



Parent-Student Handbook 2022-2023

THE COLORADO SPRINGS SCHOOL

21 Broadmoor Avenue, Colorado Springs, CO 80906
Telephone (719) 475-9747 | www.css.org



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From the Head of School



Greetings The Colorado Springs School Community!

Thank you for choosing CSS to serve your family. Your attendance and participation is vital to the health and vibrancy of our broader community. We realize that you have choices and that choosing our school is a partnership that we have to cultivate and nurture for days to come. We look forward to partnering with you and we look forward to creating many great moments for both you and your child. Your commitment to this Handbook as well as your outlook to seek to understand and provide grace and patience is the foundation for a successful and effective relationship between family and school.

This Handbook covers pertinent aspects of The Colorado Springs School. It outlines expectations, policies, and procedures for students and parents and contains information about student rights and responsibilities. Please take the time to become familiar with this information and keep this Handbook available for your use. It can be a valuable reference. During times of confusion and misunderstandings or when questions arise, please reference its contents for guidance. Parents and students are expected to know and partner with CSS on all Handbook material.

The School reserves the right to interpret the contents of this Handbook, including the regulations governing the academic and non-academic conduct of students. This Handbook is not a contract, nor is it intended to be so construed. Our school reserves the right to modify and/or amend the content of this Handbook at any time during the academic year. If any modifications or amendments are made to this Handbook, an electronic copy of those changes will be shared. Should you not find information that you are seeking in the Parent/Student Handbook, please contact the Director of your child's division for additional support or clarification. You may also contact the Head of School for support.

Tambi L. Tyler
Head of School

Table of Contents

Handbook Organization

As a school with three divisions – Lower School (Grades PreK-5), Middle School (Grades 6-8), and Upper School (Grades 9-12) – The Colorado Springs School’s policies, procedures, expectations and programs have been tailored to fit the developmental needs of the students in each division. Therefore, some sections of the Handbook have been broken out to be division-specific.

While we encourage students and parents to read this Handbook in its entirety, it is also constructed for use as an effective reference tool.

I. Mission & Philosophy	7
School Mission	7
Educational Philosophy	7
II. School Accreditation	7
III. Non-Discrimination Policy	7
IV. Conflict of Interest Policy	7
V. School Processes & Procedures	7
Arrival & Departure	7
Lower School	7
Middle School	8
Upper School	9
Risk Mitigation Protocols	9
Carline Procedures	9
Bus Procedures	9
Ingress & Egress	9
VI. Attendance	10
Payment of Tuition & Fees	10
General Attendance	10
Illness	11
Make-up Work	11
Communication of Planned Absences	12
Lower School	12
Middle School & Upper School	12
Unexcused Absences	12
Tardies	12
VII. Morning / After School Care	13
Extended Care Program (Grades PreK through Grade 5)	13
Middle School Homework Heaven (Grades 6–8)	13
Upper School (Grades –912)	13

VIII. Lunch & Snacks	13
PreKindergarten	14
Kindergarten–Grade 8	14
Upper School	14
IX. Transportation	15
X. Visitors	15
XI. Educational Programs	15
Expectations for Lower School Continuation	15
Expectations for Middle School Continuation	15
Expectations for Upper School Graduation	16
Upper School Graduation Requirements	16
XII. Course Scheduling	17
Lower School	17
Middle School	17
Upper School	17
XIII. Homework	17
Lower School	18
Middle School & Upper School	18
XIV. Grades and Grading	19
Unweighted / Weighted GPA Grading Scale	19
Lower School	19
Middle School & Upper School	20
Honor Roll	20
Advanced Placement Courses	20
Incomplete Grades	21
XV. Academic Testing	21
Summary of Assessments	21
XVI. Academic Waivers	21
XVII. Transfer Credits	21
Transfer Student Policies Regarding Graduation Requirements	22
XVIII. Academic Ethics	23
XIX. Academic Eligibility and Probation	23
XX. Athletics & Activities	24
Philosophy & Overview	24
Lower School	24
Middle School	24
Upper School	25

Colorado High School Activities Association (CHSAA)	25
XXI. Experiential Education	26
Philosophy & Overview	26
Seminars	27
Lower School	27
Middle School	28
Upper School	29
XXII. Community Service	31
Lower School	31
Middle School	31
Upper School	31
XXIII. Leadership Opportunities	31
Examples of Leadership Opportunities in Lower School	32
Examples of Leadership Opportunities in Middle School	32
Examples of Leadership Opportunities in Upper School	32
XXIV. Student Health, Support & Safety	33
Health & Wellness	33
Required Forms and Medical Records	33
Illness	34
Accidents or Injuries	34
Medication Administration (PreKindergarten)	34
Medication Administration (Kindergarten through Grade 12)	35
Social-Emotional Learning	35
Pets	36
Academic Support	36
Learning Differences Policy	36
Learning Team	36
Process	36
Accommodations	37
Tutoring	38
Advisory	38
Study Hall	38
Proctored Study Hall (PSH)	39
Regular Study Hall	39
Registrar	39
Reporting	39
Child Abuse Reporting	40
Counseling	40
Emergency Protocols	40
Security	41

XXV. Student Policies & Expectations	41
Disciplinary Procedures & Processes	42
Scope of Expectations	42
Lower School Behavioral Expectations & Responses	43
Personal Reflection Note	45
Increased Structure	45
Middle & Upper School Behavioral Expectations and Responses	45
Disciplinary Categories	45
Bullying & Harassment	48
Digital Citizenship	49
Cell Phones and Related Devices	50
Fact vs. Rumor	51
Dress Code	51
Responses to Dress Code Infractions	52
Drones / Unmanned Aerial Vehicles	52
Fighting / Physical Altercations	52
Food and Drink	52
Fundraising	52
Inappropriate Language	53
Living Arrangements	53
Lockers and Personal Belongings	53
Lost and Found	54
Lower School	54
Middle School	54
Upper School	54
Student-CSS Employee Interactions	54
Student Whereabouts	55
Substance Use / Abuse	56
Vandalism and Stealing	56
Weapons & Threats	56
XXVI. Parent Communications, Expectations & Opportunities	57
School-family Communications	57
Publications and Online Information	57
ROAR (Reminders, Opportunities, Achievements, and Requests)	57
Kodiak Bulletin	57
School Website, FACTS Family Portal, and Google Classroom	57
Head of School and Division Director Monthly eLetters	57
Social Media	57
Varsity News Network (VNN)	58
Meetings & Events	58
Communication Pathways & Roles	58

Advisor’s Role	58
Telephone / Fax and Messages	58
CSS Directory & Primary Contacts	59
School Closures and Delayed Starts	60
Conferences	61
Lower School	61
Dual Households	61
Students with Legal Adult Status	62
Parents’ Role in School Culture	62
Share the School’s Vision	62
XXVII. Positive & Productive Communications	63
Support Student-Student Relations	63
Support Student-Teacher Relations	63
Support Student-School Relations	63
Support Parent-Parent Relations	63
School Pride	64
Supportive Home Environment	64
XXVIII. Parent Volunteer Opportunities	64
Office Volunteers	64
Class Coordinators	64
Scholastic Book Fair	65
Parents Association	65
Seminar Help / Classroom Help	65

I. Mission & Philosophy

School Mission

View The Colorado Springs School's mission [here](#).

Educational Philosophy

View The Colorado Springs School's educational philosophy [here](#).

II. School Accreditation

The Colorado Springs School is an accredited member of the Association of Colorado Independent Schools (ACIS). CSS is also a member in good standing of the National Association of Independent Schools (NAIS).

III. Non-Discrimination Policy

The Colorado Springs School does not discriminate in any of its programs, procedures or practices on the basis of age, color, disability, national or ethnic origin, political affiliation, race, religion, gender, sexual orientation, gender identity, military service, or other protected status.

IV. Conflict of Interest Policy

A conflict of interest check will be conducted to ensure only unnamed, non-conflicted and neutral persons will respond to allegations of policy or regulation violations. This will ensure that students contemplating filing any type of complaint are aware of these options and may increase the likelihood of reports being logged early so that action can be taken to promote a healthy school culture.

V. School Processes & Procedures

Arrival & Departure

School start and end times are essential. The academic day begins at 8 a.m. and ends at 3:15 p.m. on Monday, Tuesday, Thursday, and Friday. On Wednesday, the academic day will begin at 9 a.m. All grade levels, PreKindergarten through grade 12, start at the same time.

Lower School

Regular drop-off time for students is 7:45 a.m. Parents are asked to be in the pick-up line for their children promptly at 3:10 p.m.

Parents should make sure to directly inform their child's teacher and Dr. Melissa Hocate, both the Health Coordinator and the Lower School Administrative Assistant, when dropping off or picking up outside the regular times.

Children will not be released to anyone other than the parent or someone specifically designated by parents in the FACTS Family Portal. In an emergency, we will release a child with written parent authorization. This should be written to the classroom teacher, the Lower School Administrative

Assistant, and the Extended Care Coordinator (if applicable). If the individual picking up a child is unfamiliar to personnel, identification will be requested. Even when a parent has asked the parent of another child to pick up their child or if the child is going to a friend's home, written authorization is required. When children are released during the school day for doctor's appointments, etc., they must be signed out in the ECC. There is a clipboard located at the Lower School Administrative Assistant's window in the ECC. Older siblings – ages 15 and up – may pick up their Lower School siblings with written parental permission.

The carline maps of campus (found [here](#)) indicate driving patterns and limited parking areas. Parents should stay in their cars in order to reduce congestion and delays; a greeter will open and close the car door at arrival and dismissal. For safety reasons and traffic flow, *students must not be dropped off in the parking lot*. If a parent needs to park to meet with a teacher or take care of other school business, the parent should walk their student to the appropriate building.

To ensure our dismissal is orderly and safe, we ask for parent help by following these guidelines. At 3:15 p.m., all students K-5th grade will be dismissed from their classrooms. Unless a parent needs to meet with a teacher or take care of other school business, the parent should stay in their car and pick up their student(s) from the carpool line. If a parent walks to meet their child, internal paths should be used instead of the driveway. All students must depart from their designated door. We cannot dismiss any children to the Quad, Trianon, Library, or to an older sibling under the age of 15. Lower School students who walk home unattended (3rd–5th grade only) must depart promptly at 3:15 p.m. and written permission must be on file.

At dismissal, teachers will assist with putting children into their cars, which will be in the right-hand lane entering from the south on Hunter's Lane. Parents should stay in the carline and proceed carefully. After pick-up, drivers should cautiously merge into the left-hand lane to exit.

Middle School

Regular drop-off for Middle School students occurs from 7:45-7:55 a.m. Regular pick-up begins at 3:15 p.m., unless participating in a supervised after-school sport, club or Homework Heaven in the Library. Any family needing to drop off a child earlier than 7:45 must contact the Division Director for accommodation.

Following dismissal time and not later than 3:30 p.m. each afternoon, Middle School students are required to be under adult supervision until they are picked up. Students are expected to be in the area of the activity and be under their parents' supervision when attending afternoon or evening sports, theater, or music events as spectators or audience members. Students who remain at school after 3:30 p.m. and who are not meeting with a teacher for extra help, in athletics, clubs, [Homework Heaven](#), or detention, must report to the Library for parent contact. Parents must sign their children out from Homework Heaven by no later than 5:30 p.m.

Middle School students are not allowed to leave campus during the day unless it is cleared through the [Receptionist](#) by a parent. Parents should plan to pick their child up at the Receptionist's Office; to avoid disruptions, the Receptionist will summon the child from class. Students who leave campus without signing out with the Receptionist are considered truant.

Upper School

Students are expected to arrive at School before their first class and to depart after their last class. Thus, students whose day begins or ends with a Study Hall may arrive late or depart early if they have no other commitments at school. Whenever a student arrives late or departs early, they must formally check in with the Registrar, who assists with student attendance in the Upper School division. This includes any mid-day appointments, which also require prior parent communication with the Division Director or Registrar.

Upper School students are allowed to be on campus for school-sponsored events, but should not loiter on campus after hours. Students are expected to be in the proper areas and will be held accountable for their actions. Students are permitted in buildings when an adult is present and doors are unlocked. Due to risk mitigation, our buildings will be locked and off limits to any students who are not participating in a supervised activity.

Risk Mitigation Protocols

Carline Procedures

CSS requires that all parents drop-off and pick-up students on campus via designated drop-off and pick-up locations noted in the carline maps found [here](#). We ask that you do not park on side streets or congregate in parking lots, or walk your student(s) into academic buildings. Persons who do not arrive via carline must check-in with Dr. Melissa Hocate in the ECC for Lower School, Ann Runte in the Trianon for Middle School, and Kelley Jefferson in El Pomar for Upper School prior to arriving to class.

Neighborhood walkers - For the safety of all walkers, we ask that you use campus crosswalks and sidewalks to avoid potential dangers of riding in between carline traffic.

Bicycle riders - For the safety of all bicycle riders we ask that you dismount from your bike and walk your bicycle on campus sidewalks to avoid potential dangers of riding in between carline traffic. A designated bicycle rack is located near the Children's Academic Center and on the south side of the Trianon.

Bus Procedures

Upon arriving on campus, student(s) should enter through designated doors.

Ingress & Egress

Each building will have specific doors assigned for ingress and egress. The campus will be off limits to students who are not involved in a supervised activity.

Ingress (Entering Campus)

Upon arrival via car, bus, bike, walking, etc., students will enter via the following locations:

- PreK: Back gate behind the Early Childhood Center (ECC)*
- Kindergarten: Front door of the ECC*
- First Grade: Front door of the ECC*
- Second Grade: Front door of the CAC. Vehicle drop off by exterior classroom door of the Children's Academic Center (CAC)
- Third Grade: Front door of the CAC. Vehicle drop off by exterior classroom door of the CAC

- Fourth Grade: Front door of the CAC. Vehicle drop off by exterior classroom door of the CAC
- Fifth Grade: Front door of the CAC. Vehicle drop off by exterior classroom door of the CAC
- Sixth Grade: Enter through the Quad, via the rear doors of the Terrace Room in the Trianon.
- 6th–8th Grade: Enter through the Quad, via the rear doors of the Terrace Room in the Trianon.
- 9th–12th Grade: Students will enter the El Pomar Academic Center via the sundial side and report to first period classes.

Egress (Exiting Campus)

Upon the completion of the school day, students will be dismissed in a reversal of the carline model.

- PreK: Back gate behind the Early Childhood Center (ECC)*
- Kindergarten: Front door of the ECC*
- First Grade: Front door of the ECC*
- Second Grade: Exterior classroom door of the Children’s Academic Center (CAC)
- Third Grade: Exterior classroom door of the CAC
- Fourth Grade: Exterior classroom door of the CAC
- Fifth Grade: Exterior classroom door of the CAC
- Sixth Grade: Front entrance of the Trianon (FOT)
- Seventh Grade: Front entrance of the Trianon (FOT)
- Eighth Grade: Front entrance of the Trianon (FOT)
- 9th–12th Grade: Sundial roundabout

Additional, exceptions to this plan:

- Bus riders - Depart from buses
- Extended Care - Depart from Maytag

VI. Attendance

Payment of Tuition & Fees

The enrollment contract stipulates timely payment of tuition and fees. Attendance and participation in school activities at CSS will be denied to any student whose parent(s) or guardian(s) do not meet their financial obligations. CSS reserves the right to deny attendance to students whose accounts include overdue balances, and it is CSS’s policy that transcripts and other official records will not be released if a balance is owed on a student’s account.

General Attendance

Should a student miss school for any reason, a parent must email or call the designated point of contact in the student’s division to report and excuse the absence.

- **Lower School:** Dr. Melissa Hocate – 719-434-3540, melissahocate@css.org | and their classroom teacher
- **Middle School:** Ann Runte – 719-475-9747, arunte@css.org
- **Upper School:** Kelley Jefferson – 719-434-3546, kjefferson@css.org

All unexcused absences will be recorded and parents will be notified to account for all students by the end of each academic day.

The Colorado Springs School offers ample vacation time to students throughout the school year while continuing to provide meaningful learning experiences each in-session school day. Students who miss class will not be afforded the same educational experiences as those in attendance, and many class activities cannot be replicated outside of the school setting. Because of the academic rigor and intensive hands-on nature of classes at CSS, missing even a single day can lead to a serious setback. We discourage families from taking any additional time away from school (especially during Seminars) beyond designated breaks, and we expect regular and prompt attendance by all students. Examples of excused absences include, but are not limited to, documented health or family emergencies, high-level sports competitions and legal proceedings. The student's respective Division Director will decide on a case-by-case basis whether an absence is excused or unexcused.

Absences and tardies will be recorded on student progress reports in Kindergarten through Grade 12. **Should a student miss more than 10 days of a course in one semester, the student will be at risk for not having a thorough enough experience to pass the course or grade level.** This will be reviewed by an Academic Review Committee and will be handled on an individual basis. In some cases, if the Committee deems it unlikely that the student will find success at the next level, the student may have to repeat the course or grade level.

Students who are absent more than half of a day are not eligible to participate in sports or extracurricular activities on that day. This same standard applies to Service Days and Seminar days.

Illness

When a student is ill, a parent should call or email the designated divisional point of contact listed in this section above before 8 a.m. Although we want children to be in school as much as possible, children with contagious diseases or limited stamina should remain at home. Students with fevers of 100.4 degrees Fahrenheit or greater are required to stay home. If a student becomes ill during the day and wishes to go home, permission must be obtained from a parent or listed emergency contact. Students must call from their division's Administrative Assistant Office so that the school remains informed of the situation. If a child calls a parent from their cell phone, parents should also ask them to report to Infirmity Coordinator Ann Runte (Middle or Upper Schools) or Health Coordinator Dr. Melissa Hocate (Lower School). In the event of a concussion, CSS will follow its Return to Learn Policy, a copy of which can be obtained from the Infirmity Coordinator or Division Director.

