Monthly assemblies cover different character and moral attributes. Programs such as *Go Math!*, *Balanced Literacy*, character education, and new technology classes also show dedication to aligning decisions with the school's statement of purpose. The faculty has also met several times with Doug Finch (i.e., Glen Clark Schedule 2010-2012) to explain the accreditation process.

Standard 2.5

Liberty is at a level two. Leaders communicate regularly with the parent council. Feedback is solicited from parents as well as staff members in order to help with school improvement efforts. Very few leadership roles are provided to stakeholders. There are few spots open on the Board of Trustees, as well as on the parent council. There is no set communication plan in place, therefore email is used between teachers, parent council, and administration in order to convey information about upcoming events or concerns. Overall, leaders can make more efforts to encourage more participation and engagement in the school.

Standard 2.6

Liberty is at a level four. The director regularly evaluates teachers to improve professional practice and ensure student success (see Teacher Evaluation Chart). The primary focus of these evaluations is to improve teaching practices and student success. The director and the evaluated teacher discuss the results and carefully set goals and monitor progress for professional practice.