

Parent-Student Handbook

2025-2026



Preparing Students for a Dynamic World

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



Colorado Springs School Community:

Thank you for choosing CSS to serve your family. We realize that you have choices and that choosing our school creates a partnership worth honoring and nurturing. Your commitment to this Handbook and willingness to seek answers while providing grace are the foundations for a successful and effective relationship between family and school.

This Handbook covers pertinent aspects of The Colorado Springs School. Its purpose is to provide a deeper understanding of expectations, policies, and procedures for students and parents and information about student rights and responsibilities. Please become familiar with this information and reference its contents for guidance when further clarity around school policies and practices is needed. The expectation is that parents and students will know and partner with CSS on all Handbook material.

CSS reserves the right to interpret the contents of this Handbook, including the regulations governing students' academic and non-academic conduct. 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. CSS will share handbook modifications via an electronic copy. Should you not find the information that you are seeking in the Parent/Student Handbook, please contact the Director of your child's division or the Associate Head of School for additional support or clarification.

We look forward to partnering with you and creating many great moments for you and your child.

Respectfully,

The CSS Leadership Team

Table of Contents

Handbook Organization

As a school with four divisions – Early Childhood (Preschool), Lower School (Grades K-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, the design of some sections of the Handbook is division-specific. The Handbook is a practical reference tool that we encourage students and parents to read in its entirety.

Table of Contents	3
Handbook Organization	3
I. Mission & Philosophy	8
School Mission	8
Educational Philosophy	8
II. School Accreditation	8
III. Non-Discrimination Policy	8
IV. Conflict of Interest Policy	8
V. School Processes & Procedures	9
Arrival & Departure	9
Early Childhood	9
Lower School	9
Middle School	10
Upper School	10
Risk Mitigation Protocols	10
Bus Procedures	11
Ingress & Egress	11
Ingress (Entering Campus)	11
Egress (Exiting Campus)	11
VI. Attendance	12
Payment of Tuition & Fees	12
General Attendance	12
Illness	13
Make-up Work	13
Communication of Planned Absences	13
Early Childhood	13
Lower School	13
Middle School & Upper School	13
Absences	14
Tardies	14
VII. After School Care	14
Young Explorers Extended Care Program (PreK)	14
Go West Out of School Time (K- 5)	14

<u>Go West Out of School Time (Grades 6–8)</u>	15
<u>Upper School (Grades 9-12)</u>	15
<u>VIII. Dining Services</u>	15
<u>PreKindergarten</u>	15
<u>Kindergarten-Grade 8</u>	15
<u>Upper School</u>	16
<u>IX. Transportation</u>	16
<u>X. Visitors</u>	17
<u>XI. Educational Programs</u>	17
<u>Expectations for EC and Lower School Continuation</u>	17
<u>Expectations for Middle School Continuation</u>	17
<u>Expectations for Upper School Graduation</u>	17
<u>Upper School Graduation Requirements</u>	17
<u>XII. Course Scheduling</u>	18
<u>Early Childhood and Lower School</u>	18
<u>Middle School</u>	18
<u>Upper School</u>	18
<u>Add/Drop</u>	18
<u>XIII. Homework</u>	19
<u>Lower School</u>	19
<u>Middle School & Upper School</u>	19
<u>Homework Guidelines and Student Wellness</u>	19
<u>Late Assignments:</u>	20
<u>XIV. Grades and Grading</u>	20
<u>Early Childhood</u>	21
<u>Early Childhood & Lower School</u>	21
<u>Middle School & Upper School</u>	21
<u>Advanced Placement Courses</u>	22
<u>Incomplete Grades</u>	22
<u>XV. Academic Testing</u>	22
<u>XVI. Academic Waivers</u>	23
<u>XVII. Transfer Credits</u>	23
<u>XVIII. Academic Ethics/Standards/Conduct</u>	24
<u>Plagiarism</u>	24
<u>XIX. Academic Eligibility and Probation</u>	25
<u>XX. Athletics & Activities</u>	25
<u>Philosophy & Overview</u>	25
<u>Lower School</u>	26
<u>Middle School</u>	26
<u>Upper School</u>	27
<u>Colorado High School Activities Association (CHSAA)</u>	28
<u>XXI. Experiential Education</u>	28
<u>Philosophy & Overview</u>	28

Behavioral Contracts – Upper School Experience-Centered Seminars, Middle School Seminars, and Lower School Colorado Expedition.....	29
Seminars.....	29
Lower School.....	29
Middle School.....	30
Upper School.....	31
XXII. Community Service.....	33
Early Childhood.....	33
Lower School.....	33
Middle School.....	33
Upper School.....	33
XXIII. Leadership Opportunities.....	34
XXIV. Student Health, Support & Safety.....	35
Social-Emotional Learning.....	40
Pets.....	41
Academic Support.....	41
Learning Differences Policy.....	41
Learning Team.....	41
Process.....	41
Accommodations.....	42
Standardized Testing Accommodations.....	42
Tutoring.....	42
Advisory.....	43
Proctored Study Hall (PSH).....	43
Regular Study Hall.....	44
Registrar.....	44
Reporting.....	44
Child Abuse Reporting.....	44
Counseling.....	45
Emergency Protocols.....	45
Security.....	45
XXV. Student Policies & Expectations.....	46
Philosophy and Framework.....	46
Kodiak Compass Framework.....	46
Scope and General Expectations.....	47
Scope of Expectations.....	47
Division-Specific Expectations.....	47
Intervention Framework Overview.....	47
Assessment and Referral Process.....	47
Documentation and Tracking.....	48
Universal Policies - All Divisions.....	48
Universal Behavioral Standards.....	48
Bullying & Harassment.....	49
Digital Citizenship.....	49

Artificial Intelligence Use Policy.....	50
Universal Cell Phone Policies - All Divisions.....	50
Prohibited Uses Across All Divisions:.....	50
Tier Classifications with Examples.....	51
Three-Tier Behavior Response System.....	51
Non-Exhaustive List of Violation Examples.....	52
Tier 1.....	52
Tier 2 Violations (including repeated Tier 1 violations).....	52
Tier 3 Violations (including repeated Tier 1/Tier 2 violations).....	53
Consequences and Interventions.....	54
Compass-Aligned Restorative Interventions.....	54
Think Tank Program.....	54
Behavioral Support Plans.....	54
Privilege Restoration Process.....	54
Community Service and Repair.....	54
Formal Disciplinary Consequences.....	54
In-School Suspension.....	54
Out-of-School Suspension.....	55
Behavioral Probation.....	55
Final Behavioral Probation.....	55
Dismissal.....	55
Expulsion.....	55
Procedures and Processes.....	55
Response Procedures.....	55
Investigation and Response Procedures.....	55
Division-Specific Expectations and Policies.....	56
Early Childhood & Lower School Expectations and Policies.....	56
Behavioral Expectations.....	56
Early Childhood & Lower School Cell Phones Policy.....	57
Upper and Middle School Expectations and Policies.....	57
Behavioral Expectations.....	57
Interventions and Support.....	57
Lockers and Personal Belongings.....	57
Upper and Middle School Cell Phone Policy.....	57
Middle School Campus Privileges.....	58
Upper School Campus Privileges.....	58
Parent Partnership.....	58
Family Expectations.....	58
Communication Guidelines.....	58
Support Responsibilities.....	59
School Relationship Standards.....	59
Student to Employee/Volunteer Interactions.....	59
Additional Policies.....	59

<u>Title IX.....</u>	<u>59</u>
<u>XXVI. Parent Communications, Expectations & Opportunities.....</u>	<u>60</u>
<u>School-family Communications.....</u>	<u>60</u>
<u>Publications and Online Information.....</u>	<u>60</u>
<u>ROAR (Reminders, Opportunities, Achievements, and Requests).....</u>	<u>60</u>
<u>Kodiak Bulletin.....</u>	<u>60</u>
<u>School Website, FACTS Family Portal, and Google Classroom.....</u>	<u>60</u>
<u>Head of School and Division Director Monthly eLetters.....</u>	<u>60</u>
<u>Social Media.....</u>	<u>60</u>
<u>Varsity News Network (VNN).....</u>	<u>61</u>
<u>Meetings & Events.....</u>	<u>61</u>
<u>Communication Pathways & Roles.....</u>	<u>61</u>
<u>Advisor’s Role.....</u>	<u>61</u>
<u>CSS Directory & Primary Contacts.....</u>	<u>62</u>
<u>School Closures and Delayed Starts.....</u>	<u>63</u>
<u>Conferences.....</u>	<u>64</u>
<u>Early Childhood and Lower School.....</u>	<u>64</u>
<u>Upper School & Middle School.....</u>	<u>64</u>
<u>Dual Households.....</u>	<u>64</u>
<u>Students with Legal Adult Status.....</u>	<u>64</u>
<u>Parents’ Role in School Culture.....</u>	<u>65</u>
<u>XXVII. Positive & Productive Communications.....</u>	<u>65</u>
<u>Support Student-Student Relations.....</u>	<u>65</u>
<u>Support Student-Teacher Relations.....</u>	<u>66</u>
<u>Support Student-School Relations.....</u>	<u>66</u>
<u>Support Parent-Parent Relations.....</u>	<u>66</u>
<u>School Pride.....</u>	<u>66</u>
<u>Supportive Home Environment.....</u>	<u>67</u>
<u>XXVIII. Parent Volunteer Opportunities.....</u>	<u>67</u>
<u>Office Volunteers.....</u>	<u>67</u>
<u>Class Coordinators.....</u>	<u>67</u>
<u>Parents Association.....</u>	<u>67</u>
<u>Seminar Help / Classroom Help.....</u>	<u>67</u>

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 based on 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 that only unnamed, non-conflicted, and neutral persons will respond to allegations of policy or regulation violations. These checks promote a healthy school culture and increase the likelihood of early reporting.

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. Monday through Friday.

Early Childhood

Regular drop-off time for students is between 7:45 - 8:05 a.m. We ask that parents 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 the Early Childhood Administrative Assistant at the front desk of the Early Childhood Center (ECC) when dropping off or picking up outside the regular times.

Parents or someone designated explicitly by parents in the FACTS Family Portal will be the only individuals allowed to pick up children. In an emergency, we will release a child with written parent authorization. This authorization should be written to the classroom teacher, the Early Childhood Administrative Assistant, and the

The campus carline map (provided on css.org) indicates driving patterns and parking areas. Parents should stay in their cars to reduce congestion and delays; a greeter will open and close the car door at arrival and dismissal. *Students are NOT to 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, they should walk their student to the appropriate building.

We ask for parents' help by following these guidelines to ensure our dismissal is orderly and safe. Dismissal will begin at 3:10 p.m. for all PreK students.. If a parent walks to meet their child, they should use internal pathways instead of the driveway. All students must depart from the front door of the ECC. Dismissal for children will not be to the Quad, Trianon, Library, or an older sibling under 18.

Lower School

Regular drop-off time for students is 7:45 a.m. We ask that parents be in the pick-up line for their children promptly at 3:15 p.m.

Parents should make sure to directly inform their child's teacher and the Lower School Administrative Assistant at the front desk of the Children's Academic Center (CAC) when dropping off or picking up outside the regular times.

Parents or someone designated explicitly by parents in the FACTS Family Portal will be the only individuals allowed to pick up children. In an emergency, we will release a child with written parent authorization. This authorization should be written to the classroom teacher, the Lower School Administrative Assistant, and the Young Explorers (Extended Care) Coordinator (if applicable). If the individual picking up a child is unfamiliar to personnel, we will ask for identification. 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. Use the clipboard at the Lower School Administrative Assistant's window in the CAC when signing a student out for an appointment, etc. Older siblings – ages 15 and up – may pick up their Lower School siblings with written parental permission.

The campus carline map indicates driving patterns and limited parking areas. Parents should stay in their cars to reduce congestion and delays; a greeter will open and close the car door at arrival and dismissal. *Students are NOT to 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, they should walk their student to the appropriate building.