Make-up Work

The grace period for students to make-up work in the Lower School is flexible; families should consult with their student's homeroom teacher. In Middle and Upper School, in addition to parents contacting the divisional point of contact listed in this section above, students should email their teachers, check Google Classroom and/or email friends to obtain notes and homework assignments. Parents and students assume responsibility for the student's learning, and students are expected to arrange a make-up work schedule with all teachers so that missed assignments may be completed in a reasonable and timely manner. In general, students will be allowed one day to make up work for each day of absence, either excused or unexcused.

Communication of Planned Absences

Routine medical or other appointments should be scheduled after school or during Study Hall, where possible. The weekly class schedule is complicated; do not hesitate to contact your respective divisional point of contact or teacher if you would like guidance on appointment timing.

While we recognize there are valuable educational experiences for your child(ren) to enjoy outside of the classroom, our program is not designed with materials that can be packed up for a trip. If exceptions are unavoidable, special absence arrangements can be made as follows:

Lower School

Parents or guardians who plan for their child to miss class should communicate this to their child's homeroom teacher ahead of time. With at least one week's advance notice, the teacher will be in a better position to set your child up for success upon their return to the classroom. If your child is going to miss a group performance of any kind, please inform their homeroom teacher with as much notice as possible to ensure the success of the venture for everyone.

Middle School & Upper School

Planned absences should have approval from the student's current teachers, advisor, Division Director and parents. Only under extreme circumstances should a student leave early or return late from vacations, or take vacations during the academic year. Families can find the planned absence form, by division, [here](#) or obtain it from their respective Division Director. It should be printed, completed and returned to the Division Director at least five days prior to the planned absence.

Unexcused Absences

An excused absence may include illness with a valid doctor's note, a funeral, or a school-related sporting event. A student who "cuts" class, Study Hall, or any other assigned activity during the school day should expect to receive at least one detention. Consequences for repeat offenders will include meetings with the student, their parents, the Division Director and Faculty Advisor in the Middle and Upper School divisions. Repeated unexcused absences in excess of 10 days will lead to a conversation with the Head of School. In order to maintain full enrollment status, students must attend school. Unexcused absences in excess of 10 days may result in loss of enrollment. The enrollment status of all students reflects a commitment to the [mission of the school](#), school programming and school policy. Dual enrollment is not permitted.

Tardies

Students are expected to arrive at their obligations on time. In addition to being respectful of others, managing one's time is a tremendously important life skill. To encourage prompt arrival to class, any Middle or Upper School student who is habitually tardy to class or other school appointments will meet with their Division Director and Faculty Advisor, and potentially parents, to discuss strategies for improvement.

A student who arrives to class (or other obligation) when half or more of the class period is over will be considered absent.

VII. Morning / After School Care

Please notify the school of any changes to your child's usual after-school plans. We must have an email from a parent if your child is to go to the home of a school friend. We will not permit children to use the telephone after school to make last-minute arrangements except in emergencies; parents should plan in advance.

Extended Care Program (Grades PreK through Grade 5)

The Extended Care program is a service offered within the Lower School that is intended to accommodate families with busy schedules. Morning Extended Care is held from 7 to 7:50 a.m. on Mondays, Tuesdays, Thursdays and Fridays, and from 7 to 8:50 a.m. on Wednesdays. Afternoon Extended Care is held daily from 3:15 to 5:30 p.m. Registration for Morning and Afternoon Extended Care is required. Due to limited availability, we cannot accommodate drop-in appointments.

If a child is still at Afternoon Extended Care after 5:30 p.m. and a parent has not called, a staff member will remain with the child while attempting to notify all available contacts provided by the parent in FACTS. Other persons authorized to pick-up the child will be called and the Early Childhood Director will be notified. All families of children who remain in Afternoon Extended Care after 5:30 p.m. will be charged \$1.00 per minute until they are picked up. Excessive late pick-ups will result in Extended Care being withdrawn. Learn more on pricing and registration [here](#).

Middle School Homework Heaven (Grades 6–8)

Athletic practices for participating students will subsequently be held from 2:30-4 p.m. on Mondays and Fridays and from 3:30-5 p.m. on Tuesdays and Thursdays. Students who remain at school after 3:30 p.m., but do not participate in athletics, have a scheduled meeting with a teacher for extra help, partake in after-school clubs or activities, sign-up for [Homework Heaven](#), have Detention or attend another supervised activity must report to the Library for Homework Heaven. Homework Heaven is a cost-based afterschool program, during which students are expected to work on their homework. They should work quietly and be respectful of the needs of others. During Homework Heaven, computer and other technology usage will be limited to academic pursuits. Students who have completed their homework may read, write or draw for pleasure. Parents must sign their children out from Homework Heaven by no later than 5:30 p.m.

Upper School (Grades –912)

While CSS is open after regular school hours for organized events and Upper School students are invited to be on campus for any of these school-sponsored events, they should not loiter on campus after events have concluded. Students are permitted in buildings when an adult is present and doors are unlocked. El Pomar is generally open from 7:30 a.m. to 5 p.m., and the Field House is generally open after 5 p.m.

VIII. Lunch & Snacks

CSS offers an optional lunch prepared by the Maytag Dining Hall staff each day. Families planning to take advantage of CSS lunch services are asked to deposit money into each student's lunch account prior to the start of the academic year so that meals bought from Maytag can be charged against this account (cash is not accepted). Parents may review and add funds to their student's current balance through the [FACTS Family Portal](#). For details, please visit the CSS webpage found [here](#).

If sending your child to school with a healthy lunch from home (we *strongly* discourage sending “junk foods,” chocolate, or other candy), the student's lunch box or bag should be clearly marked with their name. Parents should not send sodas or any form of energy drink to school with their child. These foods will be confiscated and a parent will be called for clarification. Students who bring their lunch may still purchase milk or juice. CSS asks parents to avoid sending peanut butter or nuts due to student allergies. Arrangements for special seating areas at lunch and protocols on overnight trips for students requiring special consideration can be made.

Please send either a homemade lunch or take advantage of the CSS lunch program. Parents may not send restaurant lunches (e.g. McDonald’s, Chipotle, Pizza Hut, etc.) to school for their children. With the exception of PreKindergarten, we generally do not oversee what students eat or in what order things are eaten.

PreKindergarten

Lunch: PreKindergarten students eat lunch in their classroom. They may order a boxed lunch from Maytag or bring lunch from home. According to County regulations, lunches from home must provide 1/3 of the child’s daily nutritional needs. Unlike in other grades, PreK staff – per State requirements – checks each child’s lunch to ensure that daily nutritional needs are met.

Snacks: Please refer to the [Early Childhood Handbook](#) for details regarding PreKindergarten.

Kindergarten–Grade 8

Lunch: Students in Kindergarten through 8th grade will eat lunch in the Maytag Dining Hall. Students may purchase lunch or bring a healthy lunch from home.

Snacks: The Lower School encourages a "no sugar" snack policy. We want our children to develop respect for themselves and a desire to keep themselves as healthy and alert as possible. With rare exceptions, gum-chewing by students at CSS, at any grade level, is prohibited.

Kindergarten through 2nd grade students have two snack times daily and may bring fruit, veggies, yogurt or a protein to eat in the morning and afternoon. Students in grades 3–5 may bring a snack to eat during their morning snack time.

Students in grades 6–8 may keep snacks in their backpacks or lockers to eat during passing periods. Food may not be eaten in the classrooms except during special events. Middle school students must remove all food, including lunch bags and water bottles, and clothing from their lockers on the last day of school each week or risk losing the privilege of carrying their own snacks.

Children in the [Extended Care program](#) will need to bring their own snack.

Upper School

Lunch: Upper School students are invited to purchase lunch in the Maytag Dining Hall or to bring a healthy lunch from home but – unlike younger students – may choose to eat lunch in a wide range of locations, excluding such places as El Pomar, parking lots and unoccupied classrooms or buildings. If students are meeting with a teacher in El Pomar or the Carriage House for academic support or a club meeting, they may bring their lunch if the teacher gives them permission to eat during the meeting. The Administration is working with Forum to see if it is possible for Juniors and Seniors to eat lunch off campus, and the handbook will be updated if a plan is formed.

IX. Transportation

Parents are responsible for arranging transportation to and from school for their children.

Bicycles brought to campus should have a sturdy lock and be parked in one of the bike racks on campus. All students are expected to dismount from their bike while on campus.

CSS bus transportation is available for students in grades Kindergarten through 12, at an extra cost. Details and registration information can be found [here](#). Students riding a CSS bus are expected to be well mannered. They should remain seated at all times and are encouraged to read or engage in quiet conversation. Any signs of misconduct should be reported immediately to the appropriate Division Director. If non-compliant behavior persists, a child may be suspended from riding the bus for one week or longer. In extreme cases, a student may lose privileges to ride the bus for the remainder of the academic year without reimbursement. Older students who ride The Colorado Springs School bus must realize that they are automatically role models for younger students, and the highest level of behavior is expected of them.

X. Visitors

Long-term (15-minutes or more) campus visitors are permitted within buildings. Any visitor who will be in any CSS building for a duration of 15-minutes or more must sign in and sign out with either [Ann Runte](#) in the Trianon Front Office or [Dr. Melissa Hocate](#) in the Early Childhood Center.

XI. Educational Programs

Continuation from one grade level to the next requires that students establish a level of preparedness that is commensurate with expectations set forth at the next grade level. Continuation is not guaranteed and requires a regular review of academic and behavioral standing, credit accumulation, and participation in athletics and community service. Academic core expectations by division are as follows:

Expectations for Lower School Continuation

Students in PreK through grade 5 are expected to satisfy the academic and behavioral goals for each grade level at a satisfactory level. Each year, students study Language Arts, Mathematics, Science, Social Studies, Spanish, Visual Arts, Musical Arts, Theatre Arts and Physical Education. Teachers write narratives and assess students according to identified skill sets at each grade level. In grades 4-5, students begin receiving letter grades for some of their work.

Expectations for Middle School Continuation

Students in grades 6-8 are expected to satisfy the academic and behavioral goals for each grade level at a satisfactory level. Students are expected to take a full course of study each year, including classes in English, Mathematics, Science, History, Spanish/French, and the Visual, Musical or Theatre Arts*, in addition to participating in grade level advisory, service learning events, and a minimum of one season of athletics. Students earn letter grades in each of their classes and are expected to pass each class with a grade not lower than a D-.

*Students with special scheduling needs will be considered via communication, application for exemption, and planning with the Division Director and approval by the Head of School.

Expectations for Upper School Graduation

A minimum of five classes per semester constitutes a full course of study in grades 9-12. Students must take a full course of study each year and satisfy the academic requirements for graduation delineated in the table located directly below.

Upper School Graduation Requirements

A minimum of 28 credits, meeting the following criteria, are required to earn a CSS diploma.

<i>Department</i>	<i>Credit</i>	<i>Details</i>
English	4.0	<ul style="list-style-type: none"> World Literature and Composition (9th) European Literature and Composition (10th) American Literature & Composition or AP Language & Composition (11th) Senior Seminar: Topics in Literature or AP Literature & Composition (12th)
Math	4.0	<ul style="list-style-type: none"> Mathematics courses through at least Algebra 2, generally in the following sequence: Geometry, Algebra 2, FST, advanced electives
History	3.0	<ul style="list-style-type: none"> Global Studies & World Geography (9th) World History (10th) U.S. History or AP U.S. History (11th or 12th)
World Languages	3.0	<ul style="list-style-type: none"> Three consecutive credits in one world language, a passing grade in an AP course, or a score of 3 or better on an AP world language exam followed by a course of study in an alternative language, for a total of at least 3.0 credits
Science	3.0	<ul style="list-style-type: none"> Biology (9th grade lab science) Chemistry (10th grade lab science) At least one year of advanced lab science elective(s)
Arts	2.0	<ul style="list-style-type: none"> Arts Foundations (9th grade - Semester II) 0.5 credit Any combination of elective art courses (Only 0.5 credits from each elective arts course may be applied towards meeting graduation requirement. This includes Band, Vocal Ensemble, Yearbook and electives in Drama and Visual Arts) Advanced Art, Portfolio Studio Art and Music Theory apply full credit towards graduation requirements
ECSs	4.0	<ul style="list-style-type: none"> One Experience-Centered Seminar (ECS) per year (9-12th)
College Overview/Public Speaking	0.5	<ul style="list-style-type: none"> College Overview & Public Speaking (10th - Semester II)
Wellness	0.5	<ul style="list-style-type: none"> Health & Wellness class (9th grade - Semester I)

Activities	4.0	<ul style="list-style-type: none"> ● Athletics, Theatre, Model UN, Robotics, approved non-CSS activities (0.5 credit per season)
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Any grade other than "F" will receive credit.

In addition to the above coursework, students must meet the following criteria:

- Community Service (18 hours per year, 9-12)
- Portfolio completion (each year, PreK-11)
- Participate fully in the Senior Capstone experience, including meeting all standards and deadlines of the program (12)

XII. Course Scheduling

Lower School

At the Lower School level, students in a particular grade generally follow that grade level's designed schedule.

Middle School

At the Middle School level, students have a choice regarding the Arts courses they select for study. Course request systems are shared with families to be filled out prior to the start of the school year. Every attempt will be made to place students in their first choice of electives; however, some classes are capped due facilities and equipment limitations. The complete Middle School Curriculum Guide can be accessed [here](#).

Upper School

At the Upper School level, student choice increases, particularly in grades 11 and 12. During the second semester, students (grades 9–12) will meet routinely with their Advisors to discuss and decide on course selections for the following academic year.

Add/Drop: Students may add/drop courses within the first week of an academic semester or year. A course that awards 1.0 units for a year of enrollment cannot be dropped during the second semester. A student in an AP course is allowed to drop within the first two weeks of class if they are dropping into the non-AP version of that same course. Approval for a course change must be discussed among the parent(s), Division Director, and College Counselor. Students who drop a course after the deadline will have a "W" recorded on their transcript. Non-attendance in course(s) does not constitute dropping a course. In general, courses may not be added after the deadline. More information can be found in the [Upper School Curriculum Guide located here](#).

XIII. Homework

Teachers assign homework for a variety of reasons; they always consider developmental appropriateness, efficacy, necessity and student workload when doing so. Homework may reinforce lessons taught in the classroom, provide open-ended timeframes for reflection, research or reading, introduce new information upon which a future class will be conducted, or provide students a structured way to experiment with unfamiliar concepts in order to set the stage for a coordinated teaching effort. Whatever its specific purpose, homework supports the building of independence and self-reliance in our students as they learn to develop and improve lifelong study habits. Properly assigned and completed, homework is a powerful tool for learning.

Appropriate homework times depend upon the learner. A general guideline for the *average* student would be 60 to 90 minutes in a single night's homework. We expect students and parents to communicate with teachers and their

respective Division Director if homework is a source of conflict or concern that causes disruption to a positive, balanced homelife.

In the younger grades, homework can and is assigned for weekly completion, whereas in the upper grades homework is generally assigned daily. Students in grades 2–12 who get behind in skill and work may be asked to complete it during recess or at another time during the school day.

Lower School

Teachers ask students in Kindergarten through grade 2 to read for 15-20 minutes per night and students in grades 3 through 5 to read for 30 minutes per night. This may be a combination of parents reading to students and/or students reading independently to themselves.

Middle School & Upper School

Middle and Upper School work and academic resources are posted online through each teacher's Google Classroom and the corresponding Google Calendar. Students are responsible for knowing and completing all daily assignments. Assignments frequently change as teachers make adaptations to most efficiently and effectively support student progress.

Note: no limitations are set on homework assigned for Upper School Advanced Placement courses.

Late Assignments: At The Colorado Springs School, we strongly encourage every student to stay on top of all assigned classwork. Having proactive self-advocacy with each classroom teacher is the approach to all late assignments that are perpetuated by excused absences. We ask that each student do the following:

- Speak with their classroom teacher prior to asking for an extension for late assignments
- Assume responsibility for work plans and revised late assignment deadlines
- Provide, in writing, your request and your acceptance of any late work plan
 - A late work plan could include a grade penalty each day the assignment is late

When a student is late or absent, the student is responsible for completing and turning in the work they missed. Students generally receive a one-day grace period for each excused absence from class. It is the student's duty to promptly initiate discussions with their teacher(s), especially if there is a need to extend submission deadlines. Unexcused absences could result in stronger penalties.

Middle School Homework Hall: When a student in grades 6 through 8 is missing an assignment, or needs further supervised time for academic work, teachers may assign students to attend Homework Hall (Mondays and Fridays during 7th period). When signed up for Homework Hall by a teacher, this responsibility supersedes sporting practice or events scheduled after school, including games. If students demonstrate a pattern of late or missing work, they may forfeit their participation in after-school activities as part of a success plan and at the discretion of the Division Director. Homework Hall is staffed by middle school teachers.

Parents or students may also request to have a student participate in [Homework Hall](#) or Homework Heaven. Due to the need to properly staff Homework Heaven, there is a set fee. This service is valuable for many reasons:

- Students have a supervised and designated place in the Library for homework and work completion.
- Students are able to ask questions and receive help when necessary.

Students who use [Homework Heaven must sign up in advance](#). When signed up for Homework Heaven, this responsibility supersedes sporting practice or events scheduled after school, including games. If students

demonstrate a pattern of late or missing work, they may forfeit their participation in after-school activities as part of a success plan and at the discretion of the Division Director.