We ask for parents' help by following these guidelines to ensure our dismissal is orderly and safe. Dismissal will begin at 3:15 p.m., with all students in K-5th grade. If a parent walks to meet their child, they should use internal pathways instead of the driveway. All students must depart from their designated door. Dismissal for children will not be to the Quad, Trianon, Library, or an older sibling under 15. Lower School students who walk home unattended (3rd–5th grade only) must depart promptly at 3:15 p.m.; 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. 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 Go West Camps Out of School Time (formerly Learning Lodge) located in the Maytag building. Any family needing to drop off a child earlier than 7:45 must contact the Director of Middle School. Following dismissal time and not later than 3:30 p.m. each afternoon, Middle School students must be under adult supervision until they are picked up. When attending school events as spectators or audience members, students in the area of the activity will be under their parent's supervision. Students who remain at school after 3:30 p.m. and are not meeting with a teacher for extra help, in athletics, clubs, or Go West are required to leave campus. Parents must sign their children out from Go West by 5:30 p.m.

Middle School students cannot leave campus during the day unless cleared by the Middle School's administrative assistant. Parents should plan to pick their child up from Ms. Jefferson's office; to avoid disruptions, she will summon the child from class. Students leaving campus without signing out with the administrative assistant are considered truant and could face behavioral repercussions.

Upper School

Students will arrive at school before their first class and depart after their last class. Thus, students whose day begins or ends with a Study Hall may arrive late or leave early if they have no other commitments at school. Whenever students arrive late or depart early, they must formally check in with Kelley Jefferson, the registrar, who tracks student attendance in the Upper School division. This includes any mid-day appointments that require prior parent communication with the Division Director or registrar.

Upper School students can be on campus for school-sponsored events but should not loiter 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 students not participating in a supervised activity.

Risk Mitigation Protocols

Neighborhood walkers - For the safety of all walkers, we ask that you use campus crosswalks and

sidewalks to avoid the potential dangers of walking 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 the potential dangers of riding 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

Students should use the designated doors when they arrive on campus.

Ingress & Egress

Each building will have specific doors assigned for ingress and egress. The campus will be off-limits to students 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: Front door of the Early Childhood Center (ECC)*
- Kindergarten - 3rd Grade: Front door of the Children's Academic Center (CAC)
- 4th-5th Grade: Front door of the Launch Pad
- 6th-8th Grade: Enter the El Pomar Academic Center via the quad on the upper level
- 9th-12th Grade: Enter the El Pomar Academic Center via the quad on the upper level

Egress (Exiting Campus)

Student dismissal will be reversed using the carline model after completing the school day.

- PreK: Front door of the Early Childhood Center (ECC)*
- K/3: Kinder outer door
- 2nd/1st Grade Kinder outer door #2
- 4th/5th Grade: Trianon
- 6th - 8th Graders will exit through the Upper doors of the El Pomar building onto the Quad and to their carline in front of the Trianon
- 9th-12th Grade: Sundial roundabout

Additional exceptions to this plan:

- Bus riders - Depart from buses
- Go West Out of School Time (Extended Care) - Depart from Maytag

Upper School Commencement:

Senior Farewell Commencement Speaker

The Senior Class will elect its senior farewell commencement speaker each year. The student must be in good academic and behavioral standing with The Colorado Springs School, which would include an absence of any disciplinary action, such as suspension. The process for selection should be clearly outlined in the Senior Survival Guide and followed each year. (reference the *Senior Survival Guide* for comprehensive Commencement procedures provided by CSS).

VI. Attendance

Payment of Tuition & Fees

The enrollment contract stipulates timely payment of tuition and fees. Any student whose parent(s) or guardian(s) do not meet their financial obligations will be denied attendance and not allowed to participate in activities. CSS reserves the right to refuse attendance to students whose accounts include overdue balances. Per policy, if a balance is owed on a student account, CSS will deny the release of transcripts and other official records.

General Attendance

Should a student miss school for any reason, a parent or guardian must email or call the designated point of contact in the student's division to report the reason for the absence. If a parent or guardian does not notify the school, the administrative assistant will call the household to verify the absence.

ADD ATTENDANCE

- **Early Childhood:** Julie King – 719-434-3540, jking@css.org
- **Lower School:** Laura Edgar – 719-434-3542, ledgar@css.org
- **Middle School/Upper School:** Kelley Jefferson - 719-434-3558, kjefferson@css.org

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. Many class activities cannot be replicated, and missing a class will affect a student's educational experience and possibly their grades.

Because of the academic rigor and intensive hands-on nature of classes at CSS, missing even a single day can lead to an academic setback. We discourage families from taking additional time away from school (especially during Seminars) beyond designated breaks, and we expect regular and prompt attendance by all students.

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

Longevity Awards

Any student who has continuously attended The Colorado Springs School (with no break in attendance) since either PreK or Kindergarten will be eligible for a Longevity Award at Fifth Grade Continuation, Eighth Grade Continuation, and Commencement. Medical or other extenuating circumstances will be handled on a case-by-case basis, and final determination lies with the Head of School.

Automatic Withdrawal

Students who do not attend the first consecutive 14 calendar days of school (not including weekends and holidays), with no prior communication with the Admission Office, will be automatically withdrawn from The Colorado Springs School. Any financial aid awards may be rescinded. Should a student want to reapply, first contact the Admissions Office for further information. Refer to your enrollment contract for details regarding your tuition.

Illness

When a student is ill, a parent should call or email the designated divisional point of contact listed in the 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 as are students who have vomited in the last 24 hours. A parent or emergency contact must give permission if a student becomes ill during the day and wishes to go home. Students must call 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 Kelley Jefferson (Middle or Upper Schools), Campus Health Coordinator Dr. Melissa Hocate (Lower School), or Julie King (Early Childhood). CSS will follow a Return to Learn Policy in case of a concussion. You can obtain this from the Campus Health 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 should arrange a make-up work schedule with all teachers so that they can complete any missed assignments in a reasonable and timely manner. **Students will generally be allowed one day to make up work for each day of absence.**

Communication of Planned Absences

Routine medical or other appointments should be scheduled after school or during Study Hall. The weekly class schedule is complicated; please contact your divisional point of contact or teacher for guidance on appointment timing.

While we recognize there are valuable educational experiences for your child(ren) to enjoy outside of the classroom, the design of our program does not allow materials that can be taken on a trip. If exceptions are unavoidable, make special absence arrangements as follows:

Early Childhood

Parents or guardians who plan for their child to miss class should communicate this to their child's classroom teacher ahead of time.

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 better positioned to set your child up for success upon returning to the classroom. If your child will miss a group performance of any kind, please inform their homeroom teacher as soon as possible to ensure the success of the venture for everyone. Families can find the planned absence form [here](#) or obtain it from their Division Director.

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, return late from vacations, or take vacations during the academic year. Families can find the [planned absence form here](#) or from their respective administrative assistant. It should be completed and returned to the Division Director at least one week before the planned absence.

Absences

Excessive absence will likely result in negative academic outcomes. These situations will result in meetings with the Division Director, teachers/advisors to formulate a plan for success.

Tardies

Students will arrive on time for their obligations. 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 has other school appointments will meet with their division director, faculty advisor, and potentially parents to discuss strategies for improvement. There may also be consequences, such as after-school detention for students with excessive tardies.

VII. After School Care

Please notify the school of 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.

The Extended Care program is a service offered that is intended to accommodate our families' schedules. This is the published program for the 2025-2026 academic year. Students on campus (in PreK-8th grade) after 3:15 p.m. are required to be enrolled in a program.

Young Explorers Extended Care Program (PreK)

The Young Explorers Extended Care program is a service offered within the Early Childhood Division. Care is available until 5:30 p.m. daily and pre registration is required. For more information, please see our Extended Care page [here](#).

For pre-K families, if a child is still at Young Explorers 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 staff will notify the Early Childhood Director. All families of children who remain in Young Explorers 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 Young Explorers Extended Care being withdrawn. Learn more on pricing and registration [here](#).

Go West Out of School Time (K- 5)

Go West Camps partners with The Colorado Springs School to provide quality after-school programming for K-5th graders and is available until 5:30 p.m. Registration is required to attend through Go West and parents and guardians are required to sign out at pickup no later than 5:30 p.m. For more information, please see our Extended Care page [here](#).

Go West Out of School Time (Grades 6–8)

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, may attend Go West Out of School Time. Students will have dedicated time and guidance to complete their homework in a supportive environment, followed by opportunities to unwind and connect with friends through engaging activities, games, and creative projects. Registration is required to attend through Go West and parents and guardians are required to sign out at pickup no later than 5:30 p.m. For more information, please see our Extended Care page [here](#).

Upper School (Grades 9-12)

While CSS is open after regular school hours for organized events, Upper School students are invited to be on campus for any of these school-sponsored events; however, they should not loiter on campus after events have concluded. Students are permitted in buildings when an adult is present, and doors are unlocked.

VIII. Dining Services

CSS is proud to partner with *SAGE* Dining Services to provide fresh, nutritious, and delicious meals for our students. Lunch is included in tuition, and no additional payment is required during mealtimes. Fresh fruit is available daily in each academic building, supporting healthy choices throughout the day. For students heading off campus on local field trips, boxed meals are provided as part of tuition. CSS does not offer pre-packaged snacks, bulk goods, or bottled/canned beverages. Instead, students can enjoy a variety of beverages with meals, including milk, fruit-infused spa water, and filtered water. Families can access daily menus, nutrition, and allergen information through the Touch of *SAGE* app or by visiting the Dining Hall tab on the school website.

PreKindergarten

Pre-K classrooms receive family-style meal service from the dining hall each day, which includes a nutritious snack. Children may request a sandwich if they do not wish to eat the main protein.

Kindergarten-Grade 8

Lunch: Kindergarten through 8th grade students will eat lunch in the Maytag Dining Hall.

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.

Kindergarten through 2nd grade students have two snack times daily in the morning and afternoon. Students in grades 3–5 may bring a snack for their morning snack time.

Children in the Young Explorers Extended Care Program must bring their own snacks unless the Young Explorers Extended Care Program Coordinator informs them otherwise.

Upper School

Off-Campus Lunch/Free Periods: Juniors and Seniors in good academic standing with no behavior issues can leave campus for lunch and free periods. Upperclassmen will meet with their advisors every two weeks to check their academic standing and behavior. If the student is in good standing, meaning they do not have two D's or one F, they will be permitted to eat off-campus. These privileges can be taken away anytime if there is a behavior issue. Students in the community during school lunchtime hours are expected to behave at their best as a representative of CSS. Students must sign out with the Administrative Assistant (Kelley Jefferson) in El Pomar.

Upperclassmen may also leave campus during their free periods as well. Again, they must sign out with the El Pomar Administrative Assistant.

Students must sign out, indicate their destination, and sign back in when they return. The Upper School Director or the Dean of Student Life will suspend off-campus privileges for students who do not adhere to these rules.

Parents release the school from all liability connected to their student driving off campus for any reason.

Student drivers may only drive themselves. Suppose a student driver will have a student(s) passenger. In that case, the passenger and the driver must sign a transportation waiver stating that the driver is not liable for the passenger's injury.

IX. Transportation

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

If students bring bicycles to campus, they should have a sturdy lock and park them in one of the bike racks. Students will not ride their bikes on campus.

Bus transportation is included in tuition at no additional cost, but registration is required to ensure safe, reliable service and accurate ridership records. Registering guarantees your child a seat, helps us plan efficient routes, keeps safety and emergency contact information current, and ensures you receive timely updates about any route changes or delays. Our bus service, provided by *Durham Bus Services*, covers key areas throughout the Pikes Peak region. Once registered, families will receive route details, stop locations and times, driver information, and pickup/drop-off schedules. For real-time updates, parents can use the BusZone app. Registration is quick - visit our Transportation webpage to review routes and policies. For questions or assistance, please contact our Transportation Coordinator in the Facilities Office at (719) 434-3510.

We expect students who ride a the bus to be well-mannered. They should remain seated at all times and are encouraged to read or engage in quiet conversation. It is important to immediately report any signs of misconduct to the appropriate Division Director. The school may suspend a child from riding the bus for one week or longer if they persistently display non-compliant behavior. In extreme cases, a student may lose privileges to ride the bus for the remainder of the academic year. Older students who ride the CSS bus must realize that they have an expectation to be role models for younger students and must act accordingly.

X. Visitors

The Colorado Springs School uses **Verkada** for visitor management. Upon arrival, all visitors are asked to present a valid form of identification, such as a driver's license, which staff will scan or manually enter into the system. If a parent or guardian does not have a U.S. government-issued ID, staff may accept an alternative form of identification and manually enter the visitor's information into the **Verkada Guest** system. Once approved, the system will issue a visitor badge that includes the visitor's name, photo, date, and purpose of visit. A visitor badge is not required for individuals who are simply dropping off items in the office or picking up paperwork in the main Trianon building.

XI. Educational Programs

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

Expectations for EC and Lower School Continuation

Students in PreK through grade 5 are expected to satisfy each grade level's academic and behavioral goals at a satisfactory level. Students study Language Arts, Mathematics, Science, Social Studies, Spanish, Visual Arts, Musical Arts, Theatre Arts, and Physical Education each year. Teachers write narratives and assess students according to identified skill sets at each grade level. In grades 3-5, students receive letter grades for some of their work.

Expectations for Middle School Continuation

Academic and behavioral goals for each grade level must be met by students in grades 6-8 at a satisfactory level. CSS expects students to take an entire 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 class and are expected to pass each class with a grade not lower than a C-.

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

Expectations for Upper School Graduation

An entire course of study in grades 9-12 consists of a minimum of five classes per semester. Students must also take an entire course of study each year and satisfy the academic requirements for graduation, as delineated in the table directly below.

Upper School Graduation Requirements

A minimum of 24 credits that meet the following criteria is required to earn a CSS diploma.

Department Credit Details

English - 4.0
Math - 4.0
History - 3.0
World Languages - 3.0
Science - 3.0
Arts - 2.0
ECs - 4.0
College Overview/ Public Speaking - 0.5

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, grades 9-12)
- Participate fully in the Senior Capstone experience, including meeting all standards and deadlines of the program (grade 12)
- Activities - 2 activities/year
 - Theater production
 - Sport - at CSS or other organization
 - Matchwits
 - Model UN
- Clubs - Member of at least one club/year

XII. Course Scheduling

Early Childhood and Lower School

At the early childhood and lower school levels, students in a particular grade follow the schedule designed for that grade level.

Middle School

At the Middle School level, students have a choice regarding the co-curricular courses they select for study. The school shares course request systems with families to be filled out before 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 to facilities and equipment limitations. MS students attend a co-curricular showcase with all co-curricular teachers in the Spring. Following this event, MS students are able to register for the courses they would like to request for the year to come.

Upper School

Student choice increases at the Upper School level, particularly in grades 11 and 12. During the second semester, students (grades 9–12) will meet routinely with the College Counselor, Division Director or 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. Students cannot drop a

course that awards 1.0 units for a year of enrollment during the second semester. A student in an AP course can drop within the first two weeks of class if they are dropping into the non-AP version of that same course. The parent(s), Division Director, and College Counselor must discuss and approve the course change. Students who drop a course after the deadline will have a “W” recorded on their transcript. This is a “withdrawal-fail,” which has the same effect as an ‘F’. Non-attendance in a 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 2025-2026](#)

XIII. Homework

Teachers assign homework for various reasons; they always consider developmental appropriateness, efficacy, necessity, and student workload. 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 give the students a structured way to experiment with unfamiliar concepts to set the stage for a coordinated teaching effort. Whatever its specific purpose, homework supports building 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 minutes or less. However, homework could increase if the student takes advanced or AP classes. Contact the Division Director if homework is a source of conflict or concern that disrupts a positive and balanced home life.

Lower School

For further enrichment with reading, teachers recommend that students in K-2 read for 15-20 minutes per night and students in grades 3-5 to read for 30 minutes per night. This reading may be a combination of parents reading to students and/or students reading independently to themselves.

Middle School & Upper School

In Middle and Upper School, teachers post all assignments and academic resources through Google Classroom, with due dates visible on the corresponding Google Calendar. Students are expected to check these platforms daily and manage their responsibilities independently. Please note that assignments may be adjusted throughout the year as teachers respond to student needs and learning progress.

Homework Guidelines and Student Wellness

We believe homework should reinforce learning while supporting student wellness and family time. Our faculty work collaboratively to ensure assignments across all subjects remain within these recommended time ranges per night:

Grades 6-8: 90 minutes total across all subjects

Grades 9-12: 120 minutes total across all subjects*

*Advanced Placement courses may require additional time due to college-level expectations.

Late Assignments:

We strongly encourage students to stay on top of all assigned classwork at CSS. We ask that each student do the following:

- Speak with their classroom teacher before asking for an extension for late assignments
- Assume responsibility for work plans and revised late assignment deadlines
- In writing, provide your request and your acceptance of any late work plan
- Students are responsible for completing and turning in their missed work when they are late or absent. Students generally receive a one-day grace period for each excused absence from class. The student must promptly initiate discussions with their teacher(s), especially if there is a need to extend submission deadlines.
- Unexcused absences, like “cutting” class, could result in more substantial penalties.

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 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). Families will receive notifications regarding the readiness of progress reports and the opportunity to sign up for student-led conferences.

Unweighted / Weighted GPA Grading Scale

Advanced Placement and Advanced courses are weighted. When calculating the GPA, one point is added to each grade; therefore, an ‘A’ is 5 points rather than 4, and a ‘B’ is 4 points rather than 3. The weighted and unweighted grading tables are below:

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
---	------	-------	-------

Early Childhood

In the Early Childhood Center, teachers continually use informal and formal means to assess students' progress. 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. The ECC also utilizes photo slide shows to make learning visible.

Early Childhood & Lower School

In the Lower School, teachers continually use informal and formal means to assess students' progress. 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 3, 4 and 5 helps to prepare students for receiving letter grades in Middle School. We do not calculate grade point averages (GPAs) or identify Honor Roll eligibility at this level.

Middle School & Upper School

Students' grades are readily available to students and parents via the [FACTS Family Portal](#) beginning in grade 6. It is the responsibility of students and parents to check academic progress weekly and to contact teachers with questions or concerns to devise strategies for improvement. A positive approach 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 they allow for communication with teachers before the end of the week. Teachers will use the work submitted to assess students' grades. When a pattern of unsatisfactory work occurs, the teacher or Advisor will notify parents. Teachers grade all subjects in grades 6–12, calculate GPAs, and track Honor Roll.

Honor Roll

We compute these lists for Middle and Upper School students after each semester, according to the following criteria. We calculate the Upper School Honor Roll lists based on weighted grades (see below) and include Experience-Centered Seminar grades in the Semester II calculations.

- **High Honor Roll:** GPA of 3.667 and above and no grade below a 'B' (83%) or a '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 - students must achieve a "pass" in courses to be eligible for the Honor Roll.
- Middle and Upper School students must participate fully in the CSS Service Day(s) each semester. Hours missed due to absences must be made up and documented during personal time.
- Middle School students must fully participate and earn a "Pass" in the Seminar course(s) 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

Advanced Placement courses are our most rigorous.

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.

At the Upper School level, students may enroll in Advanced Placement (AP) courses to improve their college application portfolio and earn college credits while still in high school.

Incomplete Grades

Division Directors must clear temporary incomplete grades. They may also give a student 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 exceptional 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 agreed timeframe.

XV. Academic Testing

Assessment of student progress is an essential component of the educational process. Criteria-based and standardized testing will enable CSS to benchmark individual student progress relative to a broad sample of students nationwide.

Summary of Assessments

Grade Level	Assessment Tools
PreK	Reading benchmark: <i>Phonological Awareness</i> (3x per year)
K-5	DIBELS Benchmark Assessments 3x a year MAP growth assessment 2x a year Writing benchmarks Math benchmark: Bridges Math beginning of year comprehensive assessments and pre and post-unit assessments (grades 3-5); fact fluency (through grade 4)
6-10	NWEA MAP assessments for Math and Reading, three times per year
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)
----	--

**ACT and SAT are not offered on campus, but they are used as an assessment tool*

XVI. Academic Waivers

On occasion, the Head of School, with input from the Learning Support Coach, Division Director, and student parent(s), may waive academic requirements for individual students. Waivers may be granted in response to 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; however, they 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. The Upper School Office will send non-CSS transcripts (already on file) to colleges and 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

Department Credit Details

English 4.0 credits

English units earned at previous institutions will be applied toward the CSS English graduation requirement, depending upon title and content.

Math 4.0 credits

Mathematics units earned at previous institutions will be applied toward the CSS mathematics graduation requirement, depending upon course title and content.

History 3.0 credits

History and social studies units earned at previous institutions will be applied toward the CSS history graduation requirement, depending upon course title and content. We will make an effort to balance content exposure by ensuring that students take at least one course focused on the United States and one course with a global focus.

World Language

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

All students, including transfer students, must take biology and chemistry. In addition to these courses, students must take at least one additional lab science credit, which may be transferable depending on the 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/Public Speaking 0.5

Public Speaking class if attending CSS in 10th grade. Any student transferring into CSS will take the College Overview class before their senior year, but they do not have to take Public Speaking if they enter after 10th grade.

Elective

CSS will accept most coursework not being applied toward other graduation requirements as elective credit.

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
- Completion of a Senior Capstone (12)
- Participate in 2 sports/activities/year
- Participate in 1 club/year - clubs meet during the advisory periods during the school day

XVIII. Academic Ethics/Standards/Conduct

CSS expects students to demonstrate their academic mastery honestly. They will sometimes demonstrate mastery through group projects or other collaborative activities. 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 without assistance. Teachers will educate students regarding expectations for academic integrity, and students are expected to adhere to these expectations. Each student will receive the Academic Honesty Pledge and undergo training on definitions and practices to help them avoid breaching academic integrity.

Plagiarism

In the words of a university professor and 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, copying another person’s work, digital or otherwise, and/or presenting another person’s ideas as one’s own is unacceptable at CSS; so is using AI and turning it in as your own work. This also 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 violate our academic ethics policy. Plagiarism and cheating are serious rule violations. Any student accused of plagiarism or cheating will meet with their teacher, Advisor, and Division Director to investigate the situation. This will occur in a restorative practices environment to uncover why the student cheated. The student will have to redo the assignment or

retake the test. The student will be given full credit for any assignments/assessments that must be redone. If a student is caught a second time, there will be a meeting that involves the parents/guardians, and the student will be placed on a behavior contract. Violation of the behavior contract will be evaluated on a case-by-case basis but could result in suspension or separation from the school. Consequences in the Lower and Middle School divisions may be adjusted to correspond with each student's developmental level.

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 significant purposes of education: the ability of an individual to think and write for themselves. When you repeat someone else's words, phrases, entire statements, or paraphrase another person's ideas or conclusions from scientific experiments, you must use an in-text citation and include the whole source on a Works Cited page. If you have any doubts, 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, CSS expects each student to formulate their own opinion or original response when completing any assignment. To copy another student's answer of any kind constitutes plagiarism.

Plagiarism is considered a community violation. Please reference the "Student Policies and Expectations" section for behavior protocol.

XIX. Academic Eligibility and Probation

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

Upper School students who earn two Ds or an F are ineligible to participate in off-campus lunch and/or extracurricular activities. 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 participating in extracurricular activities.

The school will place a student on academic probation if they earn who earns two Ds or an F for quarter grades. The student and their parents will meet with their teachers, Advisor, 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 through a hold of contract during enrollment. At the end of each quarter, the probationary status committee assesses the status; students can recover from Academic Probation as soon as their quarter grades exceed the probationary threshold.

XX. Athletics & Activities

Philosophy & Overview

At The Colorado Springs School, athletics and activities are an essential part of our holistic approach to education, serving as a dynamic platform for personal growth, leadership development, and community engagement. Our philosophy is rooted in the belief that participation is not merely about competition, but about cultivating the character, skills, and values that empower students to thrive in a rapidly changing world.

Purposeful Coaching and Mentorship

We believe that purposeful coaching and mentorship are the cornerstones of our athletics program. Our coaches are dedicated educators and role models who foster a supportive environment where student-athletes are encouraged to think independently, take initiative, and embrace challenges with confidence. Through individualized guidance and positive reinforcement, we help students discover their strengths, address their weaknesses, and achieve their personal best—on and off the field.