XIV. Grades and Grading

Students in the Lower School receive comprehensive grade reports three times a year. Students in the Middle and Upper School divisions receive comprehensive grade reports twice a year, at the end of Semester I (December/January) and at the end of Semester II (May). Middle and Upper School students will have a progress report posted in the [FACTS Family Portal](#) at the end of the first (October/November) and third quarters (March). Notification will be sent to families regarding the readiness of progress reports and the ability to sign-up for student-led conferences.

Unweighted / Weighted GPA Grading Scale

Letter Grade	Percent Grade	Unweighted Grading Scale	Weighted Grading Scale
A+	98-100%	4.333	5.333
A	93-97%	4.000	5.000
A-	90-92%	3.667	4.667
B+	87-89%	3.333	4.333
B	83-86%	3.000	4.000
B-	80-82%	2.667	3.667
C+	77-79%	2.333	3.333
C	73-76%	2.000	3.000
C-	70-72%	1.667	2.667
D+	67-69%	1.333	1.333
D	63-66%	1.000	1.000
D-	60-62%	0.667	0.667
F	<60%	0.000	0.000

Lower School

A student’s progress is continually assessed through informal and formal means in the Lower School. Skillset inventories and benchmark standards are used at all grade levels to identify and communicate with parents their child’s areas of strength and weakness. Assigning letter grades for certain subjects in grades 4 and 5 helps to prepare students for receiving letter grades in Middle School. Grade point averages (GPAs) are not calculated and Honor Roll eligibility is not identified at this level.

Middle School & Upper School

Beginning in grade 6, student's grades are readily available to students and parents via the [FACTS Family Portal](#). It is the responsibility of students and parents to check academic progress weekly and to contact teachers with questions or concerns in order to devise strategies for improvement. A positive strategy is to schedule one day a week to have your student review their grades with a parent or mentor. Wednesdays are a good choice for this check-in as it allows for communication with teachers prior to the end of the week. Students' grades will be assessed by work submitted. When a pattern of unsatisfactory work occurs, the teacher or Advisor will notify parents. In grades 6–12, all subjects are graded, GPAs are calculated, Honor Roll is tracked, and students can further challenge themselves academically by pursuing Kodiak Scholar status (in Middle School) and Advanced Placement courses (in Upper School) in individual subject areas.

Honor Roll

These lists are computed for Middle and Upper School students at the conclusion of each semester, according to the following criteria. Upper School Honor Roll lists are calculated based on weighted grades (see below), and Experience-Centered Seminar grades are included in Semester II calculations.

- **High Honor Roll:** GPA of 3.667 and above and no grade below a B (83%) (C (73%) in AP courses), when enrolled in the equivalent of at least five courses
- **Honor Roll:** GPA of 3.250-3.666 and no grades below a solid C (including AP courses), when enrolled in the equivalent of at least five courses
 - Pass/Fail courses are not included in the GPA, but a “pass” is required in all Pass/Fail courses to be eligible for Honor Roll.
 - Middle and Upper School students must participate fully in the CSS Service Day(s) each semester. Hours missed due to excused absences must be made up and documented during personal time and/or outside of school hours.
 - Middle School students must participate fully and earn a “Pass” in the Seminar course(s) that take place during that semester.
 - Upper School students must meet or exceed their 18-hour Community Service requirement for Semester II Honor Roll consideration. The number of hours not met in a given year will be doubled and added to the following year's count.

Advanced Placement Courses

At the Upper School level, students may choose to enroll in Advanced or Advanced Placement (AP) courses to improve their college application portfolio, earn college credits while still in high school, better prepare themselves to be at the top of their class in college, and challenge themselves intellectually in our most rigorous courses. AP courses are weighted by one point when calculating a student's GPA. For example, a B usually receives three points toward a student's grade point average, but a B in an AP course will contribute 4 points toward the grade point average. Only grades at or above a C will be weighted.

Incomplete Grades

Incomplete grades are temporary and must be cleared with the Division Director. A student may be given an “Incomplete” for a class if they have been excused due to illness or emergency. Make-ups for Semester I are due within the first two weeks of Semester II; make-ups for Semester II are due within two weeks after graduation. In special circumstances, the Division Director may approve other arrangements. An “Incomplete” grade becomes a permanent “Fail” on a student’s record if not rectified within the approved timeframe.

XV. Academic Testing

Assessment of student progress is an important component of the educational process, which – when used judiciously – allows students, teachers and parents to most effectively support academic and intellectual growth. Criteria-based and standardized testing allows CSS to benchmark individual student progress relative to a broad sample of students from across the nation.

Summary of Assessments

Grade Level	Assessment Tools
PreK	Reading benchmark: <i>Phonological Awareness</i> testing (3x per year)
K-5	Reading benchmark: <i>Reading A-Z</i> assessments; DIBELS (through 3rd) Writing benchmark: <i>Writing Workshop</i> assessments Math benchmark: * <i>Bridges Math</i> assessments under review;fact fluency (through 4th)
6-8	Milestones leveled testing available upon request
8-9	Standardized testing: PreACT Test (2 hours)
10	Standardized testing: PreSAT Test (2 hours), PSAT Test (3 hours)
11	Standardized testing: PSAT (3 hours), ACT or SAT (3 hours)
12	Standardized testing: ACT or SAT (3 hours, optional)

**Testing subject to industry products and modifications*

XVI. Academic Waivers

On occasion, academic requirements for individual students may be waived. This is at the discretion of the Head of School, with input from the Learning Specialist, Division Director and College Counselor, and consultation with the student’s parents. Waivers may be granted in response to such things as student medical conditions, transfer credit anomalies and learning differences.

XVII. Transfer Credits

The Registrar will review all upper school/high school transfer credits, college courses and correspondence courses. Grades earned through approved transfer credits count toward meeting CSS Graduation

requirements, but will not be calculated into the CSS grade point average (GPA) for the current grading period or the cumulative GPA. The CSS GPA reflects only coursework completed at CSS. Non-CSS transcripts (already on file in the Upper School Office) will be sent to colleges along with the CSS transcript to ensure that the student receives full credit for all work completed. Refer to the Transfer Student Policies Regarding Graduation Requirements Table below for more details on transfer credits and Graduation requirements.

Transfer Student Policies Regarding Graduation Requirements

Dept.	Crdt	Details
English	4.0	English units earned at previous institutions will be applied toward the CSS English graduation requirement, depending upon title and content.
Math	4.0	Mathematics units earned at previous institutions will be applied toward the CSS mathematics graduation requirement, depending upon course title and content.
History	3.0	History and social studies units earned at previous institutions will be applied toward the CSS history graduation requirement, depending upon course title and content. Effort will be made to balance content exposure by ensuring that students have at least one course focused on the United States and one course with a global focus.
World Lang.	3.0	World language units earned at previous institutions will be applied toward the CSS world language graduation requirement even if it is not possible to earn three units in the same language as a result of the transfer and even if the course titles from previous institutions are the same as the CSS course into which they are placed.
Science	3.0	Courses in biology and chemistry are required for all students, including transfer students. In addition to Biology and Chemistry, students must take at least one additional lab science credit, which may be transferable depending on content.
Arts	2.0	Art units earned at previous institutions will be applied toward the CSS arts graduation requirement, depending on course title and content. Arts Foundations is not required for transfer students beyond 9th grade.
ECS	4.0	This requirement will be waived for any year(s) a student was not enrolled at CSS during the ECS term.
College Prep	0.5	Public Speaking class if attending CSS in 10th grade. College Overview class will be taken by any student transferring into CSS before their senior year.
Health	0.5	Wellness class will be required only for students attending CSS during the semester(s) it is offered in their freshman year.
Elective		CSS will accept most coursework not being applied toward other graduation requirements as elective credit.
Activities	4.0	1.0 Athletics / Activities credits must be earned for each year attending CSS.

In addition to the above coursework, students must meet the following criteria:

- Community Service (18 hours per year, 9–12) for each year in attendance at CSS
- Portfolio completion (each year, 9–11) for each year in attendance at CSS
- Public Speaking Presentation
- Completion of a Senior Capstone (12)

XVIII. Academic Ethics

Students are expected to demonstrate their academic mastery in an honest way. At times, they will demonstrate mastery through group projects or other collaborative activities. At times, they may be permitted to use literary resources or other tools as reference materials for assessments. At other times, they will be expected to perform tasks unassisted. Teachers will educate students regarding expectations for academic integrity, and students are expected to adhere to these expectations. Each student will be given the Academic Honesty Pledge and trained in definitions and practices to help them avoid a breach of academic integrity.

Plagiarism: In the words of a university professor and of a professional editor, “Plagiarism is literary burglary....Whenever you borrow another writer’s words or ideas you must acknowledge the borrowing” (Wilfred and Bell, 1968)¹.

Unauthorized sharing, such as copying another person’s work, digital or otherwise, and/or presenting another person’s ideas as one’s own, is unacceptable at CSS. This includes plagiarism, looking at another student’s quiz or test answers, unauthorized use of notes, etc. In addition, any student who knowingly allows another student to copy from their work will be in violation of our academic ethics policy. Plagiarism and cheating are serious rule violations. Any student who is accused of plagiarism or cheating will meet with their teacher, Advisor and Division Director to investigate the situation. Barring unusual circumstances, the first instance of plagiarism or copying will result in a zero on the assignment and placement on a Conduct Warning for Academic Dishonesty. If a subsequent incident occurs during the student’s career at CSS, they will meet with the Division Director and may be separated from the School. Consequences in the Lower and Middle School divisions may be adjusted to correspond with the developmental level of each student.

Copying the words or paraphrasing the ideas of another without giving credit is not only a form of cheating, but also a way of negating one of the major purposes of education: the ability of an individual to think and write for themselves. When you repeat someone else’s words, phrases or entire statements, or paraphrase another person’s ideas or conclusions from scientific experiments, you must use an in-text citation and include the full source on a Works Cited page. If there is ever any doubt in your mind, check with your teacher. The Upper School will utilize plagiarism checking programs such as turnitin.com

Students will often work on projects in small groups. While students are encouraged to dialogue and reason together, it is expected that each student will then formulate their own opinion or original response when completing any assignment. To copy another student’s answer of any kind constitutes plagiarism.

XIX. Academic Eligibility and Probation

Students must remain in good academic standing in order to be eligible to participate in most extra-curricular activities, including but not limited to athletics, theatrical productions, Model UN, and appointed or elected leadership positions. Academic eligibility also applies to Juniors and Seniors who wish to use the off-campus

¹ Wilfred Stone and J.G. Bell, Prose Style: Handbook for Writers, (New York, 1968) p. 214.

privilege. Upper School students who earn two Ds or an F are ineligible to participate in the above-listed activities until their grades have improved. Parents of Middle School students whose grades fall below the eligibility criteria will talk with their student's Division Director to determine whether or not it is in the best interest of the student to continue participation in extracurricular activities.

A student who earns two Ds and/or an F on a Semester report card will be placed on Academic Probation. The student and their parents will meet with their teachers, Advisor, the Learning Specialist and the Division Director to devise an improvement plan. A student on Academic Probation risks not being invited back to CSS the following year. Probationary status is assessed at the end of each Semester, and a student can recover from Academic Probation as soon as their Semester grades are above the probationary threshold.

XX. Athletics & Activities

Philosophy & Overview

Welcome to Kodiak Athletics at The Colorado Springs School, a place where young people are encouraged to reach their potential both on the playing fields and in the classroom. Participation in sports offers unique opportunities for personal growth in character, leadership and improved overall mental and physical fitness. ***Our athletes prepare, plan, and play to win, but winning is not our only purpose.*** Our ultimate goal is to ensure that athletes have a positive experience while implementing challenges to help them to reach their fullest potential. Teams practice and compete after school, on weekends, and occasionally during school breaks. Please refer to the [Athletics Handbook](#) for more details on athletic program policies and information.

Lower School

Sports opportunities for Lower School students at CSS is currently limited to a fall and spring season with [Landsharks Running Club](#) and Kodiak Kickers Soccer with support from CSS Athletics.

Middle School

Athletic involvement helps young people develop emotionally, mentally and physically, and is instrumental in their future pathways. The Middle School program emphasizes skill development, fundamentals, and movement with competitive, participatory interscholastic contests. All Middle School athletes, over the course of a season, will be given opportunities to take risks and perform in contests. Not only is sportsmanship, enjoyment of the sport, teamwork, development of leadership skills, and responsibility emphasized, but also the development of the athlete to compete successfully at the Upper School level. While the "B" team level emphasizes participation and the development of fundamentals, the "A" team level places extra emphasis on winning, while maintaining program integrity as the essential priority.

Middle School athletic programs at CSS primarily compete in the Black Forest League (volleyball and basketball), and the Central Colorado Athletic League, also known as CCAL (soccer and cross country). Mountain biking is also offered, but does not compete until grade 9. Middle School students are required to participate in at least one CSS sport per school year. A Middle School student can, however, petition for an exemption from the Middle School athletics requirement for sports not offered at CSS (e.g., gymnastics, ice skating, swimming, horseback riding, or tennis) and should contact the Director of Athletics to obtain a waiver form. In addition to athletics, Middle School students are invited to participate in offered activities and clubs when offered. These additional options, however, do not fulfill the sport requirement.

Upper School

Athletic involvement helps young people to develop emotionally, mentally and physically and is instrumental in their future pathways. The Upper School program fosters involvement and enjoyment of interscholastic competition. Various Upper School sports offerings emphasize development of high-level skills and strategies, teamwork, leadership, sportsmanship, accountability and school spirit. These programs seek to motivate and challenge athletes, while at the same time, balancing these risks with support, encouragement, a sense of belonging, and individual and team accomplishments. At the Junior Varsity (JV) level, risk-taking is at a lesser level. Rather, an emphasis is placed on participation and the development of fundamentals. At the Varsity level, the risks are higher, with more emphasis placed on winning while maintaining program integrity. In order to fulfill Upper School credit requirements, students must fully participate in two school activities. Athletics can fill this requirement with a .5 credit per sport season, with the maximum credits to be earned at 1.5 for those athletes who compete in all three seasons (fall, winter and spring). An athlete who chooses to participate in two sports during one season can still only earn .5 credit.

Four Athletics / Activity Credits, one per school year, and preferably a half credit each semester are required to graduate from CSS. The school provides a variety of options to achieve these credits:

1. Team sport participation for 0.5 credits each season
2. Participation in a theater production for 0.5 credits each season
3. Participation in an established community service program with a minimum of 100 hours of participation for 0.5 credits (This is in addition to the school's regular community service requirement)*
4. Participation in a school-approved community-based music, dance or athletic activity with 0.5 credits for each 100 hours of successful participation*
5. Full involvement in Model UN, including participation in more than half of the meets, will be rewarded with 0.5 credits

**Options 3 & 4 above require an application and pre-approval from the Director of Athletics and Activities Panel, including the college counselor, registrar, and division lead.*

Only hours in which a professional coach or trainer is working directly with the student can be counted as part of the 100 required hours. A detailed time log, verified by the coach/trainer, must be filed with the Registrar on or before the last day of the semester that credit is to be recorded. This is the sole responsibility of the student. Reminders will be given, and failure to meet this annual requirement will result in an "F" on the student's transcript. To compensate, extra credits must be earned in subsequent semesters.

Colorado High School Activities Association (CHSAA)

CSS is a member of the Colorado High School Activities Association (CHSAA) and competes on the Varsity and Junior Varsity level with schools of comparable enrollment, typically in the 2A and 3A categories. CSS hosts high school teams in the following sports:

Boys

Mountain Biking, Cross Country, Soccer, Tennis, Basketball, Volleyball, Lacrosse

Girls

Mountain Biking, Cross Country, Volleyball, Basketball, Soccer, Tennis

Other activities, classified as Clubs, are also available to students. Clubs are student-led through student executive committees – with a faculty sponsor – and usually meet during the lunch break. Upper School students are expected to participate in at least one club per year.

XXI. Experiential Education

Philosophy & Overview

Since 1962, The Colorado Springs School has based its academic programs on an experiential education model. What this means is that we believe people learn best by **DOING** rather than by acting as passive absorbers of knowledge. We strongly believe that the best way for a person to learn life's most important lessons is through first-hand experiences. Whether it be in the classroom or on one of our field excursions, active participation by students – through processing information, applying ideas, making decisions, engineering, creating, adapting, presenting and directly experiencing authentic situations – lays the groundwork for students to become the leaders of their generation, capable of creating positive change in the world.

Our student experiences focus on three, core components of student learning:

1. Development of intellectual capacity and knowledge (head goals)
2. Development of skills and abilities (hand goals)
3. Development of values and interpersonal relationships (heart goals)

In all cases, we encourage students to reflect – to look beyond the confines of the circumstances of the experience in order to discover how what they've experienced and learned can be applied to other situations. We call this **transference**.

The teacher's role in an experience-based learning environment is not to be the fountain of knowledge that rains down on the students. Rather, the teacher facilitates learning by helping the students construct their own understanding of the material being presented.

- Thorough knowledge of their students and the teacher's desired growth points help the teacher determine the kind of experience they want to create for students.
- The teacher also defines the parameters in which their students can explore. Depending on the developmental level of the students, desired outcomes, and risk management principles, the dimensions of the assignment may vary. In certain situations, the greatest learning happens when students have freedom to explore and experiment. In other situations, wherein learning targets are very specific or when there are safety considerations, it may be best to keep the dimensions of the learning experience smaller. For extended or repeated experiences, parameters can change over

time; sometimes it may even make sense for the dimensions to be flexible. Regardless, it is the responsibility of the teacher to manage learning parameters.

- A good facilitator encourages independent thinking by asking questions and giving fewer answers.
- A good experiential educator also tends to herd students back into their educational sweet spot when they start pushing against the edges of their learning parameters, rather than curbing their enthusiasm.

Although not all CSS lessons are taught through an experiential education model, many in-class activities do follow this model and put students in the driver's seat of their own education. Students become directly invested in experiences wherein they apply knowledge, make decisions, practice their skills, reflect on the feedback and outcomes, and are challenged to look for ways to transfer their new skills, knowledge and perspectives to yet-to-be-encountered situations.

In addition to in-the-classroom experiential education practiced, CSS taps into the power of many out-of-the-classroom experiential education opportunities. These developmentally appropriate experiences evolve from Kindergarten through grade 12.

Behavioral Contracts – Upper School Experience-Centered Seminars, Middle School Seminars, and Lower School Colorado Expedition: Prior to taking an overnight trip away from campus, all students and parents will be required to sign a contract indicating that repeated or significant violation of any rules can result in the student not being allowed to complete the experience. In the event that a student is not allowed to complete a trip, the student's parent(s) will be contacted and will be required to pick them up, at their own expense, no matter the location of the trip or the timing of the decision to send a student home.

Seminars

Lower School

Fall Adventure: Fall Adventure takes place in early September. It is an opportunity for students to get reacquainted with old friends and make new friends. Students get to know their teachers in an out-of-classroom setting, building trust through age-appropriate risk-taking. Students build increased independence and confidence in themselves.

Each grade level ventures out of the classroom for developmentally appropriate experiences. Kindergarten and 1st grade students explore our campus through the eyes of citizen scientists. Meanwhile, students in grades 2 through 5 venture off campus for a variety of field trips. Overnights are a component of 2nd through 5th grade Seminars.

There is no cost to families for Fall Adventure, however, students will need appropriate rain gear and sleeping bags.

Colorado Expedition: Colorado Expedition (COEX) takes place each May. Each grade level begins studying an area related to Colorado history in the classroom. Then, they take that learning outside the classroom. This hands-on learning allows students to connect in-class information to the outside world. COEX grows as students grow; Kindergartners spend one night in the classroom while 5th graders spend four nights off-campus, camping. As students progress through the Lower School, they learn a variety of skills to help them with being away from their families as well as camping.

There is no cost to families for the Colorado Expedition, however, students will need appropriate clothing and sleeping bags.

Middle School

Seminar I: The primary goals of Seminar I are to build a strong foundation of community support and to further develop independence, personal responsibility and teamwork skills. This is most effectively done in an environment unfamiliar to all group members and void of external distractions for an extended period of time. Across the three years a student spends in Middle School at CSS, they will camp in three different locations and practice the skill of teamwork through three sets of activities. One student teamwork component common to all three Seminar I locations is the planning, prepping and cleaning of all meals during the three-day, two-night adventure. Students camp in tents and sleep in sleeping bags.

Seminar II and Seminar III: The primary goal of Seminars II and III is to provide students with unique learning opportunities beyond the classroom that challenge them to grow and encourage them to find their passions. The programs are instructional, academic and experiential in delivery; they are vehicles for in-depth study that give students opportunities to practice leadership, self-reflection, critical-thinking, research and other academic skills. Seminar I is three days long, whereas Seminar II is five days long, and Seminar III is six or seven days long.

Seminars include aspects of all the following components:

- **Impact** – likely to have a positive, lasting impact on participants
- **Novelty** – cannot or will not happen as effectively in the classroom
- **Hands-on** – students spend the bulk of their Seminar time in a student-centered, authentic environment
- **Comfort Zone Expansion** – the Seminar is significantly challenging in at least one way: psychologically, academically, physically, socially/culturally
- **Problem-solving** – at least one segment focuses on critical-thinking, design thinking, innovation or devising creative solutions
- **Collaboration** – at least one segment includes working with other students and/or professionals in the field

Topic Diversity: We encourage students to learn about and try new things as a means of discovering themselves and the world around them; this is a fundamental purpose of the Seminar Program. For this reason, students will be allowed to take a maximum of two courses falling within a single category during their time in Middle School. Since each student will take a total of five Seminar II and III courses during their three years in Middle School, each student will be exposed to between three and five topic areas, ranging from:

1. Outdoors
2. Arts
3. Social/Current Issues
4. STEM
5. Life Skills

Course Placement Process: Students are placed into Seminar II and III courses by the Experiential Education and Auxiliary Programs Coordinator. Students rank their choices according to preference and these rankings

are used to assign courses in a manner that gives most students one of their top choices under the following parameters:

- A student may take a specific course only one time in Middle School.
- A student may take a maximum of two courses in a single topic area in Middle School.
- The rank of the course in which a student is placed converts to a score (For example, a student who gets their second choice receives a score of “2”). This score is used in future placement, so a student with a total score of “5” will receive priority placement over a student in the same grade who has a total score of “2.”
- Higher grade-level students generally receive choice priority over lower grade-level students within the point system.
- Minor adjustments may be made to assure optimal mixtures of grade level and gender.

Walkabout: As a class, all 8th grade students go on a distinctive Seminar III called Walkabout. The group rafts on the San Juan River and explores the Utah Canyonlands as they learn about themselves, others, and important life-long lessons in this coming-of-age experience named after the Australian aboriginal tradition. Walkabout is approximately nine days in length, depending on trip planning and yearly circumstances.

Seminar Costs: Based on the cost to run individual seminars, each student is assessed a fee to cover materials, food, admissions, transportation, additional adult supervision, etc. The cost for Seminar I is absorbed into tuition; parents are responsible for covering the costs of other Seminars. General pricing can be found [here](#), however, complete Seminar course descriptions and costs will be shared with students and parents before students are asked to rank their preferences. The family will be expected to cover non-refundable course costs incurred by CSS on behalf of the student, even if the student is unable to reap the benefits of the experience due to conditions beyond their control.

Evaluation, Grading & Attendance: Participation in all Seminars is a required part of the CSS academic curriculum. Each course will use a grading rubric that will be discussed with participants and shared with parents. To encourage students to try new and unfamiliar things that may be well outside of their comfort zones, Seminars will not be graded on the traditional letter scale; they will be graded as “Pass/Fail.” It is expected that all students will participate in Seminars and positively engage, to the best of their ability, thus earning a passing grade.

Absences will directly impact a student’s performance grade. Students missing over 40% of a Seminar course will not earn credit for the course and will receive a “W” for withdrawn or “F” for failing on their grade report, depending on the circumstances. A student earning an “F” on their report card is ineligible for Honor Roll.

Upper School

Experience-Centered Seminars (ECS): The goal of the ECS Program is to provide students with academic experiences that emerge from discovery, primary source research, immersion and synthesis. Seminars involve experiences that cannot be had in a traditional educational setting or with traditional classroom approaches and time constraints. Each year, these three-week courses range widely in topic and in distance from home. Many of these Seminars meet outside normal school hours, so it is important for parents to schedule for flexibility and keep informed about the Seminar in which their student is enrolled. Options range from local and regional to national and international options, each with varying price points. **ECSs are an extra expense on top of tuition and general pricing can be found [here](#).** These experiences are a required part of a CSS education and each course is awarded one academic credit.

The following threads are common to all Seminars:

1. A complex question lies at the core of the Seminar experience.
2. Students conduct research from primary sources.
3. Students are intensely immersed in the subject for an extended period of time.
4. The personal growth of each student is of great importance, as the intent is to transform each participant in some way.
5. Synthesis and reporting of information/data are used in the reflection process.

Academic rigor and personal reflection set the CSS ECS experience apart from the interim and outdoor education experiences offered at other schools. Every ECS is strongly academic; syllabi are written to describe the academic material, scope and objectives of the course, reporting formats and evaluative criteria.

Course Placement Process: Students are placed into ECS courses by the Experiential Education and Auxiliary Programs Coordinator. Students rank their choices according to preference, and these rankings are used to assign courses in a manner that gives most students one of their top choices under the following parameters:

- Students in upper grade levels have priority over students in lower grade levels.
- Students who received lower preference courses in the past have priority over students who have regularly gotten into their top preference.
- Students on Behavioral Probation may be ineligible for certain courses.

ECS Evaluation, Grading & Attendance: Participation in an annual ECS is a Graduation requirement. Each course will use a grading rubric that will be discussed with participants at the start of the course. The three-week, immersive ECS experience is the academic equivalent to a full-year class and receives a full academic credit graded on a letter scale. Unexcused absences will directly impact a student's performance grade.

Excused absences that cause a student to miss significant portions of an ECS will be managed in a variety of ways, but often involve supplementary, independent work and the design of alternative, relevant experiences by the student. The family will be expected to cover non-refundable course costs incurred by CSS on behalf of the student even if the student is unable to reap the benefits of the experience due to conditions beyond their control.

Senior Capstone: Senior Capstone is a program that encourages students to take a giant step outside the teacher-orchestrated classroom and beyond the confines of the CSS campus (although this is not required), where they have the opportunity to apply the skills and attitudes they have honed throughout their CSS careers by working alongside professionals in the local community. In the final month of their Senior year, 12th grade students have the opportunity and responsibility to embark on an independent study endeavor that could, in many ways, be considered an independent ECS. The goal of the Senior Capstone is to put the student in direct and near-complete control of their education as they explore an area of particular interest. Capstones are initiated in the fall of the Senior year, as students begin the process of identifying areas of interest, soliciting CSS sponsors and external mentors, and coordinating logistics. The Senior Capstone Director will support students and sponsors throughout this process.

Non-Advanced Placement classes conclude on the last day of April for all Seniors. Starting May 1, Seniors will begin participating in their Senior Capstone experience(s). Seniors taking AP classes will attend these classes until the AP test date has passed, and then this time, too, will be spent in pursuit of their Capstone. Senior

Capstone replaces Digital Portfolio submissions during the Senior year, with a detailed reflection on the Capstone serving as a student's final Portfolio entry. Capstones will be presented at end-of-year events.

XXII. Community Service

Service to others is an important aspect of a student's experience at CSS. It supports altruistic values and serves as a concrete reminder to students that they have value as members of society and are empowered to create positive change in the world. Students engage in service learning at every grade level, PreKindergarten through grade 12.

Lower School

Students in the Lower School perform Community Service by grade level that is relevant to their developmental level. Community service often involves curricular connections. All service is done during the school day and is facilitated by teachers.

Middle School

Students in the Middle School also perform Community Service by grade level. Each grade level spends the entire morning working in the community on three different days during the school year. Students are expected to participate fully in Service Days; a student who misses a Service Day for any reason must make up the four hours of service missed at a nonprofit institution of their choice and submit a completed "Record of Community Service" letter (written by the student and signed by external representative) to the Division Director by the end of the semester in order to meet the requirement.

Upper School

Students in the Upper School are required to complete a minimum of 18 hours of qualifying Community Service per year. This requirement must be completed in order for a student to qualify for Honor Roll status. Attending the mandatory Upper School Service Day each year fulfills six of these hours. Doing approved campus service or service in the greater Colorado Springs community for 12 hours will generally fulfill the remaining requirement. Service outside of school should be done in charitable agencies and must be supervised and certified by adults. Work around the house or for a family business does not qualify as Community Service credit. The student may not receive any pay, credit, goods or services in return for their Community Service. If in doubt, please check with the Division Director before completing any service. All hours must be completed and submitted by the student by mid-May (date TBD each school year) in order to be counted for the year. Those who do not complete their Community Service hours by that date will be assigned to complete double the unfulfilled hours for the following year, in addition to the normal 18-hour annual requirement.

XXIII. Leadership Opportunities

The Colorado Springs School gives every student the opportunity to experience leadership opportunities beyond the classroom. Our small class sizes, mentorship, advisee programs and the authentic challenges of our Expedition and Seminar programs prepare students for roles in leadership and mentorship. At CSS, our goal is to ensure that students develop unique leadership styles that set them on a path toward becoming an

emotionally- and socially-aware person who is prepared for a dynamic world. We acknowledge the importance of cultivating empathy and courage to meet authentic challenges.

Allowing students to experience leadership challenges and grow their own personal leadership style at CSS is one of our central functions. Our curriculum is informed by best practices from the National Outdoor Leadership School, Outward Bound, [Yale's RULER program](#), the NAIS Schools of the Future project, and The Colorado Springs School's Walkabout curriculum.

Leadership and Teamwork as defined by the NAIS Schools of the Future Project:

- Initiate new ideas
- Lead through influence
- Build trust, resolve conflicts and provide support for others
- Facilitate group discussions, forge consensus and negotiate outcomes
- Teach, coach and counsel others
- Enlist help
- Collaborate sensitively and productively with people of varied backgrounds
- Coordinate tasks, manage groups and delegate responsibilities
- Implement decisions and meet goals

CSS students have opportunities to develop leadership skills at all levels. They start by learning to lead themselves and as they improve their self-leadership skills they begin to develop and then refine their leadership of others.

Examples of Leadership Opportunities in Lower School

- Taking pride in their work while completing assigned classroom jobs;
- Leading classroom activities and sharing with groups as the *Star of the Week*;
- Overcoming the challenges of camping and group tasks during Colorado Expedition (e.g., setting up tents, cooking/cleaning, creating skits, and leading songs);
- Engaging in conversation with older or younger students during the Book Buddies program;
- Serving as the *Reader of the Week*;
- Completing independent projects that require ownership (e.g., writing a bill);
- Serving as a student monitor in the lunchroom;
- Acting as a student leader during Lower School assemblies.

Examples of Leadership Opportunities in Middle School

- Serving as an elected Student Council representative;
- Acting as an advisee representative;
- Being assigned *Leader of the Day* during one of three annual Middle School Seminars;
- Serving as a Kodiak ambassador and touring prospective students on Shadow Days;
- Serving as an elected or appointed sports captain;
- Teaching individual peers or a class;
- Leading discussions/debriefs in the classroom;
- Facilitating student-to-student conflict resolutions;
- Organizing games or initiatives;
- Supervising the handling of class equipment, etc.

Examples of Leadership Opportunities in Upper School

- Leading prospective students on Shadow Days;

- Serving as a peer tutor in the classroom and during Homework Heaven;
- Leading a section in a Band;
- Serving as an officer or committee member in student council (Forum), classes or clubs;
- Captaining a team or managing a production;
- Participating as a buddy for Lower School partnership;
- Being *Leader of the Day* on a Seminar or ECS;
- Earning the role of Mentor in our Full STEAM Ahead program by serving as a teaching assistant, lead elective teacher or general mentor for middle school children.
- Selection into the Ursa Major chapter of the National Honor Society for Juniors and Seniors who meet the national criteria.

XXIV. Student Health, Support & Safety

Health & Wellness

The personal well-being of all students is of paramount importance. All CSS activities are conducted and supervised by trained leaders with due regard for the safety of all concerned and with particular attention to any physical or other limitations a student may have. While we realize that "accidents will happen," every effort will be made to prevent potentially hazardous situations.

At the beginning of the school year, general safety guidelines are discussed for building and playground behavior. Children are not permitted to run in the building, bring potentially dangerous items (e.g., pocket knives or any other weapon) to school, or to leave immediate school and playground boundaries while under our care.

CSS employs an Infirmary Coordinator and Health Coordinator to care for the medical needs of our school community. The Infirmary Coordinator is located just inside the Trianon front doors and can be reached at (719) 434-3510 or arunte@css.org. The Health Coordinator is located just inside the front doors of the ECC and can be reached at (719) 434-3540 or melissahocate@css.org. In addition, all CSS faculty hold current certifications for CPR and Basic First Aid; all teachers grades 3 and up receive two days of Wilderness First Aid training every two years.

Required Forms and Medical Records

Prior to the beginning of school each year, all students must have a current Annual Physical Exam Form on file with the Infirmary Coordinator. Important instructions and health documentation forms can be found [here](#). Parents must also complete numerous medical forms located in the [FACTS Family Portal](#), including updated immunization records via the [Colorado Immunization Certificate](#). In compliance with State laws, each student must maintain a current immunization record with the school. The State of Colorado requires that all children entering school for the first time in the State of Colorado be immunized for varicella (chicken pox), polio, hepatitis B, measles and rubella, and diphtheria-tetanus-pertussis or tetanus-diphtheria (depending upon age). Colorado law requires all students attending any school in the State of Colorado to be vaccinated against certain vaccine-preventable diseases as established by Colorado Board of Health rule 6 CCR 1009-2, unless an exemption is filed. In such cases, a completed Colorado Department of Public Health and Environment Non-Medical or Medical Immunization Exemption form will need to be turned in to the Infirmary Coordinator. These forms can be found [here](#). Students with a recorded immunization exemption may be kept out of a childcare facility or school during a disease outbreak; the length of time will vary depending on the type of disease and circumstances of the outbreak. Should this occur, there will be no

refund of tuition no matter the duration of the outbreak. All health information for our students is considered confidential. Health information is kept on file in the Infirmary and may be viewed only on a need-to-know basis by classroom teachers and the Transportation Coordinator. If a student has a unique health concern, the parent should contact the **Infirmary Coordinator at (719) 434-3510** and the **Health Coordinator at (719) 434-3540**.

Illness

Symptoms, such as fever, diarrhea, excessive cold, flu and vomiting, are indicators of illness and can be contagious. To avoid the spread of contagious disease, students are to remain at home when they are ill, and must be symptom-free for at least 24 hours before returning to school. For example, if a parent is called to pick-up their child early due to vomiting, fever, etc., the student may not return to school the following day since 24 hours would not have elapsed. Students who are visibly ill (rash, fever, severe coughing, eye or nose drainage) will not be admitted for the day. Students with a temperature of 100.4 degrees Fahrenheit or greater will be asked to go home. Parents will be contacted and the student isolated if they appear ill during the day. At this time, the student should be picked up as soon as possible, or at least within an hour, to avoid infecting others. Families will be notified if students have been exposed to a communicable disease (strep throat, pink eye, chicken pox, etc.).