Growth of the Whole Student

Athletics at CSS are designed to nurture the growth of the whole student. We emphasize a balanced approach that integrates leadership, teamwork, integrity, and personal excellence. Our program provides meaningful, experience-centered opportunities that encourage students to challenge themselves, collaborate with others, and develop lifelong skills such as resilience, sportsmanship, and ethical conduct.

Excellence, Resilience, and Sportsmanship

We strive for excellence in all pursuits, recognizing that true achievement is measured not only by victories but by the effort, perseverance, and character displayed throughout the journey. We teach our athletes to approach competition with humility, respect, and a commitment to fair play. Setbacks are embraced as opportunities for growth, fueling the development of resilient problem-solvers who can adapt and thrive in any environment.

Leadership and Lifelong Learning

Our athletics program is a training ground for leadership and lifelong learning. Through teamwork, creative problem-solving, and ethical decision-making, students learn to lead with integrity and inspire others by example. We empower our athletes to become innovative leaders and responsible citizens, prepared to make a positive impact within their teams, their school, and the broader community.

A Culture of Belonging and Positive Impact

At CSS, we foster a culture of belonging where every student-athlete feels valued, supported, and motivated to contribute. We celebrate diversity, encourage collaboration, and promote a spirit of unity that extends beyond the playing field. By instilling a lifelong commitment to teamwork, excellence, and service, we prepare our students to confidently meet the challenges of a dynamic world and to leave a lasting, positive mark wherever their journeys take them.

Lower School

Lower School students at CSS have sports opportunities, including a fall and spring season with [Landsharks](#) [Running Club](#) and Soccer Buddies, with support from CSS Athletics. They can also join the Spirit Cubs, a Lower School cheer squad that cheers at select MS/US games.

Middle School

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 must participate in at least one CSS sport per school year. However, a Middle School student can 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 activities and clubs when offered. These additional options,

however, do not fulfill the sports requirement.

Upper School

At the Junior Varsity (JV) level, risk-taking is lower. Instead, 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. However, we have a “no-cut” policy. Students who try out for the team will make a JV or Varsity team. To fulfill upper school requirements, students must participate fully in two school activities per year.

Athletics / Activities are a graduation requirement. Students are required to participate in 2 sports/activities per year). The school provides a variety of options to fulfill these requirements.

1. Team sport participation - this includes being a manager for a team and clocking hours.
2. Participation in a theater production
3. Participation in Match Wits
4. Participation in Model UN
5. Participation in an established and approved community service program - this counts for one activity (This is in addition to the school’s regular community service requirement)*
6. Participation in a school-approved community-based music, dance, or athletic activity with successful participation*

*Options 5 & 6 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 a professional coach or trainer works directly with the student can be counted. The coach/trainer has to verify and file a detailed time log 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.

Academic Eligibility Requirements

Academic eligibility for student athletes at The Colorado Springs School refers to the academic standards students must meet in order to participate in school sports teams and activities. The purpose of academic eligibility is to ensure that students prioritize their education while enjoying the benefits of athletic participation. By upholding these standards, CSS aims to help student athletes develop strong study habits, stay focused on their long-term academic goals, and prepare for success both on the field and in the classroom.

- Student-Athletes will be considered ineligible for competition if they fall below the threshold of 2 D’s or 1 F on eligibility check days. Middle School athletes will be ineligible for competition if they fall below an F.
- Eligibility will be checked every other Wednesday, beginning on September 3rd.
- Once a student is determined to be ineligible...
 - The student and parent will be notified of the ineligibility.
 - The ineligibility will begin on the following Monday, and the student will remain ineligible for competition until the next grade check.
 - On the next grade check, if the students' grades move above the eligibility threshold, then they will be reinstated for competition on that Wednesday.
 - If a mistake is made by a teacher in the gradebook, the student can fill out a *Change of Academic Eligibility Form* to regain eligibility.
 - NOTE: A Change of Academic Eligibility Form can only be filed **one time per season**.

- Ineligible athletes are welcome to practice with their teams but will not be eligible for competition.
- It is the responsibility of the student to get work turned in on time so that teachers have time to grade the work. If late work is turned in without sufficient time for the teacher to grade the work and does not make it into the gradebook, it will not be considered for the Change of Academic Eligibility Form.
- The student also has the option to set up a meeting with the Director of the Upper/Middle School and the Director of Athletics to develop a plan for academic success.

Colorado High School Activities Association (CHSAA)

CSS is a Colorado High School Activities Association (CHSAA) member and competes on the Varsity and Junior Varsity levels 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, Tennis, Basketball

Girls: Mountain Biking, Cross Country, Volleyball, Basketball, 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 advisory period.

XXI. Experiential Education

Philosophy & Overview

Since 1962, The Colorado Springs School has based its academic programs on an experiential education model. This means that people learn best by **DOING** rather than 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 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. Instead, the teacher facilitates learning by helping the students construct their understanding of the material being presented.

- Thorough knowledge of their students and the teacher’s desired growth points helps 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 most significant learning happens when students have the 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 change over time; sometimes, it makes 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 utilize an experiential education model, many in-class activities follow this approach and empower students to take control of their education. Students directly invest in experiences where they apply knowledge, make decisions, practice their skills, reflect on the feedback and outcomes, and are challenged to find ways to transfer their new skills, knowledge, and perspectives to future situations.
- In addition to practicing in-the-classroom experiential education, 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

Before taking an overnight trip away from campus, all students and parents must sign a contract indicating that repeated or significant violations of any rules can result in the student not being allowed to complete the experience. If a student is not permitted 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 trip's location 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 various field trips. Overnights are a component of 1st through 5th-grade Fall Adventures.

The cost for Fall Adventure is included in tuition. Students will need appropriate clothing and sleeping bags.

Colorado Expedition: The 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 at the school, while 5th graders spend four nights off-campus, camping. As students progress through the Lower School, they learn various skills to help them with being away from their families and camping.

The cost for COEx is included in tuition. Students will need appropriate clothing and sleeping bags.

Middle School

Seminar I: The primary goals of Seminar I are to build a strong community support foundation and 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. Across the three years a student spends in middle school at CSS, they will camp in three different locations and practice teamwork skills through three sets of activities. One student teamwork component common to all three Seminar I locations is the planning, prepping, and cooking 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, 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 to discover 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, the program will expose each student 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 select three Seminars they would enjoy participating in and have the opportunity to note if there is one Seminar they feel particularly strongly about. There are a few guidelines pointed out during the placement process:

- A student may take a specific course only once in middle school.
- A student may take a maximum of two courses in a single topic area in Middle School.
- Higher grade-level students generally receive choice priority over lower grade-level students within the point system.
- CSS may make minor adjustments to ensure optimal mixtures of grade level and gender.

Walkabout

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

Seminar costs are included in tuition.

Evaluation, Grading & Attendance:

Participation in ALL Seminars is a required part of the CSS academic curriculum. Each course instructor will discuss and share a grading rubric with participants and parents. Seminars will not be graded on the traditional letter scale but rather as “Pass/Fail.” This grading system encourages students to try new and unfamiliar things that may be well outside of their comfort zones. All students are expected to 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 withdrawing (which also counts as a failing grade) or an “F” for failing on their grade report, depending on the circumstances. A student earning an “F” or a “W” on their report card is ineligible for the Honor Roll.

Upper School

Experience-Centered Seminars (ECS)

The ECS Program aims to provide students with academic experiences that emerge from discovery, primary source research, immersion, and synthesis. Seminars offer experiences that students cannot have in a traditional educational setting or with conventional classroom approaches and time constraints. These three-week courses range widely in topic and distance from home each year. Many of these Seminars meet outside regular school hours, so parents need 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:

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

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

Course Placement Process

Students are placed into ECS courses by the Director of Experiential Education and Auxiliary Programs. Students select three ECSs that they would enjoy participating in, and those selections are used to assign courses in a manner that gives most students one of their choices under the following parameters:

- Students in upper-grade levels have priority over students in lower-grade levels.
- Freshmen generally do not travel internationally.
- Students on Behavioral Probation may be ineligible for specific courses.
- CSS reserves the right to remove a student from an ECS until the day the Seminars start.

ECS Evaluation, Grading & Attendance

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

Absences that cause a student to miss significant portions of an ECS will be managed in various ways, but they often involve supplementary, independent work and the design of alternative, relevant experiences by the student. CSS will expect the family to cover non-refundable course costs incurred by CSS on behalf of the student, even if the student cannot 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 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 will be spent in pursuit of their Capstone. Senior Capstone includes a detailed reflection on the Capstone. Students will present their Capstones at the end-of-year events. Students give a brief presentation of their Capstone and then are available afterward to answer guests' questions.

XXII. Community Service

Service to others is essential to 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, pre-kindergarten through grade 12.

Early Childhood

PreK students perform community service according to grade level that is relevant to their developmental level. Community service often involves curricular connections. Teachers facilitate all services done during the school day.

Lower School

Lower school students perform community service according to grade level that is relevant to their developmental level. Community service often involves curricular connections. Teachers facilitate all services done during the school day.

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. CSS expects students 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 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. To qualify for Honor Roll, these service hours must be completed. Attending the mandatory Upper School Service Day each year fulfills six hours. Doing approved campus service or service in the greater Colorado Springs community for 12 hours will generally meet the remaining requirements. Service outside of school should be done in charitable agencies and must be supervised and certified by adults. Working 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) to be counted for the year. [Here](#) is the form to log service hours. Students who do not complete their Community Service hours by that date will have to complete double the unfulfilled hours for the following year, in addition to the standard 18-hour annual requirement.

XXIII. Leadership Opportunities

The Colorado Springs School allows every student 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 leadership and mentorship roles. At CSS, our goal is to ensure that students develop unique leadership styles that set them on a path toward becoming emotionally and socially aware people 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 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, 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 build and refine their leadership of others.

Examples of Leadership Opportunities in Early Childhood and 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 the 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 a student council member (Grades 2-5)
- Completing independent projects that require ownership (e.g., designing and presenting a proposal for a new playground)

Examples of Leadership Opportunities in Middle School

- Serving as an elected Student Council representative;
- Acting as an advisee representative;
- Serving as a Kodiak ambassador and touring prospective students on Shadow Days;
- Serving as an elected or appointed sports captain;
- 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 Learning Lodge;
- 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;
- 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

Medical and Health Guidelines at CSS

Health & Wellness

The personal well-being of all students is of paramount importance. All CSS activities are conducted and supervised by trained faculty and staff 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," CSS will make every effort to prevent potentially hazardous situations.

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

Medical Response for Students with Health Conditions

Parents of students with known medical conditions are required to notify the campus Health Coordinator and submit the necessary medical documentation, including an *Annual Care Plan* from a medical provider. Upon receiving this information, the Health Coordinator will inform the student's teachers to ensure appropriate monitoring and support throughout the school day.

In the event of a medical concern, the Health Coordinator and other trained staff members will provide prompt and appropriate care, and parents will be contacted immediately.

If a student requires daily medication during school hours, a completed *Permission to Treat* form must be on file for the duration of the treatment. For controlled substances (e.g., ADHD medications), a daily Medication Administration Log is maintained to ensure accurate documentation and tracking.

All medications are stored securely in the Health Center. For further details on medication storage and access, please refer to the section below.

Medical Response for Students with Injuries or Requiring Medical Attention

Students may visit the Health Center for medical attention during school hours, from 8:00 AM to 3:15 PM. The Health Center provides basic first aid and may administer select over-the-counter medications, provided a current *Permission to Treat* form—renewed annually—is on file.

All visits are recorded in the Daily Health Room Visits log. When medication is administered, the student's parent or guardian is notified via phone call, email, or text message, including details such as the name of the medication and the time it was given.

Students exhibiting signs of illness or potentially contagious symptoms may be sent home to help prevent the spread of infection and to ensure they receive proper rest and recovery.

In the event of moderate to severe injuries, students receive immediate care in the Health Center. These incidents are documented using the *Student Accident and Injury* form. Following such incidents, communication is initiated with both the student's parent or guardian and the appropriate Division Director.