Should your student become ill during the school day, the Infirmary Coordinator and/or Health Coordinator may be available to visit with your student to determine if your student should be sent home. If the Infirmary Coordinator measures a body temperature of 100.4 degrees Fahrenheit or above, the student will not be permitted to attend school and should be picked up as soon as possible.

Accidents or Injuries

Minor First Aid (e.g., band-aids) will be applied by a classroom teacher. Should a more significant accident or injury occur, we will involve the Infirmary Coordinator or Health Coordinator and an attempt to contact parents will be made immediately. Staff will access 9-1-1 if necessary for treatment. Please be certain to update changes to your child's medical history on the *Student Medical* form located beneath the *Family Demographics* tab in the [FACTS Family Portal](#) so that proper emergency care and appropriate sensitivity can be given to the student.

Medication Administration (PreKindergarten)

We do not administer medication to children unless they are enrolled in the optional full-day PreKindergarten program. According to the Colorado Department of Human Services, the following regulations are required for medication to be given by a trained staff member:

- All medication – prescriptive and non-prescriptive – can only be given as a written order from a physician. This means that we **must** have a copy of the written prescription from the doctor. The copy of the prescription is attached to the permission form that parents complete at school.
- All medication must be kept in its original container.
- Prescriptive medication containers must bear the original pharmacy label that shows the following: Name of student; physician name; pharmacy name and phone number; date prescribed; expiration date; name of medication; dosage; frequency of dose; route of administration; and length of time medicine is to be given.
- Medication can only be administered by a person who has completed the State-approved medication administration class.

- Inhalers and EpiPens have regulations as well. See the Early Childhood Director and Infirmery Coordinator for more information.

Medication Administration (Kindergarten through Grade 12)

It is recommended that every possible means be taken to give students their medication at home. If it becomes necessary for a student to take any form of medication at school or during a school-sponsored activity, the following steps must be in place to protect students and school personnel. At no time should a student carry prescription medication on campus or on school-sponsored trips. The only exception to this rule is if a student requires an asthma inhaler, EpiPen or a specific medication for migraine headaches. In these cases, prior permission must be obtained.

- All parents who request that their student receive medication during school hours must indicate this on the *Student Medical* form located beneath the *Family Demographics* tab in the [FACTS Family Portal](#). Prescription medications at school require a physician or nurse practitioner's written order. If it is determined that a prescription medication must be dispensed during school hours, a parent may choose to come to campus and administer the medication.
- Medications must be delivered to the school in a pharmacy or manufacturer-labeled container and must be delivered by the parent and picked up by the parent (or responsible adult) at dismissal time. Students may not deliver or pick-up their own medication. Medication will be kept in a secure container at school. Parents are asked to provide pharmacy-issued separate bottles for school and home use.
- Asthma inhalers may be carried by responsible students with written parent and physician authorization, and a back-up inhaler may be made available in the Infirmery or the child's classroom in a teacher-designated cabinet that can only be accessed by that teacher. Students with asthma should have an *Asthma Care Plan* on file in the Infirmery. This form can be found [here](#).
- To provide temporary symptomatic relief for occasional aches and pains, certain OTC medications may be dispensed after a screening by school personnel. These medications include: Tylenol (acetaminophen), Advil (ibuprofen), Benadryl diphenhydramine, Tums and Pepto Bismol (antacids), Claritin, Aleve (naproxen), Mucinex, Cough DM, throat and cough lozenges. Administration will follow established guidelines printed on the package, and a parent may provide permission for the OTC medication listed above through medical forms located beneath the *Family Demographics* tab in the [FACTS Family Portal](#). Every effort will be made to contact a parent in advance should an OTC medication need to be administered to their student during the school day.
- During off-campus learning experiences, a designated faculty member will be responsible for administering medication as indicated on the *Permission for Medication* form in FACTS or as indicated on the prescription medications parents supply to the Infirmery Coordinator prior to the trip.

Social-Emotional Learning

The ubiquitous nature of technology has led to decreased face-to-face interactions among students outside of the school day. The social skills students previously developed through play are now less refined, and we believe CSS can play a role in helping students develop these skills in several alternate ways.

- Our classroom experiences are largely interactive and give students practice working in teams, building empathy, disagreeing respectfully and making appropriate compromises.
- We employ social-emotional learning strategies – designed by [Yale's RULER program](#) – at all grade levels at CSS to help students develop an understanding of themselves and others from an emotional perspective. A deep understanding of one's emotions, coupled with the ability to regulate one's

emotional state, enables students to manage stress, build resilience, empathize with, and get along with other people in a mutually respectful way.

- The Lower School's homerooms, morning circles, and advisory, Middle and Upper School advisories, and availability of a School Counselor provides a structure for students to form trusting relationships with adults and peers wherein it is safe to have conversations about one's emotional state or social circumstances. These conversations can aid in conflict resolution, strategy formation and student empowerment.

Pets

For the safety of our children and because of the number of children with allergies, we cannot allow pets to be brought into school buildings. Because of traffic in the driveway and the confusion it causes during drop-off and dismissal, pets must not be brought into that area at those times.

Academic Support

The Colorado Springs School is proud of its ability to effectively serve a wide range of student learning profiles and strives to put each student in their zone of proximal development every day in classes. Our first step in meeting the needs of highly proficient students is to offer them supplementary or alternative work that challenges them to apply their skills and knowledge in different and more complicated ways. In situations where the desired level of challenge cannot be attained in this way, we explore opportunities for acceleration and advancement. Students who find the regular program to be excessively challenging may require additional support, sometimes taking the form of supplemental instruction, tutoring or learning accommodations.

Learning Differences Policy

The goal of The Colorado Springs School (CSS) is for all students to achieve academic success and to build confidence as active, engaged learners and citizens. Teachers and administrators work with families in an effort to foster success in all areas. We recognize that students with diagnosed learning differences may need additional support in order to be successful. With appropriate accommodations, family support and the ongoing development and evaluation of learning strategies, we strive to promote academic excellence and foster the growth of all learners.

Learning Team

The CSS Learning Team, composed of the Learning Specialist, Academic Interventionist, Division Directors and School Counselor, tracks student concerns and trajectories over time and develops intervention strategies to support student well-being and growth. The Learning Specialist works with families in PreK through grade 12, helping students identify learning differences and develop strategies to maximize their potential. Information from teachers across all three divisions is communicated with the Learning Team through shared electronic documents and during faculty meetings. This Team addresses the needs of students in several categories: academic, emotional, social, and behavioral, in addition to physical health considerations that impact one or more of these areas, such as concussions.

Process

In determining which accommodations will be provided by CSS, a student must have a current formal psycho-educational evaluation* or come to CSS with a current public school IEP or 504 plan. In either case, recommended accommodations will be reviewed by appropriate staff members. Accommodations will be considered

based on needs, in accordance with the CSS policies regarding accommodation implementation, and the extent to which the family and student will support the recommended accommodations. Following that, a formal accommodation plan will be written. After accommodation plans are implemented, staffings will be held to review accommodation plans as well as any information that is relevant to the academic and social-emotional well-being of the student being discussed. Staffings often include the Division Director, Learning Specialist and any other relevant staff members.

** Formal psycho-educational testing must be conducted by a qualified professional, stating a diagnosed need, the current level of functioning and recommended accommodations.*

New CSS students who come in with a former IEP or 504 plan may be granted accommodations at CSS, but accommodations for college entrance exams may necessitate formal psycho-educational testing. ACT and College Board, as governing bodies, are the decision-makers for determining accommodations for their assessments. Please refer to their websites for details on their requirements:

- [ACT Assessments & Accommodation Requirements](#)
- [College Board Assessments & Accommodation Requirements](#)

Students who are medically diagnosed with Attention-Deficit/Hyperactivity Disorder will be granted accommodations only if they have formal psycho-educational testing showing the demonstrated need for accommodations. Not all people with ADHD need accommodations.

Accommodations

CSS will make all final decisions regarding accommodations, with considerations based on recommendations and the observed needs of the individual. CSS cannot offer accommodations in all circumstances and may, on occasion, determine that a student's needs would be better served in a different academic setting. The following accommodations may be granted, but are not limited to:

- Extended time on quizzes and tests, up to time and a half
- Clarification of test directions
- Use of a laptop or other devices in class for writing assignments
- Audio recording or photocopying notes of class lectures and discussions, as available
- Preferential seating
- A low-stimulus testing environment
- Audio versions of texts, as available
- Reduced assignments to key concepts when practical
- Oral check-ins
- Spelling amnesty except for spelling tasks and final drafts

Given our structure, CSS cannot provide the following accommodations:

- Oral presentation of quizzes and tests
- A scribe
- Extended time beyond time and a half
- A separate test setting

Standardized Testing Accommodations: For students requesting/needing standardized testing accommodations, parents should contact CSS's Learning Specialist.

For students who qualify for accommodations outside the standard administration of assessments (e.g., non-traditional test settings), parents must contact CSS's Learning Specialist.

It is important to note that the Learning Specialist works directly with families who request appropriate accommodations and/or assists in providing granted accommodations. However, the testing agencies (ACT & College Board) have the final decision about which accommodations are approved.

Tutoring

We believe that a student's teacher is the first resource for a student or a family, especially when a student is struggling in a particular subject area. We encourage students to consult with teachers directly regarding questions about expectations or homework. When extra support is desired, a parent may wish to hire a private tutor to work with their child. It may be possible for a student to work with a tutor; such arrangements can be made through the Learning Specialist. Parents may hire a tutor outside of school hours in any capacity they wish. It is recommended that families who hire tutors seek help that is focused on building skills and not just helping with homework or giving a repeat lesson.

We do not allow a current teacher of any student to also serve as that student's paid tutor.

Advisory

Each Middle and Upper School student has an Advisor with whom they meet weekly throughout the academic year. Middle School advisory groups are grade-level specific, whereas Upper School advisory groups include students in mixed grade levels. Regardless of the division, advisory groups generally contain between six to 12 students.

The Advisor serves as the advisee's mentor, advocate and sounding board. The Advisor maintains communication with parents on a regular basis and whenever additional contact is deemed necessary. Parents should feel free to contact their child's Advisor if any concerns arise. Teachers often communicate with Advisors about specific student accomplishments and struggles. Therefore, an Advisor has a universal perspective on their select group of advisees. Advisors provide feedback on students' Portfolio submissions, discuss course selections with them in light of future plans, assess academic and extracurricular challenges and strategies, facilitate student-led parent conferences, and support their advisees' social-emotional learning through curriculum and mentoring. In Middle School, Advisors also facilitate growth of social-emotional intelligence and help students learn a variety of life lessons. Each grade level in Middle School has its own focus: 6th grade – taking care of oneself; 7th grade – taking care of others; 8th grade – applying lessons from 6th and 7th grade to make a difference in the world.

In the Lower School, homeroom teachers play the role of student Advisors, central in helping students develop life skills, social-emotional intelligence and personal responsibility. The homeroom teacher is the primary source of communication with families of students. Students also meet with the School Counselor every one to two weeks for social-emotional learning development.

Study Hall

Study Hall periods incorporated throughout the school day provide time for students to meet with teachers for extra help and reduces the amount of homework needed to be completed in the evening following after-school commitments. Most students in Middle and Upper School have several Study Hall periods per week. In the Middle School, all Study Hall periods are proctored; in Upper School, a student may be assigned to a Proctored Study Hall

(PSH) or to an unproctored Study Hall. Regardless of the type of Study Hall, students are expected to respect the rights and needs of others when they have a Study Hall period. Loud voices, horseplay, running, purposefully annoying and other inappropriate behaviors are not permitted at any time, especially during Study Hall.

Proctored Study Hall (PSH)

A student assigned to PSH must arrive at their assigned room promptly; being tardy to a PSH is treated the same way as being tardy to a regular class. Students are expected to work independently on their school assignments or preparations, and can leave the assigned room only with the proctor's permission. Activities unrelated to academic pursuits are prohibited in PSH.

- All Study Hall periods for Middle School students are proctored.
- All freshmen are automatically assigned to PSH.
- Any student who earned a D+ or lower semester grade in any class can be assigned to a daily PSH until the end of the next semester, or longer, as determined by the student's Advisor, teacher(s) and Upper School Division Director.
- At any time, PSH may be requested by a student or assigned by a teacher, Advisor or parent/guardian. If assigned, a student is required to attend.

Regular Study Hall

Upper School students who have been released from PSH to regular Study Hall are expected to make use of this time to do academic work. However, they have the freedom to choose where to work (hallways, classrooms, outdoors, Maytag, etc.) and may choose to work in student groups of their choosing. Students are expected to make responsible use of their Study Hall time, and adults do not monitor the work habits of students in regular Study Hall.

Registrar

The Registrar is here to help students with scheduling, report cards and transcripts, and to provide support for final exams and standardized testing. The Registrar is also the Upper School division contact for attendance.

Reporting

Students are encouraged to confide in their Advisor, teachers, Division Director or another staff member when the actions of another community member make them or others feel uncomfortable or unsafe. However, sometimes this can be difficult to do because of peer pressure or the fear of reprisals.

1. Safe2Tell® is a statewide initiative developed under the auspices of the Office of the Attorney General of Colorado to provide a way for individuals to anonymously express concerns about students who are engaging in risky or threatening behavior. Students use Safe2Tell® Colorado to report bullying, stealing, threats, fights, drugs, alcohol, weapons, sexual misconduct, harassment, stalking, dating violence, cutting, suicidal behaviors or any other violent or dangerous situations that threaten their safety or the safety of others. It is for the purpose of prevention and intervention to help keep students safe and healthy. Concerns are submitted to Safe2Tell®, processed by the Colorado State Patrol Communications Center, then reported to the school and law enforcement. At CSS, reports received from Safe2Tell® are initially investigated by the School Counselor. By calling 1-877-542-7233 or submitting a tip through the [Safe2Tell.org](https://www.safe2tell.org) website, students can help anyone who is in trouble.

2. CSS partners with the Below the Surface campaign led by Colorado Crisis Services, Colorado's first statewide resource for mental health, substance use or emotional crisis help, information and referrals. Colorado Crisis Services came out of an initiative from Governor Jared Polis – in partnership with the Colorado Department of Human Services – to strengthen Colorado's mental health system. Students seeking contact with a trained counselor can text TALK to 38255. While standard texting rates apply, there is no additional charge for this service. For more information about this program please visit, <https://need2text.com/>.

Child Abuse Reporting

If a student has a reasonable suspicion of child abuse, they should report it to their Division Director, School Counselor, Advisor and/or the Head of School (with whomever they feel most comfortable) and make a direct report to DHS, (719) 444-5700 or 1-844-CO4KIDS, the appropriate agency, or law enforcement. They should directly call law enforcement if they have significant reason to believe an immediate physical threat exists.

All educators are mandatory reporters under Colorado child abuse reporting laws. If any CSS teacher, staff member or coach is aware of a situation that could constitute child abuse or neglect, they are required to file a report with the Colorado Department of Human Services (CDHS). The filing of a report does not, in any way, constitute an accusation or belief by the school that child abuse is happening; it merely means information came to the school indicating that it is a possibility. It is the responsibility of CDHS to investigate. For the safety of our students, we are unable to communicate with parents about the report until authorized by child abuse authorities to do so. We ask for your understanding and support as we do our best to protect the children under our care.

Counseling

CSS employs a full-time School Counselor to help students with social-emotional challenges. The School Counselor (located upstairs in Maytag) is available to meet with students and parents to address short-term student needs. For long-term needs, the School Counselor may recommend outside counselors. The School Counselor attends bi-weekly Learning Team Meetings in each division, makes class observations, assists with issues of ongoing conflict or bullying, works closely with the Learning Specialist, guides the advisory program, and makes recommendations to students, families and school personnel.

Emergency Protocols

CSS takes emergency preparedness seriously. Students and staff practice variations of four emergency drills monthly throughout the school year and debrief with input from the leadership team and security guard following each drill. Procedures follow standard response protocols reviewed with faculty and staff each year.

- EVACUATION
- LOCKOUT
- LOCKDOWN
- SHELTER

In the event of an emergency, communications will be handled through the FACTS Family Portal via ParentAlert text messages and emails. For this reason, it is imperative that all contact information be current and accurate in FACTS, and we strongly recommend that parents adjust their FACTS settings to accept ParentAlerts on their mobile phones.

Since we periodically have black bears on campus, the Lower School also practices BEAR DRILLS through the fall and spring beginning in late winter. During bear season, adults scout the recess area before students arrive to play and, if bears are seen, the playground is avoided. In an effort to discourage bears from frequenting campus, CSS uses “bear-proof” trash receptacles.

Security

The Colorado Springs School has an open campus plan, without locked gates or key card access to buildings. We endeavor to foster an atmosphere of appreciation and trust – consistent with student lockers that don’t have locks – and a strong, supportive and personal connection between students and faculty. Our open campus reinforces this feeling. Each building has specified open access points (with other entry points being locked), and all school staff are trained to introduce themselves to any unknown person they see on campus, determine their identity and reason for being on campus, and report any concerns to the Receptionist who oversees communication with our leadership team. We also have other security detail that patrols our school campus both during the day and after school hours.

XXV. Student Policies & Expectations

It is understood that anyone can make an occasional mistake. At CSS, we believe mistakes can be powerful learning opportunities. Further, we believe that all students have the opportunity to recover from and move beyond mistakes, each day. First, we want to ensure safety for all our students; second, we want students to have an opportunity to learn from their mistakes. However, concern arises when a pattern of misjudgment is noted and an individual’s responsibilities to themselves and their community are not upheld. Any student whose behavior continues to be inappropriate for The Colorado Springs School is subject to suspension and/or separation from the school. The Head of School shall be the final arbiter in all major disciplinary matters.

Levels of Offense/Overview: Acts of misconduct are categorized into the following three categories.

Level 1- Violation of Classroom/Campus Rules: Offenses that generally occur in the classroom and can be corrected by the teacher.

Level 2- Administrative Intervention: Offenses that are more serious in nature or are a continuance of Level 1 misconduct.

Level 3- Suspension and/or Possible Expulsion: Offenses that seriously disrupt the educational process in the classroom, in the school, or at school-related activities, or are a continuance of repeated Level 1 or 2 misconduct. A finding that a student has engaged in a Level 3 offense may constitute expulsion.

CSS strives to be fair and just in its disciplinary process. It is our hope that families recognize that appropriate discipline can be instrumental in the growth and health of their children. It is expected that families partner with the school regarding disciplinary decisions involving their children. Should a student or the student's parents choose not to participate in the investigative/disciplinary process determined appropriate by the school for intermediate or major violations, the student will be separated from the school.

Disciplinary Procedures & Processes

Each disciplinary situation is resolved at the discretion of The Colorado Springs School in consideration of school policies and practices, and State and federal laws. The school will also consider the health of the community, the learning and well-being of the individual student and the reputation of the school.

A range of consequences is possible; disciplinary responses will be developmentally appropriate for the age of the student and may be informed by a student's specific (and maybe private) circumstances. The school strives to be discrete with regard to student discipline and rarely shares disciplinary actions with the school community. For these reasons, it may appear to families that the school is being unresponsive or inconsistent in its disciplinary actions. Please limit conversations and questions about disciplinary circumstances to your respective Division Director.

When an incident occurs, the faculty/staff member who observed or was first informed of the situation will manage an initial investigation to determine whether a disciplinary response is warranted and whether or not such a response can be effectively dealt with at a teacher/staff-member level. Repeated transgressions or more significant behavioral concerns will be communicated to the appropriate Division Director. The following procedure is followed in the event of an Intermediate or Major rule violation:

1. The faculty member who reports the violation will write a brief summary of the event and immediately share the report with the Division Director.
2. The Division Director will investigate the situation.
 - a. Students are expected to cooperate and be honest in investigations. Failure to cooperate with an investigation may be cause for disciplinary action.
 - b. To facilitate timely responses to misconduct and ensure accurate communication, the school typically investigates issues and questions students without the parents' presence and will not seek parental permission.
3. If it is determined that a faculty or staff member's child is involved in a disciplinary investigation or incident, the supervisory assignments and chain of command will be altered to ensure that there is no possibility of a conflict of interest.
4. After investigating, the Division Director may administer consequences.
5. The school's response to Level 1 and Level 2 violations will be determined by the Division Director. The school's response to Level 3 violations will be determined by the Head of School.
6. The Head of School is the ultimate decision-maker on all disciplinary decisions. When separation from school is under consideration, the Head of School is always consulted.

Scope of Expectations

At The Colorado Springs School, we teach young people to advocate for themselves as they progress through each division. CSS believes that parents are a child's best and first advocate for providing support and guidance. In the Lower School, we expect that students will work with their parents to resolve concerns or questions about any situation that occurs at the school or that involves school-based relationships. We welcome partnership to resolve conflicts.

Should a conflict or concern arise, Lower School parents should contact their child's teacher first and then follow up with the Division Director if necessary.

In Middle and Upper School, students must begin to use their voices to advocate for their needs in classrooms, social situations and other areas of school life. We expect students to advocate for themselves and solve problems by going directly to the parties involved. If they need support, we encourage them to reach out to teachers, counseling staff or administration.

Should a conflict or concern arise, we encourage parents to partner with the school in helping their child initiate a conflict resolution process by communicating with teachers, counseling staff or administration.

Once admitted and oriented to CSS, a student becomes an ambassador of the school. A student's behavior on- and off-campus at any time — including nights, weekends and vacations — reflects on that student's character and our school, and therefore falls under the jurisdiction of CSS. As a result, the school reserves the right to take disciplinary actions for student behavior, on- or off-campus, that disrupts the learning environment.

Students are expected to respect the rights and needs of others, to be aware of their surroundings and to act in a caring and thoughtful manner. At all times, students should exhibit a sense of welcome and inclusion to others.

It is impossible to outline appropriate behavior for all situations that will occur at school. Most important is the understanding that the CSS discipline policy focuses on principles and not rules. It focuses on creating learning opportunities from student mistakes and aims to encourage positive changes in student behavior. To help each member of our community make thoughtful choices about their actions and continue to develop responsibility to one's self and others, we can ask the following to determine the appropriateness of behavior:

Is the behavior aligned with all of the four Rs?

Respect for myself

Respect for others

Respect for the learning environment

Taking **R**esponsibility for my actions

When a student does not meet behavioral expectations, appropriate interventions will be left to the discretion of their respective Division Director or their designee. Anyone who is uncertain about the interpretation of a rule should see their appropriate Division Director.

The disciplinary process follows a slightly different progression in the Lower School than it does in Middle and Upper School.

Lower School Behavioral Expectations & Responses

Self-discipline, at this age, includes many elements, such as staying on task, not being intentionally disruptive, speaking at appropriate times rather than interrupting, regulating physicality and taking responsibility for one's words and actions.

- Students are expected to be respectful and considerate of their peers and adults.
- Students are expected to follow the class charter.
- Students are expected to verbally and nonverbally communicate in a positive manner with peers and adults. Insults, demeaning comments, taunts or threats are never appropriate and will not be tolerated.
- Students are expected to keep their hands, feet and objects to themselves. They should not touch another student when the activity does not necessitate touching, such as moving

around the room, getting lunch boxes, lining up or waiting in line, traveling to or from another classroom, recess or lunch. This includes jostling, pushing, poking, pinching, tackling, jumping upon, pulling on, etc.

- Activities that, by nature, do involve physical contact have different rules about the level and type of contact such as: basketball, sharks and minnows, recess football, shaking hands, and various sports activities. These activities never include punching, kicking, tripping, shoving, licking/biting, slapping, etc.
- Aggressive movements that are intended to scare or cause flinching without actual physical contact, especially aggressive movements around the face or neck, are never acceptable.
- Students may not hit, poke, or prod other students with objects under their control (e.g., sticks, rocks, pencils, etc.).

Student Supports:

1. The teacher will periodically review expectations with the class.
2. Teachers will help students define rules of play and sportsmanship for activities that are physical in nature.
3. We have two adults on the recess supervision team. (Recess is split, with Kindergarten through grade 2 and grades 3-5 having different recess times.)
4. Teachers will regulate activities. If tempers start to rise, the activity will end and the group will debrief what is happening.
5. Teachers will minimize the likelihood of unintentional jostling and bumping by orchestrating transitions through means such as dismissing very small groups of students at a time to get their lunch and having students line up in a methodical way.
6. The [RULER Blueprint](#) will be used when resolving conflict.
7. Advisory will focus on recognition of social cues in combination with the [RULER program](#) and principles of non-physical communication.

Interventions:

1. Students will receive coaching from the teacher.
2. Inappropriate touching/verbal communication will result in one or more of the following:
 - Loss of privilege to walk independently on campus, by holding the teacher's hand or walking next to the teacher when traveling outside the classroom.
 - Sitting out of an activity of the teacher's choice.
 - Asked to leave the room/class.
 - Loss of recess privilege.
 - Given an assignment/task/chore to complete.
 - Calling a parent and explaining their choice and the consequence at school for this choice. Additional consequences may be given at home.
 - Serve on a work crew or have Detention.
3. A student who gets too rough in an activity that involves physical contact will receive one or more of the following:
 - Further coaching from the teacher on how to be appropriately physical for the activity.
 - Loss of privilege for participating in an activity until the teacher feels it is time to return (this could be minutes, days or longer).
4. A student who is physically aggressive toward another student will be sent home for the day.

5. A student experiencing ongoing difficulty meeting expectations may have additional, more severe interventions.

Personal Reflection Note

In the Lower School, an official, first-order response involves a student writing a “ThinkSheet,” note of apology, or RULER Blueprint reflection. This may be shared with the aggrieved student, the teacher, and/or the culprit’s parents. At older ages, a student may be required to write a more lengthy essay that could involve independent research.

Increased Structure

Students having difficulty controlling their actions may be given more structure in order to help them find more success. For example, Lower School students may be asked to hold the hand of the teacher during transition times or be provided with restrictions on what games they can play at recess. Students in any division may be assigned to particular seats in classes or in the lunchroom, or given specific locations for studying.

Middle & Upper School Behavioral Expectations and Responses

As previously noted, it is impossible to outline appropriate or inappropriate behavior for all situations that will occur at school or in the community. Disciplinary violations in the Middle and Upper School divisions are divided into three categories: Level 1, Level 2 and Level 3, depending on their severity and repetition. The table below is intended to assist students and their parents in understanding the differences between these levels of misconduct. Please note that the table merely provides examples and is not intended to be a complete list. The Division Director or their designee will determine the category of a violation.

Disciplinary Categories

<p><u>Level 1 Violations:</u></p> <ul style="list-style-type: none"> ● Disrupting class (minor disruptions) ● Failure to follow a directive ● Public displays of affection (PDA) ● Rudeness ● Spreading rumors or “stirring the pot” ● Swearing, vulgar, or degrading language or behavior (not directed at another person / group) ● Tardiness (first offenses) ● Throwing objects 	<p><u>Level 1 Consequences:</u> one or more:</p> <ul style="list-style-type: none"> ● Warning / coaching ● Apology ● Personal reflection note ● Communication with advisor and parent ● Imposed increase(s) in structure ● Loss of privilege(s) ● Detention(s) or Service to the School
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<p><u>Level 2 Violations: (or repeated Level 1 Violations)</u></p> <ul style="list-style-type: none"> ● Dehumanizing behavior of any kind ● Disrupting class (significant disruptions) ● Physical aggression or intimidation directed toward others ● Swearing, vulgar, or degrading language or behavior (directed at another person / group) ● Skipping class / skipping school appointment ● Threatening behavior (minor) ● Tobacco or vape use ● Vandalism (minor) 	<p><u>Level 2 Consequences:</u> Level 2 Violations may result in Level 1 Consequences in addition to one or more of the following:</p> <ul style="list-style-type: none"> ● Detention(s) ● Loss of Privilege(s), may include athletics/extra-curricular activities ● Behavioral Contract ● Loss of elective office ● Service to the School ● Behavioral Probation ● In-school Suspension ● Out-of-school Suspension
<p><u>Level 3 Violations: (or repeated Level 2 Offenses)</u></p> <ul style="list-style-type: none"> ● Action with the intention to harm or terrify others ● Disrespect for authority ● Illegal or injurious or acts while representing the school ● Leaving school grounds, events without permission ● Lying ● Physical assault or blatant disregard for the safety of others (fighting, biting, etc.) ● Possession, use, or distribution of drugs/alcohol ● Possession of a weapon (real or mock) ● Stealing ● Vandalism (major) 	<p><u>Level 3 Consequences:</u> Level 3 Violations may result in Level 2 Consequences in addition to one or more of the following:</p> <ul style="list-style-type: none"> ● Pay for damages ● Extended In- or Out-of-School Suspension ● Final Behavioral Probation ● Separation from school <ul style="list-style-type: none"> ○ Dismissal ○ Expulsion

Detention

Any CSS teacher or staff member can assign a student to Detention. Detention is a commitment wherein students complete academic work, contribute to the school through a variety of work assignments or may be required to read and write as a reflection opportunity. Depending on the offense, more than one Detention may be assigned. Assignments to Detention supersede all other commitments, including but not limited to sports and after-school activities. Students who attend Detention may receive further consequences for missing after-school activities, such as reduced playing time.

CSS seeks to help students develop a strong sense of accountability and students are expected to meet this commitment without faculty having to track them down. The Division Director will determine the date of the Detention and will share this information with the student and the student’s parents. Students who miss an assigned detention will automatically be assigned a Double Detention. Students who develop a pattern of missing Detention appointments may be assigned additional, leveled disciplinary consequences.

Behavioral Contract

Students for whom Detentions are an ineffective learning tool may be put on a written Behavioral Contract. This process involves a meeting with a student, their parent(s), Division Director and the Head of School,

wherein desirable behaviors, unacceptable behaviors and consequences (usually involving escalating loss of privileges for unacceptable behaviors, and rewards at home for desirable behaviors) are discussed, documented and signed.

Loss of Privileges

Some examples of privileges (although not an all-inclusive list) earned by students through appropriate behavior are free seating at Lunch, attendance at school social events, free seating on vans/buses, participation in weekend outdoor education trips and Seminar course choices. Any or all of these types of privileges can be revoked for a period of time and used as an incentive to change behavior.

Service to the School

Infractions that detract, in some way, from the school community may result in on-campus service to the school that extends well beyond time given in a Detention. Such service may require early morning, evening or weekend work with an adult on campus. These hours do not count toward a student's annual Community Service requirement.

In-school Suspension

In-school Suspension involves independent academic work and service to the school in lieu of class and activity participation. They are given to students for repeated Level 2 violations or a Level 3 violation, and require a student to be on campus in a particular location, but not attending regular classes or activities for a set duration of time – usually a half or full day. Students are expected to complete all classwork and take responsibility for scheduling make-up times for missed assessments. Suspensions must be reported for most school transfers and college applications.

Out-of-school Suspension

Out-of-school Suspensions are given to students for repeated Level 2 or a Level 3 violation. Students are prohibited from participation in school classes and activities and are expected to stay home for an identified duration of time, ranging from one to multiple days. Short of separation from school, this is the most severe disciplinary consequence given at CSS. Students are expected to complete all classwork and take responsibility for scheduling make-up times for missed assessments. Suspensions must be reported for most school transfers and college applications.

Behavioral Probation

Behavioral Probation is a serious disciplinary status that puts the student, family and school on notice that the student is not in good disciplinary standing and must earn back the school's trust over time. Although there are some similarities, being on Behavioral Probation is different from a Behavioral Contract. Being on Behavioral Probation means:

- Continued, inappropriate behavior will lead to separation from school at the conclusion of the academic year.
- The student forfeits the privileges of holding any elected or appointed office.
- Loss of off-campus privileges while on probation; possible denial of other privileges including participation in Lower School Expeditions or Middle School Seminars or Walkabout.
- An Upper School student's ECS assignment will be reviewed, with likely denial of participation in national/international ECSs; if ECSs have already been assigned, the student may forfeit all expenses paid and/or due for the Seminar unless a full-pay replacement can be secured.

- A student remains on Behavioral Probation for two semesters, at which time their behavior is reassessed. Barring other inappropriate behaviors, the status may be removed.

Final Behavioral Probation

Final Behavioral Probation has all the consequences of Behavioral Probation and, when on this status, a subsequent Level 3 violation of any kind will likely lead to Dismissal or Expulsion. A second Level 3 violation of the same type will automatically lead to immediate Dismissal or Expulsion from the school.

Dismissal

Dismissal results in a student being separated from the school for the remainder of the academic year and a loss of academic credit for that year. To return to CSS, the student must reapply through the Admission Office and be accepted by the school.

Expulsion

Expulsion results in permanent separation from the school.

Bullying & Harassment

Bullying and harassment are dehumanizing and are considered unacceptable behaviors at CSS. In addition to asking that each family annually agree to the [CSS Community Pledge](#), the school actively teaches students to recognize and celebrate empathetic and inclusive behaviors. We actively listen to and investigate all situations involving harassment and bullying, and respond with a focus on learning and restoration for students, adults and the environment. As defined by *Teaching Tolerance*, bullying is: “Any physical, spoken, or written act of abuse, violence, harassment, intimidation, extortion, the use of vulgarity, cursing, making remarks of a personally destructive nature toward any other person, and any restriction or prevention of free movement of an individual.” This prohibition applies whether the act is deliberate, intentional or unintentional, or directed toward an individual or group. According to noted expert Tracy Ludwig, unkind behaviors between students occur along a continuum:

- **Rude** – Inadvertently saying or doing something that hurts someone else.
- **Mean** – Purposefully saying or doing something to hurt someone occasionally.
- **Bullying** – Intentionally aggressive behavior, repeated over time, that involves an imbalance of power.
- **Harassment** – Engaging in a course of vexatious comments or conduct that is known, or should reasonably be known, to be unwelcome. Such unacceptable conduct includes the use of social media to demean, isolate, threaten or generally be unkind to others. Sexual harassment is harassment that involves sexual contact, sexual undertones or innuendos.

At CSS, we teach conflict resolution, restoration and perseverance. In conflict situations, CSS reserves the right to assist students through a conflict resolution process aligned with the [RULER program](#). This frequently involves mediated discussion between involved parties, with the goal of bringing everyone to a greater understanding and appreciation of the situation from multiple perspectives. Sometimes, these discussions also involve student advocates, such as parents, teachers, peers or mentors. Students often leave these discussions with a better understanding of themselves, in addition to stronger empathy toward others and increased knowledge of how their actions and the actions of others can affect social dynamics. School personnel will deal with such conflict in a timely manner and will inform parents that conflict mediation has happened or will happen. Disciplinary consequences will also be applied, when appropriate.

Bullying/harassment: often lies with intent and which party is perceived to have more power at the time of the infraction. CSS refers to *Bully-Proofing Your School*² to help students and families differentiate between playful, affectionate teasing between friends and abuse (Bonds and Stoker, 2000).