Accidents or Injuries

A classroom teacher will apply Minor First Aid (e.g., band-aids). Should a more significant accident or injury occur, we will involve the Health Coordinator, and an attempt to contact parents will be made immediately. Staff will access 9-1-1 if necessary for treatment. Please update changes to your child's medical history on the *Student Medical Information form* annually so that proper emergency care can be offered.

Illness

Symptoms, such as fever, diarrhea, vomiting, congestion, coughing, cold, and flu-like symptoms, are indicators of illness and can be contagious. Students are to remain at home when they are ill, must be fever-free for at least 24 hours before returning to school without using fever-reducing medication, and must have a resolution of their symptoms before returning to campus. 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 students will be isolated if they appear ill during the day. At this time, the student should be picked up as soon as possible to avoid infecting others. Families will be notified if students have been exposed to a communicable disease (e.g., strep throat, influenza, COVID-19, pink eye, chicken pox, etc.).

Medical Administration Requirements

Individuals responsible for dispensing medication must complete Medication Administration Training (MAT) and hold a valid certificate, which must be renewed every three years.

During field trips, a MAT-certified individual may delegate medication administration to a designated teacher during the trip provided there is documented parental consent.

Medication Administration (PreKindergarten)

We do not administer medication to children unless they are enrolled in the 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. We must have a copy of the doctor's written prescription 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 training.
- Inhalers and EpiPens have regulations as well. See the Early Childhood Director and Infirmary Coordinator for more information.

Medication Administration (Kindergarten through Grade 12)

- Students 6th grade and above may self carry and self administer certain medications after the family has requested a student to self carry a medication and both the Health Coordinator and Division Director have approved the self carry medication request. After approval, a contract to self carry will be signed by family and student. The ability to self carry a medication may be removed terms of the contract to self carry have not been honored
- All parents requesting their student receive medication during school hours must indicate this on the *Student Medical Information form*. Prescription medications at school require a physician or nurse practitioner's written order. If it is determined that prescription medication must be dispensed during school hours, a parent may also choose to come to campus and administer the medication.
- Medications must be delivered to the school in a pharmacy or manufacturer-labeled container. They 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 location at school. Parents are asked to provide pharmacy-issued separate bottles for school and home use.
- Responsible students in 6th grade and above may carry asthma inhalers with written approval signed by legal guardians and approved by the Head of School and Academic Director. Please refer to the CSS self-carry guidance.. A backup inhaler may be made available in the Infirmary or the child's classroom in a teacher-designated cabinet that can only be accessed by that teacher. Students with asthma must have an annually updated Asthma Care Plan on file in the Infirmary.
- Certain OTC medications may be dispensed after an assessment by school personnel to provide temporary symptomatic relief for occasional aches and pains, GI discomfort, and allergy symptoms. These medications include Tylenol (acetaminophen), Advil (ibuprofen), Benadryl (diphenhydramine), Tums and Pepto Bismol (antacids), Claritin, Aleve (naproxen), Mucinex, Cough DM, throat and cough lozenges. The administration will follow established guidelines printed on the package, and a parent may provide permission for the OTC medication listed above through the *Student Medical Information form* found on FinalSite. 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 administer medication. Any medication (prescription or over-the-counter) required during an off-campus learning experience must be turned in to the Health Coordinator in the 2 weeks leading up to a trip and no later than 3 days before the departure of the trip. A “Permission to Medicate on a Trip” form will need to be filled out for every medication to be dispensed on a scheduled or as-needed basis. A log of dispensed medications is kept to ensure that scheduled medications have been properly given. Unused medications will be returned to the student’s family.

Required Forms and Medical Records

Health documents are required before the start of each school year and allow our faculty and staff to care for students during experiential education trips on and off campus. Three important health documents are required each year: a) an Annual Physical exam, which is suitable for 12 months after the examination date. Please have your doctor fill out the [CSS Annual Physical Exam form](#) on our website. b) the [Colorado Immunization Certificate](#) ([click here](#) to view Colorado's requirements for school vaccinations), and c) Student Medical Information with our health office. The physical exam and vaccination records should be sent to the Health Office. The Student Medical Information should be filled out in FACTS before each new school year starts.

The State of Colorado requires that all children entering school for the first time in the State of Colorado be immunized for certain infectious diseases such as 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 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 must 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 the circumstances of the outbreak. Should this occur, there will be no tuition refund, 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 **Health Coordinator, Melissa Hocate, at (719) 434-3506 or melissahocate@css.org**.

Maintenance of Student Health Records

In accordance with guidelines from the Colorado Department of Public Health and Environment, all students are required to submit an annual physical examination report and an up-to-date immunization record. These records support the overall health and safety of the school community and help staff remain informed about any medical conditions that may affect a student during the school day. Vaccination records are reviewed to ensure compliance with state-mandated immunization requirements. Families may request a Certificate of Vaccine Exemption, which is also kept on file. Each year, the school submits a report to the State of Colorado detailing the number of students who are compliant with vaccination requirements, those with exemptions, and those who are non-compliant. All student health records are securely stored in a locked cabinet within the Health Center to maintain confidentiality and ensure privacy.

Care Plans and Emergency Medication Storage

Annual Care Plans are required for all students with ongoing health conditions, including students with asthma who use an inhaler and those with severe allergies who require an epinephrine auto-injector (EpiPen). These plans must be submitted each school year and are securely stored in the Health Center.

Inhalers for Lower School students are kept in a designated location within the classroom for easy access. All usage is documented and reported to parents. Middle and Upper School students are permitted to self-carry and self-administer their inhalers, in accordance with their Care Plan. Middle and Upper School students are required to have a self-carry form on file each year, approved by their division director and Head of School.

EpiPens for students with severe allergies are stored on campus in clearly designated locations. If the allergy is food-related, one EpiPen is stored in the cafeteria kitchen for immediate access. A second EpiPen is kept in a locked cabinet within the Health Center.

Medications for other medical conditions may also be securely stored in the Health Center. Parental consent is required for the administration of these medications as needed. Whenever a medication is administered, parents are notified immediately with details regarding its use.

Medication Storage

All over-the-counter and personal medications are securely stored in the Health Center. Medications are kept in a locked cabinet, and the Health Center itself remains locked when not in use to ensure the safety and security of all stored items.

End-of-Year Medication Return and Disposal

All personal medications are returned to families at the end of each school year. Medications that are not picked up by the designated deadline are disposed of properly through approved channels, such as licensed pharmacies that accept and safely discard unused medications.

Student - Travel/ Medical needs

To ensure the health and safety of all students, those with ongoing or recurrent medical conditions are required to have a current annual care plan on file with the Health Office. Annual care plans are provided by the family's physician and outline care expectations, medication, and treatment plans for the specified medical condition.

For students participating in school-sponsored travel, including trips coordinated through a CSS third-party travel company, adherence to the medical and safety policies outlined in the applicable travel contracts is mandatory. For CSS-sponsored trips, families will receive detailed guidance and all necessary paperwork, including policies and requirements, in advance of travel.

Students with significant, severe medical conditions that may impact their ability to participate in Experiential Education trips and who request accommodations based on their physician-approved annual care plan will be reviewed during trip placement. In some cases, for overnight travel, families may be given the option to arrange for a health-certified proxy to accompany their student. Please note that third-party travel companies used by CSS may have their own policies and limitations regarding the participation of students with serious health conditions; these policies will apply in addition to CSS guidelines and may influence the feasibility of certain accommodations.

During off-campus learning experiences, a designated faculty member will be responsible for administering medications. All medications—prescription or over-the-counter—required during such trips must be submitted

to the Health Coordinator no later than two weeks prior to departure, and absolutely no later than three days before the trip begins. A “Permission to Medicate on a Trip” form must be completed for each medication to be administered, whether on a scheduled or as-needed basis.

A log of all dispensed medications will be maintained to ensure accuracy and accountability. Any unused medications will be returned to the student’s family following the trip.

Required Health Training

CSS employs a Health Coordinator to care for the medical needs of our school community. The Health Coordinator is located in the Infirmary on the upper level of Maytag and can be reached at (719) 434-3506 or melissahocate@css.org. In addition, all CSS faculty hold current certifications for CPR and Basic First Aid; all teachers in grades three and up receive two days of Wilderness First Aid training every two years.

All classroom teachers are required to be CPR, AED, and First Aid certified. this training happens during professional development the week before the Fall Semester for those requiring certification and renewal.

Health Guidelines

The Colorado Springs School follows health and safety guidelines established by El Paso County Public Health (EPCPH), the Colorado Department of Public Health and Environment (CDPHE), and the Centers for Disease Control and Prevention (CDC). These guidelines are regularly reviewed and referenced through their official online resources to ensure current best practices are followed.

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 and social communications are now less refined, and we believe CSS can help students develop these skills in several alternate ways. The worldwide pandemic had an additional impact on the social skills and mental health of children and youth, so for several reasons, an on-site counselor is available to address social and emotional needs, including any crisis situations.
- CSS urges any mental health concern to be reported to your child’s academic team just as you would report a physical health concern. This allows your students' teaching team to best support your child in the classroom.
- Our classroom experiences are primarily interactive and give students practice working in teams, building empathy, disagreeing respectfully, and making appropriate compromises.
- We employ social-emotional learning strategies – informed by \
- ‘– 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 and 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, advisory, Middle and Upper School advisories, and availability of a School Counselor provide a structure for students to form trusting relationships with adults and peers wherein it is safe to have conversations about their emotional state or social circumstances. These conversations can aid in conflict resolution, strategy formation, and student empowerment. Additional resources from the Responsive Classroom materials inform our Lower School’s classroom management and relationship building between students and between teachers and teachers.

Pets

Pets are not allowed on campus or in school buildings due to the number of children with allergies. Pets are also not permitted in the driveway due to traffic and the confusion it causes during drop-off and dismissal.

Academic Support

The Colorado Springs School is proud of its ability to serve a wide range of student learning profiles effectively 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 we cannot attain the desired level of challenge in this way, we actively explore opportunities for acceleration and advancement. Students who find the regular program excessively challenging may require additional support, sometimes as supplemental instruction, tutoring, or learning accommodations.

Learning Differences Policy

The Colorado Springs School (CSS) aims for all students to achieve academic success and build confidence as active, engaged learners and citizens. Teachers and administrators work with families to foster success in all areas. We recognize that students with diagnosed learning differences may need additional support 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 Support Coaches, Academic Interventionists, Division Directors, School Counselor and Dean of Student Life, tracks student concerns and trajectories and develops intervention strategies to support student well-being and growth. The Learning Support Coach 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 four divisions with the Learning Team is communicated 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*, qualify through District 12's *Child Find* evaluation process, or come to CSS with a current public school IEP or 504 plan. In either case, appropriate staff members will review the recommended accommodations. Accommodations will be considered based on needs, by the CSS policies regarding accommodation implementation, and the extent to which the family and student will support the recommended accommodations. Following that, staff will write a formal accommodation plan. After the implementation of the accommodation plan, staffings will be held to review the accommodation plans and any information that is relevant to the academic and social-emotional well-being of the student being discussed. Staff often includes the Division Director, Learning Support Team, and other relevant staff members.

New CSS students 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. As governing bodies, ACT and

the College Board are the decision-makers who determine the accommodations for their assessments. Please refer to their websites for details on their requirements:

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

Only students with a medical diagnosis of Attention-Deficit/Hyperactivity Disorder will be granted accommodations. They can provide formal psycho-educational testing showing the demonstrated need for accommodations. Not all people with ADHD need accommodations.

** Formal psycho-educational testing must be conducted by a qualified professional, stating a diagnosed need, the current level of functioning, and recommended 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 occasionally 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
- Photocopying notes of class lectures and discussions, as available
- Preferential seating
- A low-stimulus testing environment
- Audio versions of texts, as available
- 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

Standardized Testing Accommodations

Parents should contact CSS's Testing Coordinator for students requesting/needing standardized testing accommodations.

Parents must contact CSS's Testing Coordinator for students who qualify for accommodations outside the standard administration of assessments (e.g., non-traditional test settings).

It is important to note that the Testing Coordinator works directly with families who request appropriate accommodations and/or assists in providing granted accommodations. However, the testing agencies (ACT & College Board) decide 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

struggles in a particular subject area. We encourage students to consult with teachers directly regarding questions about expectations or homework. When a parent desires extra support, they 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 Support Team. . Parents may hire a tutor outside of school hours in any capacity they wish. CSS recommends that families who hire tutors are 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.