<u>Normal Conflict</u>	<u>Bullying</u>
Equal power	Imbalance of power, not friends
Happens occasionally	Repeated negative actions
Accidental	Purposeful
Occurs in a playful context	Occurs in a sincere context
All students in conflict are equally emotionally upset	Emotional impact felt disproportionately by one student
Not seeking power or attention	Seeking power and control
Not trying to get something	Trying to gain material things or power
Remorse, takes responsibility	No remorse, may blame victim
Effort to solve the problem	No effort to solve the problem

Digital Citizenship

The CSS community uses information and technology in safe, legal and responsible ways. A responsible digital citizen is one who respects:

- **Themselves** – Users will select online names that are appropriate and will consider the appropriateness of comments, information and images that they post online or share through social media.
- **Others** – Users will refrain from using technologies to bully, tease, or harass others.
- **The privacy of others** – If someone’s account is left open, users will log them off; users will not attempt to discover other users’ passwords or share this information with others. This includes access to another’s personal technology devices or accounts.
- **The online identity of others** – Users will not text, post or communicate in another way using another person’s account or impersonate another user on their device.
- **Intellectual property** – Users will suitably cite any and all use of websites, books, media, etc. and will refrain from using pirated materials.

In addition, a responsible digital citizen protects themselves and others. Users will report abuse and will refrain from forwarding inappropriate material and communication to others.

² Marla Bonds and S. Stoker, *Bully-Proofing Your School: A Comprehensive Approach for Middle School*, (Colorado, 2000) p. 19.

Cell Phones and Related Devices

Cell phones and related devices are valuable communication tools, when used responsibly. When used irresponsibly, impacts can range from being distracting to an act of criminal activity. CSS endeavors to keep students emotionally and socially safe while teaching them how to use their devices responsibly. Students may not use phones and/or related devices under the following parameters:

- Student cell phones are not allowed access to the CSS network; network bandwidth is reserved for academic purposes.
- Phones or other recording devices should never be visible or used in any way within, or in an opening leading to, private areas such as bathrooms or locker rooms.
- Pictures or recordings should not be taken without the subject's verbal or written consent; neither should such be shared with others unless the subject gives prior verbal or written consent.
- Embarrassing or mean messages, recordings or images should not be shared with others.
- Explicit (nude, sexually explicit, threatening or discriminatory) images or texts should not be recorded or shared with others. These behaviors are illegal and will result in Level 3 consequences.
- If a student receives an explicit or inappropriate image, text or voicemail from another person, or receives something that would fall into the category of cyberbullying, they should immediately take a screenshot and take their device to a trusted adult and/or Division Director. It should NOT be shared (electronically or otherwise) with anyone else, including parents. It should not be deleted until shown to the trusted adult and/or Division Director. CSS will return all student-owned technology involved in these circumstances to a parent or student as quickly as possible.
- The use of cell phones on any Seminars or field trips is not allowed by students in PreK through grade 8; cell phones are permissible on Upper School Seminars, in rare cases.
- Teachers retain the right to collect cell phones at the beginning of any activity, to be returned at the conclusion of the activity.
- Lower School students should not use cell phones for any reason during the school day. If a student brings a device to school, it should not be seen, heard or used during the school day or at school functions. All school-family communications should go through routine school communication channels. Phones will be confiscated if seen/used.
- Cell phones are unnecessary for any part of the Middle School curriculum. On rare occasions, a teacher may allow students to use a cell phone for academic reasons. Middle School students may use personal cell phones on campus before school, during the first 10 minutes of lunch and after the conclusion of the school day at 3:15 p.m. When in Homework Heaven, students must first obtain permission from the proctor to use a mobile device. Parents may text their children during the school day, and should be aware that their child will be breaking school policy if they check messages or return the text at any times other than those listed above. If a child does need to respond to a parent contact, they should ask the teacher or supervisor for permission to do so during class or passing periods. Violations of cell phone and device policy will result in confiscation of the device until it can be returned to a parent and may incur disciplinary actions.

Aside from the above-mentioned protocols, phone use in the Upper School is unrestricted when students are not in class or participating in another organized event, such as community time, class meetings, advisory or Proctored Study Hall.

CSS will partner with families to create boundaries and behavior plans when inappropriate use of technology occurs. Violation of the device policy will result in confiscation of the device until the end of the school day. Repeated violations will result in a conversation with parent(s), leading to further action that might involve the collection of the device at the beginning of the school day, a complete ban of the device on campus or at school-sponsored events, and/or required addiction counseling.

Fact vs. Rumor

The school differentiates between rumors and established facts in determining violations of this scope of expectations. If the school becomes aware of rumors about a student, a school official will contact parents to inform them of the scope of knowledge the school may have, even if the information does not carry the certainty needed to initiate a disciplinary response. Spreading rumors or attempting to create negative feelings or attitudes towards others is a Level 1 infraction.

Dress Code

Students should arrive at school in attire either demonstrating the pride we all take in our school or indicating their awareness of the professional nature of learning. Clothing must be appropriate for the weather. The intent of the detailed guidelines below is to maintain a degree of consistency in school attire within the community. Although this list does not encompass every individual situation, it does embody general dress code expectations.

Expectations for professional dress vary by grade level:

- All attire should be neat and clean.
- Attire should not restrict a student from moving through all body movements and positions expected within a normal school day. Pants, shorts and skirts must be worn at the natural waistline. Clothing should meet at the midriff. Underclothing should not be visible at any time.
- Attire should not be associated with or have graphics connected to drugs, alcohol, gangs, violence, pornography, profanity, discriminatory statements or evoke negative feelings toward any group of people or individuals.
- Athletic clothing is permitted, but it must adhere to the following guidelines:
 - Sweatpants (including athletic pants) may be worn as long as they have cuffed hems.
 - Athletic shorts may be worn as long as they are of appropriate length and are not sheer.
 - Leggings may be worn as long as they are accompanied by a top of adequate length to cover to mid-thigh.
 - All other athletic wear not mentioned above is prohibited unless on a game day.
- Pajamas are not permitted as school attire unless a Spirit Day is designated; then, pajamas must follow all other dress code expectations.

In addition to the above expectations, the following specific guidelines apply to **classroom attire**.

Appropriate dress is expected for **Physical Education (PE) classes and athletic activities**. Lower School students are expected to provide and wear non-marking athletic shoes in the gym, and these will be stored in cabinets inside the gym entrance. Middle and Upper School students must provide athletic shoes and wear appropriate

athletic shorts, a t-shirt with sleeves and socks during athletic practices. Middle and Upper School students should use the locker rooms to store their gear and should launder their gym clothes on a regular basis.

Responses to Dress Code Infractions

Students who are dressed inappropriately will be addressed by a teacher or the Division Director. If the student is able to modify their attire, they will be allowed to do so. If a pattern of behavior is recognized by the school, we will work with the student and family to come to a positive understanding. Continued intentional infractions of these expectations may result in disciplinary action.

Drones / Unmanned Aerial Vehicles

Unmanned aerial vehicles (drones) are prohibited from being flown over property owned by The Colorado Springs School. Special permissions can be given only by the Head of School, and must comply with all FAA rules and guidelines.

Fighting / Physical Altercations

Acts of physical violence, “horseplay” and play fighting are prohibited at The Colorado Springs School and at all CSS-sponsored events. Such actions may lead to disciplinary consequences for any/all students involved.

Food and Drink

Students may have water at any time during the school day. However, food and alternative beverages are not allowed in classrooms, hallways, or in computer labs without express permission from the adult in charge. Gum is prohibited on the CSS campus. Any form of energy drink is prohibited for students during school hours or at school events.

Fundraising

In an effort to closely align student fundraising initiatives to the school’s mission and to further develop a culture of philanthropy and gratitude within our students and community, the below guidelines are to be followed. Through these guidelines, we aim for students to think independently and to meet the challenges of a dynamic world with leadership, ingenuity, problem-solving skills and personal integrity.

- Annually, each Upper and Middle School class may conduct one internal fundraising cause (e.g., prom or Sadie Hawkins) and is allowed to do one fundraising event.
- Each grade has been given developmentally appropriate themes to align their fundraising initiatives (e.g., Freshman= Community-building, Sophomores= Sales / Social Entrepreneurship, Juniors= Service to Self and Others, Seniors= Philanthropy and Gratitude)
- These events must be scheduled and approved (first by the Advancement Office and leadership team, and then by Student Forum) in the fall for the entire year.
- Each division can select one external cause per year (e.g., Walk for Wells, Susan G. Komen, Tsunami Relief) and support it with one fundraiser aimed at the external community. This should be coordinated through the Advancement Office first, then US Forum or MS Student Council, with consideration given to the school calendar and other fundraising priorities.

- These goals should be set early in the year to maximize a student's opportunity to raise money from the wider community (including during the summer) and not exclusively focus on the CSS parent body.
- Students who wish to subsidize trips that they are going on (i.e., Thespians Conference and Model UN) should not fundraise within the CSS community, as this is a personal choice that directly benefits them in addition to our robust ECS/Seminar programs.
- Long-standing community-building activities with related fundraisers (e.g., Carnival booths) should be allowed to continue.
- No raffles may be held. The school does not have a raffle license and such activities viewed as raffles are subject to Colorado State gaming laws.
- Once a division has determined their cause, the staff member coordinating with students on the fundraiser must also meet with the Business Office and coordinate the collection of funds through them.

Inappropriate Language

Use of inappropriate words, phrases, or gestures is unacceptable for any age level at CSS. This includes lewdness, profanity, vulgar, and rude language, inappropriate innuendo and language associated with harassment of any kind. CSS will work with students to understand why language is inappropriate or hurtful. We reserve the right to determine what constitutes inappropriate language use and to determine disciplinary consequences. Inappropriate language could result in a disciplinary referral.

Living Arrangements

Students must live full-time with their parents, legal guardians or homestay parents.

Lockers and Personal Belongings

It is expected that students maintain a safe and orderly environment at school. Each Middle and Upper School student is provided with a locker. Lockers are for textbooks, personal items, lunches, coats, bags and backpacks. Backpacks and other personal belongings should reside in personal cubbies or lockers when not in use and may not be left in common areas. Band instruments should be taken directly to the Band Room before school starts in the morning. **All Band Instruments MUST be taken home each day if they are not stored in the Band room.** Athletic clothing and equipment should be neatly stored in the Field House locker room. Items left in common areas will be taken to Lost and Found each afternoon. Lockers may be decorated with non-permanent items only.

Students are strongly discouraged from bringing items of high monetary or personal value to school or school events. Any student wanting to put a combination lock on their locker may do so, but the combination must first be shared with the Division Director. Going into someone else's locker is not allowed and may result in disciplinary action.

In the Lower School and Middle School, toys, games, cell phones, iPods, etc. are not allowed during the school day or at school-related activities. Bus riders may have these materials on the bus as long as they are being used appropriately and are silently kept in their backpacks during the school day.

Lost and Found

Although we will do our best to support students in managing their personal belongings, CSS takes no responsibility for lost, stolen or damaged items. If a student cannot bear to lose an item, then it should not be brought to school. Particularly valuable items necessary for learning experiences should be kept with the Division Director when not in use during the school day. Unmarked and unclaimed items will be donated to charity at the end of each Semester.

Lower School

Each child has a special place for their personal items. Please mark all personal belongings with your child's name. We will not be responsible for misplaced jackets, gym shoes, mittens, etc. All unmarked, found articles will be kept in the "Lost-But-Not-Found" boxes in the Early Childhood Center, Children's Academic Center or Tutt Field House. Check with the Division Director regarding lost glasses and small, fragile items.

Middle School

All personal belongings should be marked with the child's name. If a student loses something, it may be retrieved from the Lost and Found located in the closet outside of the 6th grade locker room in the lower level of the Trianon or Field House. Check with the Division Director regarding lost glasses and small, fragile items.

Upper School

If a student finds something lying around but does not know who it belongs to, it should be given to the Division Director or put in the Lost and Found locker across from the Division Director's Office or Tutt Field House.

Student-CSS Employee Interactions

Appropriately supportive relationships between students and teachers (and all CSS employees) enhance learning. It is both the student's and CSS employee's responsibility to ensure that these relationships remain professional and appropriately academic. CSS reserves the right to interpret the appropriateness of teacher conduct. The following protocols provide guidance:

- Communication should be limited to school hours and established means of official CSS communication (such as Google Classroom, Google Hangouts and email).
- Students should refrain from communicating with teachers via social media.
- Use of texting or other messaging apps/means between students and teachers should be limited to situations where this means of communication is most needed, efficient and effective, such as on Upper School ECS courses.
- In-person faculty-student contact should be limited to the school day and school-sanctioned events.
- Any unwanted or inappropriate contact or communication between teacher and student should be reported immediately to the appropriate Division Director or School Counselor.
- Likewise, if a student or the student's parents become aware of any adult's (whether the adult be a school employee, contracted staff, volunteer or otherwise) communications or actions toward one or more students that seem unusual, overly friendly or otherwise inappropriate, such information

should immediately be reported to the appropriate Division Director, Head of School or School Counselor.

- This is a partial list of some behaviors that should not occur and which should be reported. In addition to the above protocols, an employee or volunteer should not:
 - Send emails, texts or notes of a personal nature to students. If there is a compelling reason to do so, a parent and/or school administrator should also be copied on the correspondence.
 - Invite students to visit the adult’s social networking site or become “friends” on social media.
 - Flirt with, ask a student on a date, or engage in the expression of emotional or physical affection with a student.
 - Loiter in a student’s hotel room or tent without a clear, professional reason for being there.
 - Be purposely alone with a student in a non-public place without parents or other school employees being in knowledge of the situation.
 - Ask students to sit on an adult’s lap (although Ok for a PreKindergarten through 1st grade student to ask an adult to hold or hug them when needing to be consoled).
 - Talk to a student in a demeaning, demoralizing or angry way.
 - Touch students or their clothing in non-professional ways or in inappropriate places, or touch a student aggressively or in frustration.
 - Make personal comments (about a student’s clothing, hair, personal habits, etc.) except those in relation to a dress code infraction or coaching a student on personal hygiene practices.
 - Tell secrets or ask a student not to repeat something to a parent or school administrator.
 - Swear or make inappropriate sexual, racial or ethnic comments or jokes.

Student Whereabouts

CSS must be able to account for the location of every student at all times while under the school’s care. Students cannot “run away” from classrooms, recess areas, activities, etc., or choose to excuse themselves from an organized activity without their teacher’s permission. Likewise, once a student arrives at school they must be where expected at all times.

Upper School students have more freedom regarding their whereabouts than students in the other two divisions. During Study Hall periods and Lunch, unless they have specific appointments, they can be in several designated areas on campus, but can not be in parking lots, athletic facilities, or Lower School and Middle School areas where they may interfere with the learning of others. Upper School students must attend all classes and appointments, but a student with a Study Hall period at the beginning of the day may arrive late to school, any time before their first class/appointment (sign-in is required in the Registrar’s Office). An Upper School student may depart campus after their last class/appointment (sign-out is required in the Registrar’s Office).

Criminal Activities

Student behavior, defined under law as a serious misdemeanor or felony (whether charged by law enforcement or not), is grounds for expulsion. While the school is mandated, by law, to report certain types of crimes to authorities, the school may go beyond mandates to report criminal activity to law enforcement and will do so at its sole discretion.

Substance Use / Abuse

The Colorado Springs School is committed to building and maintaining a safe and healthy environment for its students. We believe that any mood-altering substance used by adolescents interferes with good judgment and hinders the development of a mature personality. The use of such substances also constitutes a serious threat to the academic atmosphere fostered at CSS.

It is our intention to support parents as they educate students regarding the dangers that these substances present. Therefore, when a student's actions indicate they may be using drugs and/or alcohol, the school is compelled to act. Possession or use of drugs or alcohol may lead to disciplinary consequences up to suspension or separation from the school. Supplying drugs or alcohol to others, or repeated offenses, will be treated more severely. For health, safety, and in accordance with the law, CSS prohibits tobacco possession or use of any kind at any time. If a student has a tobacco dependency, they should contact the School Counselor for confidential assistance. Use of tobacco (including chewing tobacco) is prohibited on campus, at school functions or on the way to or from school functions. The Head of School is the final arbiter of decisions made on these matters. Information about substance use or abuse should be reported by the student to the Division Director or any CSS teacher or administrator with whom they feel comfortable.

While a student is subject to school rules for any specific event, any student or family seeking help from the school for a substance abuse problem – without reference to a specific incident – will be referred to treatment professionals without any disciplinary consequences. (Disciplinary consequences would result if, after such a referral, the school becomes aware of a specific incident that violates this rule.) Likewise, if the school becomes aware of unconfirmed rumors about a student, a school official will contact parents to inform them of the scope of knowledge the school may have, even if the information does not carry the certainty needed to initiate a disciplinary response.

Additionally, CSS administration can and will search students, their lockers or personal belongings for the presence of drugs or alcohol when there is due cause, or without cause for those who have been in violation of the policy. Refusal of testing or searching will result in an immediate suspension of the student, with an administrative proceeding to review whether the student should return to school.

Vandalism and Stealing

Any destructive actions, including defacing or breaking articles of personal or school property, stealing, setting fires, manipulating sprinkler systems, graffiti, harming plants, etc. are prohibited and subject to disciplinary consequences up to and including separation from the school.