Click here for more information: [The Tutoring Handbook](#)

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 six to 12 students.

The Advisor is the advisee's mentor, advocate, and sounding board. The Advisor maintains communication with parents regularly and whenever additional contact is deemed necessary. Parents should 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 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 promote the growth of social-emotional intelligence and help students learn a variety of life lessons.

In the Lower School, homeroom teachers play the role of student advisors, which is central to helping students develop life skills, social-emotional intelligence, and personal responsibility. The homeroom teacher is the primary source of communication with students' families. Students also meet with the school health coordinator and/or counselor once per month to engage in lessons on a variety of health related and social emotional topics.

Academic ACCESS

Academic ACCESS in the Middle School serves as a time for teachers and students to access one another for additional support, extension, retakes of assignments, and more. Students and teachers utilize an ACCESS rostering form. Once per day (Tuesday- Friday) students partake in these academic enrichment for 45 minutes. If students are not rostered by a teacher and do not have a reason to roster themselves, they report to their advisory classroom for a proctored study hall.

Proctored Study Hall (PSH)

A student assigned to PSH must arrive at their assigned room promptly; tardy to a PSH is treated like 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.

- Proctors supervise all study hall periods for middle school students.
- CSS automatically assigns all freshmen to PSH.
- Any student's Advisor, teacher(s), and Upper School Division Director can determine whether

any student who earned a D+ or lower semester grade in any class should be assigned to a daily PSH until the end of the next semester or longer.

- PSH may be requested by a student or assigned by a teacher, Advisor, or parent/guardian at any time. 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 utilize this time for 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 use their Study Hall time responsibly, and adults do not monitor students' work habits 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.

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.

- Safe2Tell® is a statewide initiative developed under the auspices of the Office of the Attorney General of Colorado to allow individuals to anonymously express concerns about students 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 prevention and intervention to help keep students safe and healthy. Concerns are submitted to Safe2Tell®, processed by the Colorado State Patrol Communications Center, and 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 website, students can help anyone who is in trouble.
- 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 this issue. 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 in El Pomar) can meet with students and/or parents to address short-term counseling needs. For long-term needs, the School Counselor may recommend outside counselors. The School Counselor attends weekly Learning Team Meetings in each division, makes class observations, assists with issues of ongoing conflict or bullying, works closely with the Learning Support Coordinator, and makes recommendations to students, families, and school personnel.

Emergency Protocols

CSS takes emergency preparedness seriously. Students and staff practice variations of 5 emergency drills each month throughout the school year and debrief with input from the administration following each drill. Procedures follow standard response protocols (SRPs), which are reviewed with faculty and staff each year and aligned with the I Love U Guys Foundation: HOLD (stay in your room or area and clear the halls) - SECURE (get inside and lock outside doors) - LOCKDOWN (locks, lights, and out of sight) - EVACUATE (go to an announced location) - SHELTER (listen to the announced hazard and strategy). The Foundation helps educate, train, and empower each person in a school setting by acknowledging a proactive rather than a responsive approach. Because there is simply no way to predict each incident, and there are many variables, CSS believes in planning, preparation, practice, and personal instincts. We empower our students, faculty, and staff to use their best judgment if/when an emergency on our campus demands immediate action, and we are committed to preparing them through a timely, efficient, and common framework of understanding that allows for flexibility and learning.

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

We have black bears on campus periodically, so the Lower School also practices BEAR DRILLS through the fall and spring seasons. Adults regularly scout the recessed area before students arrive to play, and if bears are seen, the playground is avoided. To discourage bears from frequenting campus, CSS uses “bear-proof” trash receptacles.

Security

The Colorado Springs School is an open campus, with security personnel present and controlled access to buildings to ensure student and staff safety. All school staff and security personnel 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 security team. All visitors, vendors and persons accessing campus must

check in through our Visitor management system, and wear a badge while on site. We have also partner Broadmoor Information and Security (BIS) to patrol our school campus both during the day and after school hours.

Security Personnel Concealed Carry Policy

The Colorado Springs School is committed to ensuring a safe and secure environment for all students, employees, and visitors. Security personnel who hold a valid concealed carry permit may be authorized to carry a concealed firearm on school property **only with the express written approval of the Head of School/CEO**. Security employees seeking such authorization must submit a formal written request and provide documentation of a valid concealed carry permit. Approval is granted solely at the discretion of the Head of School/CEO and may be revoked at any time. As a condition of approval, security personnel may be required to complete designated safety and firearms training, with all such training to be completed prior to authorization. Any employee found carrying a concealed firearm without written approval will be subject to disciplinary action, up to and including termination of employment. All applicable federal, state, and local laws must be adhered to at all times.

XXV. Student Policies & Expectations

Philosophy and Framework

The Colorado Springs School discipline policy focuses on principles of restorative practices rather than punitive measures. The policy emphasizes creating learning opportunities from student mistakes and aims to encourage positive changes in student behavior. All disciplinary responses are designed to help students develop responsibility for themselves and others. The school prioritizes safety for all students while providing opportunities for students to learn from their actions.

Kodiak Compass Framework

The Colorado Springs School employs the Kodiak Compass, a restorative justice framework that categorizes all student interventions according to four interconnected areas. This restorative approach emphasizes repairing harm, rebuilding relationships, and creating learning opportunities through meaningful dialogue and accountability rather than punitive measures.

North: Academic Excellence - How We Grow Together Through Learning Academic support, learning strategies, study skills, academic integrity, intellectual growth and learning environment.

South: Community & Belonging - How We Relate and Connect Together Conflict resolution, community building, inclusion, relationships, belonging, peer dynamics and school culture.

East: Environment & Resources - How We Share Resources and Spaces Together Resource management, equity advocacy, sustainability, physical space, technology, environmental stewardship and student environment.

West: Wellness & Balance - How We Thrive and Support Wellbeing Together Wellness coaching, stress management, life balancing strategies, mental health, emotional regulation, and physical health.

Scope and General Expectations

Scope of Expectations

Students at The Colorado Springs School are ambassadors of the school. Student behavior on and off campus at any time—including nights, weekends, and vacations—reflects on student character and the school and falls under school jurisdiction. 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, be aware of their surroundings, and act in a caring and thoughtful manner. Students should exhibit a sense of welcome and inclusion at all times.

Division-Specific Expectations

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

Lower School: Students work with parents and teachers to resolve concerns about school situations and relationships. Parents should contact teachers first, followed by the Division Director if necessary.

Middle and Upper School: Students advocate for their needs in classrooms, social situations, and other areas of school life. Middle School and Upper School students will receive help and guidance to facilitate restorative practices from the Dean of Student Life and the Division Directors.

Intervention Framework Overview

Assessment and Referral Process

When a concern is identified through teacher, staff, family, or student observation, faculty and staff complete a Kodiak Care Team referral to notify the school of an incident or situation. The school employs the Integrated Kodiak Compass Support Framework to determine the appropriate response pathway.

Referral Process: Faculty and staff complete a Kodiak Care Team referral form for notification of:

- Specific behavioral incidents or violations
- Ongoing patterns or support needs
- Any situation requiring administrative attention

Response Pathway Determination: The Kodiak Care Team determines the appropriate pathway:

- **Behavior Referral Path - Reactive Response:** For isolated incidents that disrupt, impact, or erode individual and collective learning, belonging, and wellness
- **Kodiak Care Referral Path - Proactive Support:** For ongoing patterns and support needs requiring wraparound intervention

Documentation and Tracking

All incidents requiring intervention beyond informal correction are documented in FACTS with tier classification, affected compass directions, implemented restorative actions, and progress indicators.

Universal Policies - All Divisions

Universal Behavioral Standards

- **Physical Safety:** Physical violence, horseplay, and play fighting are prohibited. Weapons possession is prohibited except during supervised educational activities. Threats of violence are addressed from safety and disciplinary perspectives.
- **Inappropriate Language:** Using inappropriate words, phrases, or gestures is unacceptable for any age level at CSS. This includes lewdness, profanity, vulgar language, inappropriate innuendo, and language associated with harassment of any kind.
- **Criminal Activities:** Student behavior, defined under law as a serious misdemeanor or felony (whether charged by law enforcement or not), is grounds for expulsion.
- **Vandalism and Stealing:** Any destructive actions, including defacing or breaking personal or school property articles, 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:** Unauthorized possession or use of weapons is prohibited and may result in disciplinary consequences, including separation from the school and law enforcement involvement. Threats of violence toward oneself or others are grounds for concern and will be handled first from a perspective of safety and second from a disciplinary perspective.
- **Dress Code:** Students must wear neat, clean, weather-appropriate attire that demonstrates school pride and professional learning awareness. Clothing must allow full range of movement and may not be associated with drugs, alcohol, gangs, violence, pornography, profanity, or discriminatory statements.
- **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 computer labs without express permission from the adult in charge.
- **Drones / Unmanned Aerial Vehicles:** Unmanned aerial vehicles (drones) are prohibited from flying over school property. Only the Head of School can give special permissions, and they must comply with all FAA rules and guidelines.

- **Fact vs. Rumor:** The school differentiates between rumors and facts in determining violations of this scope of expectations. Spreading rumors or attempting to create negative feelings or attitudes towards others violates all Kodiak Compass points.
- **Fundraising:** Each Upper and Middle School class may conduct one internal fundraising cause and hold one fundraising event annually. Each division can select one external cause per year and support it with one fundraiser aimed at the external community. No raffles may be held. The school does not have a raffle license, and such activities are subject to Colorado State gaming laws.
- **Living Arrangements:** Students must live full-time with their parents, legal guardians, or homestay parents.
- **Lost and Found:** The school takes no responsibility for lost, stolen, or damaged items. If a student cannot bear to lose an item, it should not be brought to school. Unmarked and unclaimed items will be donated to charity at the end of each semester.

Bullying & Harassment

The Colorado Springs School prohibits bullying and harassment as behaviors that fundamentally undermine our Kodiak Compass community values. These actions damage multiple compass directions simultaneously: they disrupt academic excellence (North) by creating hostile learning environments, destroy community belonging (South) through exclusion and intimidation, create inequitable access to resources and spaces (East), and harm individual and collective wellness (West).

Teaching Tolerance defines bullying as "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 regardless of whether the act is deliberate, intentional, unintentional, or directed toward an individual or group.

Expert Tracy Ludwig identifies that unkind behaviors between students occur along a continuum:

- **Rude:** Inadvertently hurting someone
- **Mean:** Purposefully hurting someone occasionally
- **Bullying:** Intentionally aggressive behavior, repeated over time, involving power imbalance
- **Harassment:** Vexatious comments or conduct known to be unwelcome, including social media misuse and sexual harassment

The school employs conflict resolution processes aligned with the Kodiak Compass restorative justice framework, including mediated restorative conversations between involved parties focused on repairing harm and rebuilding relationships. Disciplinary consequences are applied when appropriate and designed to support the restorative process.

Digital Citizenship

Students must use information and technology safely, legally, and responsibly. Students must report abuse and refrain from forwarding inappropriate material.

Digital citizenship requires respect for:

- **Themselves:** Appropriate online names and content sharing
- **Others:** Refraining from bullying, teasing, or harassment
- **Privacy:** Protecting passwords and accounts

- **Online Identity:** Avoiding impersonation
- **Intellectual Property:** Proper citation and avoiding pirated materials

Artificial Intelligence Use Policy

The Colorado Springs School establishes guidelines for ethical, responsible, and educational use of Artificial Intelligence (AI) tools by students, teachers, and staff. AI use must support, not replace, effective teaching and learning while fostering human-centered skills including creativity, collaboration, ethical reasoning, and critical thinking.

Student AI Use Requirements:

- Students may only use AI tools as directed by teachers and in accordance with school policies
- AI must serve as a learning tool to support understanding and growth, not to replace original thinking or effort
- Students must disclose all AI use in academic work and explain how it was employed
- All AI-generated content must be critically evaluated for accuracy, bias, relevance, and appropriateness
- Students must respect intellectual property rights and follow proper citation guidelines for AI contributions
- Only school-approved AI platforms may be used; personal information must never be shared with unauthorized AI tools
- Students must use school-licensed Copilot platform for any AI interactions involving student data

AI and Academic Integrity:

- AI use that replaces original thinking, misrepresents work, or constitutes plagiarism is prohibited
- Students must demonstrate transparency in all AI applications
- Teachers will establish clear expectations for appropriate AI use in assignments and assessments
- Violations of AI use policies will be addressed through the school's disciplinary framework (e.g. Think Tank).

Universal Cell Phone Policies - All Divisions

Cell phone use is governed by division-specific policies designed to maintain academic focus and social safety. See each Division Section for specific policy.

Prohibited Uses Across All Divisions:

- Access to CSS network for non-school related activity (reserved for academic purposes)
- Use in private areas (bathrooms, locker rooms)
- Recording without consent
- Sharing embarrassing or explicit content
- During athletic practices and games

Cell phones and related devices are valuable communication tools when used responsibly. When used irresponsibly, impacts can range from being a distraction to an act of criminal activity. CSS aims to keep students emotionally and socially safe while teaching them how to use their devices responsibly. Students may not use phones and 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 Tier 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 Director of the Division or Dean of Students. 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 and Dean. CSS will return all student-owned technology involved in these circumstances to a parent or student as quickly as possible.
- Cell phones are not allowed for students in PreK through grade 8 on seminars or field trips, but they are permissible in rare cases on upper school seminars.
- Cell phones are prohibited during athletic practices and games, and athletes are encouraged to leave them in the locker room.

Tier Classifications with Examples

Three-Tier Behavior Response System

The Colorado Springs School employs a three-tier classification system that aligns behavioral incidents with the Kodiak Compass framework to ensure responses are both educational and restorative. This system recognizes that student behaviors exist on a continuum and require differentiated interventions based on their impact on individual learning, community wellbeing, and school culture.

Each tier reflects increasing levels of community impact and required intervention intensity, while maintaining focus on student growth and relationship repair. The classification process considers not only the specific behavior but also its effect on the four compass directions: Academic Excellence (North), Community & Belonging (South), Equity & Environment (East), and Wellness & Balance (West). This approach ensures that consequences are meaningful, targeted, and designed to restore both individual accountability and community trust.

Levels of Offense/Overview: The following three categories categorize acts of misconduct. While no list of violations, or the weight of the offense can be exhaustive or all-inclusive, the lists below give guidance for students, parents and teachers. Please note, the terms, violations and tiers are flexible concepts and up to the discretion of the Dean of Student Life, the Division Directors, Head of School and the context of the violation to determine the outcome.

Tier 1 - Community Cohesion Violations: Offenses that generally occur in the classroom and can be corrected by the teacher.

Tier 2 - Community Harm Violations: Offenses that are more serious or are a continuance of Tier 1 misconduct.

Tier 3 - Community Welfare Violations: Offenses that seriously disrupt the educational process in the classroom, school, or school-related activities or are a continuance of repeated Tier 1 or 2 misconduct.

Non-Exhaustive List of Violation Examples

Tier 1

North: Academic Excellence

- Late assignments without communication
- Unprepared for class discussions
- Minor academic collaboration violations
- Non-academic technology use during instruction

South: Community & Belonging

- Disrupting class
- Minor dress code violations
- Exclusionary behavior in group settings
- Microaggressions or thoughtless comments directed at identity
- Public displays of affection (PDA)
- Swearing, vulgar, or degrading language
- Spreading rumor, instigating or provoking community discord

East: Equity & Environment

- Improper use of shared spaces
- Not returning borrowed materials promptly
- Wasting school resources
- Minor technology misuse
- Inequitable participation
- Disregard for school ecosystems

West: Wellness & Balance

- Minor student conflicts
- Creating unnecessary stress for peers
- Disregarding personal wellness routines that affect others
- Division specific cell phone violation (1st instance)

Tier 2 Violations (including repeated Tier 1 violations)

North: Academic Excellence

- Plagiarism or cheating on assignments
- Repeated patterns of missing work
- Disrupting others' learning experiences
- Academic dishonesty in group projects

South: Community & Belonging

- Bullying or harassment
- Social media misconduct
- Discriminatory language or actions
- Creating hostile environments for peers
- Dehumanizing behavior of any kind
- Swearing, vulgar, or degrading language directed at another person/group

East: Equity & Environment

- Vandalism or property damage
- Theft or unauthorized use of belongings
- Creating unsafe physical environments
- Inequitable use of resources

West: Wellness & Balance

- Physical aggression or intimidation directed toward others
- Substance use violations (including tobacco or vape use)
- Creating significant stress for others
- Disregarding safety protocols
- Threatening behavior
- Skipping class or school appointments
- Repeated Tier 1 violations with no change in behavior
- Division specific cell phone violation (2nd instance)

Tier 3 Violations (including repeated Tier 1/Tier 2 violations)

- Physical violence
- Repeated Tier 2 violations
- Severe harassment or discrimination
- Major academic dishonesty
- Possession, use, or distribution of substances, including but not limited to drugs, alcohol, tobacco in any form
- Actions endangering community safety
- Action with the intention to harm or terrify others
- Disrespect for authority
- Illegal or injurious acts while representing the school
- Leaving school grounds and events without permission
- Possession of a weapon (real or mock)
- Stealing
- Vandalism

Consequences and Interventions

Compass-Aligned Restorative Interventions

Think Tank Program

The Colorado Springs School has replaced traditional detention with Think Tank, a structured intervention program. Students assigned to Think Tank engage in reflection, problem-solving, and restorative action designed to address the specific harm caused and develop skills for positive decision-making. Think Tank assignments are aligned with affected compass directions to ensure targeted intervention and skill development. Think Tank is usually administered after school with the Dean of Student Life facilitating the program.

Restorative Practices: Think Tank focuses on restorative practices which include incident reflection and analysis, community impact assessment, development of repair plans and implementation of restorative actions.

Behavioral Support Plans

The school may develop comprehensive support plans for recurring or complex situations. These collaborative agreements involve the student, parents, Dean of Student Life, Division Director, and relevant faculty. Plans outline specific interventions and repair strategies aligned with affected compass directions to support student growth and community restoration.

Privilege Restoration Process

Students may temporarily lose earned privileges as part of a restorative intervention plan. Privileges include free seating, off-campus lunch, social events, transportation privileges, outdoor education trips, and course selections. Students can earn back privileges by demonstrating growth in affected compass areas and completing restorative actions.

Community Service and Repair

Students may be assigned on-campus work during early morning, evening, or weekend hours to restore harm to the school environment. This service directly addresses East compass violations (Equity & Environment) and focuses on repairing physical spaces and resources. These hours do not count toward graduation community service requirements.

Formal Disciplinary Consequences

When restorative interventions are insufficient or violations are severe, the school may implement formal disciplinary consequences while maintaining focus on student growth and community safety.

In-School Suspension

Students complete independent academic work and community service instead of regular class participation. Students remain responsible for all coursework and must schedule makeup assessments. Suspensions are reported on school transfer documents and college applications.

Out-of-School Suspension

Students are prohibited from attending school classes and activities for a specified duration and must remain home while completing all coursework and scheduling makeup assessments. This represents the most severe consequence short of separation from school.

Behavioral Probation

A serious disciplinary status indicating the student is not in good standing and must demonstrate sustained positive behavior to restore school trust. Consequences include potential separation for continued violations, forfeiture of elected offices, loss of off-campus privileges, and restricted participation in expeditions and seminars.

Final Behavioral Probation

Students on this status face likely dismissal or expulsion for any subsequent Tier 3 violation. A second violation of the same type results in automatic immediate dismissal or expulsion.

Dismissal

Separation from school for the remainder of the academic year with loss of academic credit. Students must reapply through the Admission Office for potential readmission.

Expulsion

Permanent separation from school.

All formal consequences are determined through the established assessment process, with the Head of School, in consultation with the Kodiak Care Team and the Leadership team, making the final determinations.

Procedures and Processes

Response Procedures

The Colorado Springs School resolves each disciplinary situation at its discretion, considering school policies, state and federal laws, community health, individual student learning and well-being, and school reputation. Disciplinary responses are developmentally appropriate and may be informed by student-specific circumstances.

The school maintains discretion regarding disciplinary communications with the school community. Families should direct questions about disciplinary circumstances to their respective Division Director or the Dean of Student Life.

Investigation and Response Procedures

1. Faculty and staff submit Kodiak Care Team referral forms including incident summary and affected compass directions.

2. The Dean of Student Life conducts an inquiry to determine the course of action.
3. Students are expected to participate fully and honestly in investigations.
4. The school typically investigates issues and questions students without parents'/guardians' presence in order to facilitate timely and accurate data. Parents are contacted as soon as possible for partnership.
5. If a faculty or staff member's child is involved in a disciplinary investigation, the school will alter supervisory assignments to ensure no conflict of interest.
6. After conducting the inquiry, consequences are administered with documentation of affected compass directions and restorative actions implemented.
7. Pattern Intervention: For repeated violations (3 or more incidents), Think Tank Pattern Intervention occurs with Kodiak Care Team coordination.

Kodiak Care Support Process: For ongoing patterns and support needs, the Kodiak Care Team provides wraparound support through initial assessment, safety screening, and parent contact, utilizing a structured intervention planning and implementation process. Please keep in mind any student whose behavior is 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.

Division-Specific Expectations and Policies

Early Childhood & Lower School Expectations and Policies

Students work with parents to resolve concerns about school situations and relationships. Parents should contact teachers first, followed by the Division Director if necessary.

Behavioral Expectations

Self-discipline includes staying on task, avoiding intentional disruption, speaking at appropriate times, regulating physicality, and taking responsibility for words and actions.

Students are expected to:

- Be respectful and considerate of peers and adults
- Follow class charters
- Communicate positively with peers and adults
- Keep hands, feet, and objects to themselves except during structured activities
- Avoid aggressive movements that cause fear or flinching
- Refrain from using objects to poke or prod other students

School Interventions: Students receive teacher coaching. Inappropriate behavior may result in:

- Loss of independent movement privileges
- Removal from activities
- Loss of recess privileges
- Assignment completion requirements
- Parent notification and consequence discussion
- Immediate dismissal for physical aggression
- Personal reflection ThinkSheets, apology notes, or Kodiak Compass restorative reflections.

- Increased structure including restricted movement, assigned seating, or limited activity participation.

Early Childhood & Lower School Cell Phones Policy

No cell phone use during 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.

Upper and Middle School Expectations and Policies

Behavioral Expectations

Students are expected to contribute positively to four key areas of school life: North (Learning and Academic Excellence) by maintaining academic integrity and being prepared for learning; South (Community and Connection) by treating others with respect and fostering belonging; East (Equity and Environment) by using shared resources responsibly and promoting fairness; and West (Wellness and Balance) by supporting their own and others' wellbeing. Students must understand that every behavior has an impact on these compass directions and take accountability for repairing harm when it occurs.

Interventions and Support

When behavioral violations occur, students participate in a tiered intervention system focused on growth rather than punishment. Kodiak Compass violations result in immediate restorative conversations and reflection through the Kodiak Think Tank (detention alternative), where students work to understand their impact and develop solutions. Think Tank involves structured intervention plans such as academic integrity workshops, mediated conversations, or community service projects aligned with the affected compass direction. Students maintain agency in their growth process while receiving targeted support to repair relationships, rebuild trust, and strengthen the school community.

Upper and Middle School Students must advocate for their needs in classrooms, social situations, and other areas of school life. Students are expected to seek support from teachers, counseling staff, or administration when needed and engage with the Kodiak Compass and Rupture and Repair process to solve conflicts. Students are expected to know, understand, and adhere to the expectations set forth in the handbook.

Lockers and Personal Belongings

Each Middle School and Upper School student has a locker for textbooks, personal items, lunches, coats, bags, and backpacks. Students are strongly discouraged from bringing items of high monetary or personal value to school. Accessing a locker which is not one's own, without explicit permission, is a community violation.