Weapons & Threats

At times, CSS students use knives, bows and arrows, power tools and other instruments that are potentially dangerous. Teaching tools and weapon safety is an integral part of a CSS education, and with teacher instruction, guidance and supervision, students occasionally use these kinds of instruments. However, unauthorized possession or use of weapons is prohibited, and may result in disciplinary consequences up to and including separation from the school and involvement of law enforcement. Similarly, threats of violence toward oneself or others are grounds for concern; they will be handled first from a perspective of safety and second from a disciplinary perspective, as appropriate. Students should report any concerns they have on these

matters to their Division Director or a CSS teacher or administrator with whom they feel comfortable. A School Counselor will be involved, as needed.

XXVI. Parent Communications, Expectations & Opportunities

School-family Communications

A strong partnership between The Colorado Springs School and its families is an important component of a high-quality education. To facilitate this partnership, CSS prides itself on its reliable and multi-faceted approach to communication.

Publications and Online Information

ROAR (Reminders, Opportunities, Achievements, and Requests)

This is an e-newsletter sent to the extended CSS community every last Monday of the month throughout the School year by the Office of Marketing & Communications.

Kodiak Bulletin

This weekly e-bulletin is distributed each Friday to provide current families with information on divisional happenings and important announcements.

School Website, FACTS Family Portal, and Google Classroom

The school website can be found at <http://www.css.org>.

FACTS is an electronic portal accessible via the [Family Portal tab](#) located at the very top of the CSS homepage. Within FACTS, parents and students can view calendar items, current news, electronic forms, the family directory, records of academic progress and their lunch account balance.

Google Classroom is used by teachers to assign homework and post homework, and learning resources, and for students to electronically submit assignments. If desired, parents may access Google Classroom using their student's unique CSS login.

Head of School and Division Director Monthly eLetters

Head of School Tambi L. Tyler, and each respective Division Director, will share individualized eLetters with the school community and its respective audiences approximately once per month via email. Additional, division-related announcements, may also be sent via email throughout the month, however students and parents are strongly encouraged to check ***ROAR*** and the ***Kodiak Bulletin*** regularly.

Archived announcements can be accessed via each division's respective Academic pages.

Social Media

CSS maintains active [Facebook](#), [Instagram](#), [Twitter](#) and [YouTube](#) pages. Each Lower School homeroom also actively maintains a digital communications portal for its class.

Varsity News Network (VNN)

For the benefit of parents and students, CSS posts athletic information on an external Athletics website: www.csskodiaks.com. This is an external website; CSS cannot be responsible for the content of any site external to its own. Further, by linking to other sites, The Colorado Springs School is not endorsing any particular product, practice, service, provider or institution, nor does it necessarily endorse views expressed or facts presented on this site. In addition, neither CSS nor any of its employees make any warranty – expressed or implied – or assume any legal liability for the accuracy, completeness or usefulness of any information linked to from this site.

Meetings & Events

Throughout the year, CSS hosts various parent meetings. Parents are strongly encouraged to attend, when possible. Meetings are held for a variety of reasons and on a wide range of topics. Of particular note are parent information nights (Back to School Night, Expedition and Seminar Information Nights, Advanced Placement Information Night, etc.), Parent Coffees (where current trends in education and CSS programs are discussed), and community-building events (Fun Run, Carnival, Founders' Day, concerts and theatrical performances, athletic competitions, end-of-year celebrations, etc.)

Communication Pathways & Roles

Clear communication is essential to the smooth functioning and effectiveness of the educational process. Parent-teacher trust and mutually understood expectations are best maintained through continuous dialogue. Students are encouraged to call or email individual teachers for questions or concerns regarding a specific class. Emphasis is placed on Middle and Upper School students to initially attempt solving academic and social problems on their own; facilitation by various adults may follow. A normal chain of communication for questions regarding learning or behavior in the classroom would look like this:

1. Contact the classroom teacher, coach, or your child's advisor. This can be done in-person, via phone or by email.
2. In some situations, the teacher, coach or parent may elect to involve the Division Director in a subsequent conversation.
3. If further conversation is necessary, call or email the Head of School and schedule a conversation dedicated to the concern.

Advisor's Role

Each student in Middle and Upper School has an Advisor with whom they meet each week throughout the year. The Advisor maintains communication with parents on a regular basis and whenever additional contact is deemed necessary. Parents should feel free to contact their child's Advisor if any concerns of a universal nature arise. Course-specific concerns should generally be addressed directly with the teacher or coach.

Telephone / Fax and Messages

If a parent needs to contact their student throughout the school day, they should leave a message with the Middle and Upper School Administrative Assistant at (719) 475-9747 or with the Lower School Administrative Assistant at (719) 434-3540. In the event of an emergency, the student will be contacted immediately. Otherwise, parent messages will be distributed in a non-disruptive way, most likely between classes. Please notify Ann Runte at the main school number – (719) 475-9747 – if sending a fax to the school at (719) 475-9864.

CSS Directory & Primary Contacts

The online FACTS Directory contains the names, addresses, and phone numbers of CSS families, Board of Trustees, Faculty and Staff. A small number of frequently used contacts are provided here. An updated copy of the electronic directory is accessible through FACTS each school year.

Administrative Assistant (Middle & Upper School)

General Information, Attendance, Medications, Student Health

Ann Runte, (719) 475-9747, arunte@css.org

Administrative Assistant (Lower School)

Dr. Melissa Hocate, (719) 434-3540, melissahocate@css.org

Admissions

Alex Winnicker, (719) 434-3520, awinnicker@css.org

Athletics

Vicki Vaughan, (719) 434-3580, vvaughan@css.org

Business Office

Lea Siegel, (719) 434-3544, lsiegel@css.org

Karen Grover, CFO, (719) 434-3517, kgrover@css.org

School Counselor

Heidi Cooper, (719) 434-3526, hcooper@css.org

Fundraising and Grants Coordinator

Debbie Swanson, (719) 434-3506, dswanson@css.org

Experiential Education and Auxiliary Programs Coordinator

Bronwyn Holman, (719) 434-3572, bholman@css.org

Division Director(s) (Suggestions, Questions, and Concerns)

LS: Nathan J. Mylin, (719) 434-3530, nmylin@css.org

MS: Ron Hamilton, (719) 434-3550, rhamilton@css.org

US: Tila Hidalgo, (719) 434-3570, thidalgo@css.org

Executive Administrative Assistant

Holly Hannum, (719) 434-3560, hhannum@css.org

Head of School

Tambi L. Tyler, (719) 434-3590, ttyler@css.org

Campus Health Coordinator

Dr. Melissa Hocate, (719) 434-3540, melissahocate@css.org

Infirmiry Coordinator

Ann Runte, (719) 434-3510, arunte@css.org

Information Technology

Joe Thomas, (719) 434-3582, jthomas@css.org

Learning Specialist

Lisa Hughes, (719) 434-3521, lhughes@css.org

Marketing & Communications

Megan Winnicker, (719) 434-3501, mwinnicker@css.org

Registrar

Scheduling, Testing, Transcripts

Kelley Jefferson, (719) 434-3546, kjefferson@css.org

School Closures and Delayed Starts

The Colorado Springs School is a PreK through 12 independent day school annually serving families across a 35 zip code radius and growing. Some Kodiak families may drive up to 45-minutes each way to reach CSS's 28-acre campus in the Broadmoor area, and the School's buses currently travel as far as 30 minutes north and east. Decisions pertaining to school delays and cancellations are strictly circumstantial and are made with any variety of the following factors in mind:

- Travel conditions on major roadways
- Availability of CSS buses and drivers, particularly when School vehicles are also being used for athletic competitions and off-site field trips such as Mountain Caravan, Experience-Centered Seminar, Seminars, Fall Adventure, and Colorado Expedition
- Conversations with key parties from area school districts
- The status of other school delays and cancellations as reported by the Flash Alert Newswire across multiple communities, including Public School Districts 12, 11, 20, 3, 49, 38, 8, and 14, as well as local charter and private schools

Deliberations among members of the school's leadership team and Facilities Office begin as soon as the possibility for inclement weather has been announced. Decisions are not made lightly and take into account several or all of the factors listed above. Every inclement weather day is situational, and we strive to ensure that families are safe while balancing the impact that missing school may have on academic learning and growth. Although the context for snow in our area is challenging, we look to make each decision with student well-being and learning at the forefront. We appreciate each family's support and partnership whenever a decision is made or not made to delay or cancel school.

Parents and students can opt to receive ParentAlert text messages regarding important changes to the school day or to school activities by selecting this option on the *Family Demographic* form in the [FACTS Family Portal](#). Please opt-in to receive these ParentAlert text messages. Any contact person

recorded in FACTS, including CSS students with a cell phone, can receive ParentAlert text messages. Mobile messaging rates may apply.

School closures and delayed start times will also be posted on the CSS [website](#) and announced on the following radio and TV stations:

- KRDO (1240 AM, 95 FM, or Channel 13)
- KRCC (91.5 FM)
- KKTU (Channel 11)
- KOAA (Channel 5/30)
- Fox 21

If school is to be delayed for two hours, all bus runs will be two hours late. An initial decision to delay school may be changed to a closure, so parents are advised to continue listening for updates. In the event of heavy snowfall during the day, parents of bus riders will be notified and buses may be sent home early. In such cases, students may leave as soon as parental permission has been obtained. For the safety of our staff, Morning Extended Care will not be available if there is a delayed start.

Any time parents feel that road conditions warrant not attending, or picking up their children early, they should feel free to do so. Please be sure to communicate this information to Ann Runte, Dr. Melissa Hocate and Kelley Jefferson.

In the rare event that extremely severe weather conditions force road closures, which prevent parents from picking up their children, faculty will house the children at the School until parents or a designated person can pick them up. Meals and/or snacks will be served to the children.

Conferences

Although official conference dates are set aside for parents to meet with teachers division-wide each year, parents are encouraged to communicate regularly with teachers and advisors, and to request individual conferences at any time during the year.

Lower School

Teachers conference with parents twice per year at the Lower School. The first semester conference is a more traditional meeting between parents and the classroom teacher(s). The second semester conference for grades k-5 is student-led, helping students develop a sense of independence, realistic self assessment, and goal setting for areas of challenge. These conferences are important and required, and students look forward to taking the lead and sharing with their parents.

Upper School & Middle School

Parents are encouraged to schedule and attend virtual or in-person conferences. Conferences occur at the end of first and third quarters, although families are always welcome to schedule conferences with teachers or the Division Director at any time during the school year. First quarter conferences in the Upper School require student attendance are student led, with support from their advisor. Middle School conferences require student attendance and are led by the student, with support from their Advisor.

Dual Households

To support effective communications and the safety of each student, it is important for CSS to be aware of situations where a student spends time in dual households and/or with multiple primary caregivers. In situations where special co-parenting arrangements or court-ordered guidelines exist, please keep the school informed regarding visitation, drop-off or pick-up, parent involvement in school activities/events, or other issues. CSS requires that a copy of the court-ordered arrangement be on file in the school Business Office. Good communication can alleviate stress and confusion for students. Unless otherwise ordered by the court, each parent for whose information is listed in FACTS will receive grade reports and other school communications.

Students with Legal Adult Status

Students who reach 18 years of age while enrolled in the school are bound by all student and parent obligations in this Handbook for the duration of that student's enrollment. In addition, even after the student turns 18 years of age, the school will continue to share (and require signatures, when needed) all relevant waivers/permission forms, health/medical information, disciplinary actions, grades, progress reports and other information with the student's parents/legal guardians throughout the student's enrollment at the school. Should a student have a concern about particular information being shared with their parents/legal guardians, the student should consult with the Head of School.

Parents' Role in School Culture

To maximize the impact of a CSS education, it is important that all parties are aligned regarding purposes and strategies being used to fulfill the school's mission. Positive outcomes are achieved when there is a shared commitment to open communication, respectful interactions and collaborative partnership in pursuit of a common vision and goals. To facilitate this relationship, CSS expects that parents, students and other family relations will support the CSS community by observing guidelines outlined in this section of the Handbook.

The Colorado Springs School celebrates individuality and freedom of expression. Family members are encouraged to be in dialogue with teachers, Advisors, the Division Director and the Head of School regarding School policies and procedures, and their student's experience at CSS. Should a family member engage in behaviors, communication or interactions on- or off-campus that interfere with the school's procedures, responsibilities or accomplishment of its educational purpose or program, the school reserves the right to dismiss the family or family member from the community, or restrict their involvement. Any determination under this policy shall be at the sole discretion of The Colorado Springs School, to include immediate dismissal of a student or refusal to re-enroll a student if the school believes the actions of a family member make a positive, constructive family-school relationship impossible.

Share the School's Vision

- Support the mission of the school.
- Support CSS's philosophy, policies and procedures.
- Support the school's disciplinary process; understand that the school's authority in such matters is final.
- Support the school's commitment to a diverse and inclusive community.
- Support the school's dedication to exploring diverse perspectives on sensitive subjects.

- Support the school's commitment to building resilience and expanding the comfort zones of its students.

XXVII. Positive & Productive Communications

Support Student-Student Relations

- Involve teachers, advisors and school administrators early in situations where a student may need help.
- Use positive commentary whenever possible; avoid making disparaging comments or applying negative labels to your student's peers.
- Understand that all individuals take an individual perspective on a situation and that the perspectives of young students are based on limited experience. Parents are encouraged to trust their children, but to also verify their claims.
- Empower your student by encouraging them to focus on assessing their own behaviors and controlling the things over which they have control versus perseverating on things over which they have no control, such as the behaviors of others.

Support Student-Teacher Relations

- Understand that our teachers work at CSS because they love children and enjoy helping them develop. However, they are not infallible. We ask that you not misdiagnose a teacher's occasional mistakes for malice or ineptitude.
- Expressing support for their student's teachers is one of the most critical roles a parent can play in their child's education. It fosters respect and positive student-teacher rapport that facilitates learning. The proper course of action for a parent who disagrees with or is confused about the tactics used by a teacher is to communicate directly with the teacher, while also outwardly supporting the teacher in communications with their child.
- Understand that a teacher's primary job is to facilitate student learning. They do their best to make this as enjoyable as possible, but learning is a process that frequently and inherently contains elements of discomfort. Celebrate the efforts of teachers who strive to expand the horizons and comfort zones of your student, and encourage your student to persevere through these challenging moments.

Support Student-School Relations

The Colorado Springs School has rules, policies, procedures, and philosophies that intend to support its mission, students and families. When enrolling at CSS, parents and students agree to support and abide by these. We ask that parents reinforce this fact with their students and encourage students to go through the proper school channels should they want to propose changes to existing policies (Class Representatives, Student Council, Student Forum or their Division Director).

Support Parent-Parent Relations

- Understand that relations between parents (both positive and negative) cross over into the student community and affect student-student relationships.
- Parents are expected to serve as positive role models in how they demonstrate respect for all members of the CSS community.
- Parents are encouraged to maintain open communications with the school regarding social concerns so that school personnel can address these at school.
- Parents should never intervene or engage with a child who is not their own in response to a dispute or concern involving their own child. Similarly, we expect that our parents will not take it upon themselves to communicate with another student's family in an unwelcome or aggressive manner related to student conflict. All concerns should come to your Division Director or the Head of School.

School Pride

- Parents are expected to serve as positive role models at school events and athletic competitions. Poor sportsmanship of any kind will not be tolerated.
- Parents are expected to promote rather than demote CSS in the greater community. If you like what CSS is doing, share it with your friends; if you don't like what CSS is doing, share it with us – your Division Director or the Head of School. Our goal is improvement and your partnership is valued.

Supportive Home Environment

- Parents are expected to provide for their students a safe, stable home environment and to support their student's basic needs, including nutritious food, adequate sleep, healthy personal hygiene and an emotionally supportive household.
- Students should have a home environment conducive to studying; parents should help create a schedule that adequately supports homework completion.
- Parents should be aware of their student's online activities and use of computers, TV, tablets, smart phones and video games, and oversee this as necessary for promoting student health.
- Parents should not provide access to alcohol or drugs to other students or allow young people to bring alcohol and/or drugs into their home.

XXVIII. Parent Volunteer Opportunities

Office Volunteers

Many opportunities exist for parents to help with various events (e.g., Gala) as well as general office work throughout the year. Interested parents should email communications@css.org.

Class Coordinators

Each division welcomes Classroom Coordinators who volunteer to support the division and commit to meeting with their respective Division Director monthly to discuss division-wide needs. To volunteer to

become a Class Coordinator, please contact your Division Director. You will receive a brief training prior to beginning your work.

Scholastic Book Fair

Each spring, the school sponsors a week-long book fair in the Trianon. Proceeds provide additional books for the school's Library. Parents assist with setting up and taking down the fair, as well as helping children shop.

Parents Association

The Parents Association is composed of all parents of students enrolled at CSS. The Association supports the school through volunteer work in a variety of areas. Parents are encouraged to become involved in fundraising and "friend-raising" activities. School leadership welcomes and appreciates this involvement.

New Board members can be nominated by current Board members, the Head of School or other parents in the class, or they can be self-nominated. Elections occur in the spring for the following school year.

Seminar Help / Classroom Help

If you have expertise or contacts with experts in an area of Seminar study, please contact the teacher of that Seminar to see if there is a way to help. Parents often serve as valuable allies when setting up individual experiences within the larger context of a Seminar. Likewise, parents often serve as valuable guest teachers when their expertise overlaps with subjects being studied in regular classes, and they may have expertise to serve as ongoing support in such areas as theater or athletics. If this is you, please contact the appropriate classroom teacher or Director of Athletics regarding the Booster Club volunteer opportunities.

At the Lower School level, parents are regularly asked to assist with Fall Adventures and Colorado Expeditions. There is an application process from which classroom teachers and the Experiential Education and Auxiliary Programs Coordinator select Parent Educational Leaders (PELs).