Upper and Middle School Cell Phone Policy

Middle School: Cell phones must be secured in assigned Yondr pouches during school hours. Students turn off their phones, place phones and wearable technology inside their assigned Yondr pouch, and secure it in front of school staff. Student assigned Yondr pouches are considered school property. Each student is responsible for daily pouch utilization and end-of-day return. Lost or damaged pouches will result in \$30.00 charges to student FACTS accounts and replacement pouch issuance.

Upper School: Unrestricted cell phone use when not in class or organized events, subject to faculty discretion. Examples include community time, class meetings, or advisory time.

Middle School Campus Privileges

Middle school serves as a bridge phase - students gain personal responsibility and advocacy skills while still operating under a more structured setting. Middle School students are learning to navigate independence preparing for Upper School autonomy.

Upper School Campus Privileges

Upper School students receive increased campus privileges that reflect their developmental readiness for greater independence and responsibility. These privileges are earned through demonstrated academic excellence (North), positive community engagement (South), respectful use of shared resources (East), and balanced personal wellness choices (West). Students who violate campus privilege policies may have privileges temporarily suspended as part of restorative interventions. Privileges may be restored upon demonstration of growth in affected compass areas and completion of required restorative actions.

Campus Movement Upper School students may access designated areas on campus during study hall periods and lunch without direct supervision. Students must respect learning environments by avoiding parking lots, athletic facilities during instruction, and Lower School/Middle School areas where their presence may disrupt younger students' educational experiences.

Off-Campus Lunch Privilege Students in good academic standing may leave campus for lunch provided they sign out with the El Pomar Administrative Assistant upon departure and sign in upon return. This privilege requires students to demonstrate responsibility aligned with all compass directions and may be restricted for students not meeting behavioral or academic expectations.

Flexible Arrival and Departure Students with Study Hall periods at the beginning of the school day may arrive on campus prior to their first scheduled class or appointment. Sign-in at the Administrative Assistant's Office is required. Similarly, students may depart campus following their final class or appointment with required sign-out procedures at the Administrative Assistant's Office.

Parent Partnership

Family Expectations

The school strives to be fair and just in its disciplinary process. Families are expected to 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, a meeting with the Head of School will be held.

Communication Guidelines

Parents should discuss disciplinary interventions as learning opportunities, support restorative action plans, and recognize that properly addressed mistakes accelerate student maturity.

Support Responsibilities

Parents are expected to provide safe, stable home environments supporting basic needs including nutrition, sleep, hygiene, and emotional support. Parents should create study-conducive environments and monitor student technology use. Parents must not provide alcohol or drugs to students or allow substance use in their homes.

School Relationship Standards

Parents must demonstrate respect for all community members, maintain appropriate interactions with school personnel, and avoid direct intervention with other families' children regarding conflicts. Concerns should be directed to Division Directors or the Head of School.

The Colorado Springs School reserves the right to dismiss families whose actions interfere with school procedures or educational purposes. Such determinations are at the sole discretion of the school and may include immediate dismissal or refusal to re-enroll students when family actions make positive relationships impossible.

Student to Employee/Volunteer Interactions

Supportive relationships between students and employees must remain professional and academic. Communication should be limited to school hours and official CSS platforms. Students should avoid social media communication with teachers. Inappropriate contact must be reported immediately to Division Directors or Dean of Student Life.

Employees and volunteers must not:

- Send personal communications to students
- Invite students to social media platforms
- Express inappropriate affection toward students
- Be alone with students in non-public places
- Make personal comments about students
- Share secrets with students

Additional Policies

The Colorado Springs School is committed to providing a working and learning environment that is free from unlawful discrimination and harassment. The school shall promptly respond to concerns and complaints of unlawful discrimination and/or harassment; take action in response when unlawful discrimination and/or harassment is discovered; impose appropriate sanctions on offenders in a case-by-case manner; and protect the privacy of all those involved in unlawful discrimination and/or harassment complaints as required by state and federal law. When appropriate, the complaint shall be referred to law enforcement for investigation.

Title IX

Information regarding Title IX is available on the school website. Title IX concerns should be directed to the Title IX Coordinator, Lea Siegel, at 719-475-9747 or lsiegel@css.org.

XXVI. Parent Communications, Expectations & Opportunities

School-family Communications

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

Publications and Online Information

Kodiak Bulletin - All-School Weekly eNewsletter

This weekly e-newsletter is distributed each Friday to inform currently enrolled t families about Head of School Messages, divisional news from directors, and important announcements for the week ahead..

School Website, FACTS Family Portal, and Google Classroom

The school website can be found at www.css.org

FACTS is accessible from an electronic portal *via* the [Family Portal](#) at the top of the CSS website menu. 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.

Teachers may use Google Classroom to assign homework, post learning resources, and allow students to submit assignments electronically. Parents may access Google Classroom using their student's unique CSS login, if desired.

Social Media

CSS maintains active META, [LinkedIn](#), TikTok, and [YouTube](#) platforms, plus additional social platforms for Alumni community to highlight campus activities/updates, events, and admission information.

Athletics: Varsity News Network (VNN)

For the benefit of parents and students, CSS posts athletic information on an external Athletics website (CHSSA sports only): csskodiaks.com, which the Director of Athletics administers. This is an external website, and CSS cannot be responsible for the content of any site external to its own. Further, by linking to other sites, CSS does not endorse 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 its employees make any warranty – expressed or implied – or assume any legal liability for the accuracy, completeness, or usefulness of any information linked to this site. The Athletics information can be referenced on css.org/athletics

Meetings & Events

Throughout the year, CSS hosts various events throughout the year. Parents are strongly encouraged to attend when possible. Meetings are held for various 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 Speaking Series (where current trends in child development, and CSS academic programs are discussed), and community-building events (Parents' Association Carnival, Founders' Day, arts, 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 to solve academic and social problems on their own; facilitation by various adults may follow. A typical 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. You can do this in person, via phone, or by email.
2. In some situations, the teacher, coach, or parent may involve the Division Director in a subsequent conversation.
3. Call or email the Associate Head of School and schedule a conversation dedicated to the concern if further discussion is necessary.

Advisor's Role

Each student in Middle and Upper School has an Advisor with whom they meet weekly throughout the year. The Advisor communicates with parents regularly and whenever additional contact is 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 directly addressed with the teacher or coach.

Telephone / Messages

If a parent needs to contact their student throughout the school day, they should leave a message with the Main Office (719)475-9747 and/or request to be connected with the Division Administrative Assistant. In the event of an emergency, the student will be immediately contacted. Otherwise, parent messages will be distributed non-disruptively, most likely between classes.

CSS Directory & Primary Contacts

The online FACTS Directory contains the names, addresses, and phone numbers of CSS families and the 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.

Registrar and Upper School Admin Assistant: Kelley Jefferson, (719) 434-3558, kjefferson@css.org

Administrative Assistant (Lower & Middle School): Laura Edgar, (719) 434-3542, ledgar@css.org

Administrative Assistant (Early Childhood): Julie King, (719) 434-3540, jking@css.org

Admissions: Brooke Kelly-Rawls, (719) 434-3520, bkellyrawls@css.org

Athletics: Nate Johnson, (719) 434-3580, njohnson@css.org

Business Office:

Lea Siegel, Chief Operating Officer & Title IX Coordinator, (719) 434-3544, lsiegel@css.org

Holly Hannum, Business Office Associate, (719) 434-3510, hhannum@css.org

School Counselor: Emily Warren, (719) 434-3526, ewarren@css.org

Experiential Education and Auxiliary Programs Coordinator: Emily Fuller efuller@css.org

Division Directors

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

Lower School (K-5): Erin Cerezo, (719) 434-3550, ecerezo@css.org

Middle School: Erin Cerezo, (719) 434-3550, ecerezo@css.org

Upper School: Ira Pernik, (719) 434-3570, ipernick@css.org

Executive Administrative Assistant: Caitlin Schinsky, cschinsky@css.org

Head of School: Ryan Kelly (719) 434-3590, rkelly@css.org

Campus Health Coordinator: Dr. Melissa Hocate, (719) 434-3506, melissahocate@css.org

Information Technology: Lisa Wilkes, (719) 434-3530, lwilkes@css.org

Upper School Learning Support Coach and Testing Coordinator: Misty Payne, (719) 434-3521, mpayne@css.org

Learning Support Coach: Jenn Severski, (719) 434-3550, jseverski@css.org

Marketing & Communications:

Anslee Wolfe, (719) 434-3503, awolfe@css.org & Marie Newbrough (719) 434-3514 mnewbrough@css.org

Registrar: *Scheduling, Testing, Transcripts*, Kelley Jefferson, (719) 434-3540, kjefferson@css.org

School Closures and Delayed Starts

The Colorado Springs School is a PreK through 12 independent day school annually serving families across the Pikes Peak Region. The buses currently travel as far as 30 minutes. Decisions about 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 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 Seminars, 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 regional districts.

Deliberations among members of the school's leadership team and Facilities Office begin as soon as the possibility of inclement weather has been announced. Decisions are not made lightly, and several or all of the above factors should be considered. 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 receive **ParentAlert text messages** regarding significant changes to the school day or 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 socials media and the following radio and TV stations via FlashAlert media services:

- 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 once parental permission has been obtained.

Parents should feel free to leave their children at home whenever road conditions warrant not attending or picking them up early. Please communicate this information to the administrative assistants in either the lower, middle, or upper school.

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.

Early Childhood and 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; students look forward to taking the lead and sharing with their parents.

Upper School & Middle School

Parents are encouraged to schedule and attend conferences. Conferences occur at the end of the first quarter and in the third quarter by teacher request only.. However, families are always welcome to schedule conferences with teachers or the Division Director anytime during the school year. First-quarter conferences in the Upper School require student attendance and 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, CSS needs to be aware of situations where a student spends time in dual households and/or with multiple primary caregivers. When special co-parenting arrangements or court-ordered guidelines exist, please inform the school 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 whose information is listed in FACTS will receive grade reports and all-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. If a student is concerned about particular details 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, all parties must be aligned regarding the purposes and strategies used to fulfill the school's mission. Positive outcomes are achieved through a shared commitment to open communication, respectful interaction, and collaborative partnership to pursue a shared vision and goals. CSS expects that parents, students, and other family relations will support the CSS community by observing the guidelines outlined in this section of the Handbook to facilitate this relationship.

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 students' 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 when a student needs help.
- Use positive commentary whenever possible; avoid disparaging comments or 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 and verify their claims.
- Empower your student by encouraging them to focus on assessing their 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 and enjoy helping children 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 students' 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 a teacher's tactics is to communicate directly with the teacher while outwardly supporting the teacher in communication 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 your student's horizons and comfort zones and encourage your student to persevere through these challenging moments.

Support Student-School Relations

The Colorado Springs School has rules, policies, procedures, and philosophies 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 them to go through the proper school channels should they 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.
- CSS expects parents to serve as positive role models and demonstrate respect for all members of the CSS community.
- Respectful interactions with the school include (but are not limited to) refraining from yelling and using profanity, maintaining appropriate personal space, not engaging in aggressive behavior, making an appointment to speak with school faculty or staff, and working in conjunction with CSS for the students rather than making demands.
- 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 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

- CSS expects parents to be positive role models at school events and athletic competitions. Poor sportsmanship of any kind will not be tolerated.
- CSS expects parents 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 we value your partnership.

Supportive Home Environment

- CSS expects parents to provide their students with a safe, stable home environment and support their 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, smartphones, 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 homes.

XXVIII. Parent Volunteer Opportunities

Office Volunteers

Many opportunities exist for parents to help with various events (e.g., the Carnival or Gala etc) and 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 Directors monthly to discuss division-wide needs. To volunteer to become a Class Coordinator, please contact your Division Director. You will receive a brief training before beginning your work.

Parents Association

The Parents Association is composed of all parents of students enrolled at CSS. The Association supports the school through volunteer work in various 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 PA Board members, the Head of School, or other parents, or they can be self-nominated. Elections occur in the spring of 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 the expertise to serve as ongoing support in such areas as theater or athletics. Please contact the appropriate classroom teacher or Director of Athletics regarding the Booster Club volunteer opportunities if this is you.

Parents are regularly asked to assist with Fall Adventures and Colorado Expeditions at the Lower School level. There is an application process from which classroom teachers and the Experiential Education and Auxiliary Programs Coordinator select Parent Educational Leaders (PELs).¹