

Parent/Student Handbook



INSPIRED LEARNING.
MASTERFUL TEACHING.

THE COLORADO SPRINGS SCHOOL

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Greetings The Colorado Springs School Community!

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

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

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

Tambi L. Tyler
Head of School

Handbook Organization

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

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

The Handbook has been divided into seven sections:

- I. Mission & Philosophy
- II. Educational Program
- III. School Processes & Procedures
- IV. Student Health, Support & Safety
- V. Student Policies & Expectations
- VI. Student Discipline
- VII. Parent Policies, Expectations & Opportunities

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I. Mission & Philosophy

A. The Colorado Springs School Mission Statement

SCHOOL MISSION:

Through superior academics and mentoring, The Colorado Springs School prepares students to think independently and to meet the challenges of a dynamic world with leadership, ingenuity, problem-solving skills, and personal integrity.

B. The Colorado Springs School Educational Philosophy

The Colorado Springs School's distinctive philosophy of education guides the school as it balances tradition and innovation. Equally influenced by constructivist educational theory and modern brain-based educational research, educators at The Colorado Springs School place students at the center of every educational experience. Our committed teachers, dynamic and applicable curriculum, small classes, authentic assessments and real world seminars reach and teach students in ways traditional educational environments cannot. At CSS, students learn actively, collaborate with their peers, present their work for review and take time to reflect on their learning. A superior academic curriculum prepares our students to succeed in college, and our commitment to teach social and emotional skills, leadership, and to foster ingenuity sets our graduates apart. At CSS, we utilize the best teaching techniques from all origins — Socratic seminars and cutting-edge educational technology are employed side by side to teach critical thinking skills, quantitative literacy, global perspectives, and writing skills.

CSS is dedicated to challenging some commonly held notions about education. We do not believe that the academic disciplines should be taught in isolation, that school should be separated from the real world, that tests can measure everything that can be known about a student's learning experiences, or that students are uniform, empty "vessels" that need to be filled with rote learning.

Rather, we believe that, as Yeats wrote, "Education is not the filling of a pail, but the lighting of a fire." We also believe that students come to us as unique individuals with distinct interests, talents, and motivations and that they leave us as enriched scholars and leaders. We find that project-based learning increases student motivation by allowing them more autonomy, letting them experience mastery, and connecting their academic work to deep and authentic purposes. As a school committed to preparing students for the future, our school's curriculum and programs encompass the entire city, region, nation, and world. Lastly, we believe that a private school can and should serve the public good by creating leaders who are committed to serving others and leaving their mark on the world.

C. The Colorado Springs 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).

D. The Colorado Springs School Non-Discrimination Policy

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

E. The Colorado Springs School Conflict of Interest Policy

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

II. Educational Program

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

A. Academic Core

1. Expectations for Children's School Continuation

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

2. Expectations for Middle School Continuation

Students in grades 6-8 are expected to satisfy the academic and behavioral goals for each grade level at a satisfactory level. Students are expected to take a full course of study each year including classes in English, mathematics, science, history, Spanish/French, and visual/musical/theatre arts, in addition to participating in a grade level advisory and a minimum of one season of athletics. Students earn letter grades in each of their classes and are expected to pass each class with a grade not lower than a D-.

3. Expectations & Requirements for Upper School Graduation

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

Upper School Graduation Requirements

A minimum of 31 credits, meeting the following criteria, are required to earn a CSS diploma.

Department	Crdt	Details
English	4.0	<ul style="list-style-type: none"> World Literature and Composition (9th) European Literature and Composition (10th) American Literature & Composition or AP Language & Composition (11th) Senior Seminar: Topics in Literature or AP Literature & Composition (12th)
Math	4.0	<ul style="list-style-type: none"> Mathematics courses through at least Algebra 2, generally in the following sequence: Geometry, Algebra 2, FST, advanced electives
History	3.0	<ul style="list-style-type: none"> Global Studies & World Geography (9th) World History (10th) U.S. History or AP U.S. History (11th or 12th)
World Languages	3.0	<ul style="list-style-type: none"> Three consecutive credits in one world language, a passing grade in an AP course, or a score of 3 or better on an AP world language exam followed by a course of study in an alternative language, for a total of at least 3.0 credits
Science	3.0	<ul style="list-style-type: none"> Biology (9th grade lab science) Chemistry (10th grade lab science) At least one year of advanced lab science elective(s)
Arts	2.0	<ul style="list-style-type: none"> Arts Foundations (9th grade - Semester 2) 0.5 credit Any combination of elective art courses (Only 0.5 credits from each elective arts course may be applied towards meeting graduation requirement. This includes Band, Vocal Ensemble, Yearbook and electives in Drama and Visual Arts) Advanced Art, Portfolio Studio Art and Music Theory apply full credit towards graduation requirements
ECSs	4.0	<ul style="list-style-type: none"> One Experience-Centered Seminar (ECS) per year (9-12th)
College Prep	0.5	<ul style="list-style-type: none"> College Overview & Public Speaking (10th - Semester II)
Health	0.5	<ul style="list-style-type: none"> Health & Wellness class (9th grade - Semester I)
Electives	3.0	<ul style="list-style-type: none"> Any elective courses not being used to fulfill other department requirements
Activities	4.0	<ul style="list-style-type: none"> Athletics, Theatre, Model UN, Robotics, approved non-CSS activities (0.5 credit per season)

Any grade other than an F is considered “passing” at CSS, and the student will receive credit.

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

- Community Service (18 hours per year, 9-12th)
- Digital Portfolio completion (each year, 9-11th)

- Participate fully in the Senior Capstone experience, including meeting all standards and deadlines of the program (12th)

4. Course Scheduling

- At the Children’s School level, students in a particular grade generally follow that grade level’s designed schedule.
- At the Middle School level, 7th and 8th grade students have a choice regarding art courses they study. Course request systems are shared with families to be filled out prior to the school year.
- At the Upper School level, student choice increases, especially in grades 11 and 12. During the second semester, students (9-12) will meet routinely with their advisors to discuss and decide course selections for the following school year.
- **Add/Drop:** Students may add/drop courses within the first week of an academic semester or year. A course that awards 1.0 units for a year of enrollment cannot be dropped during the second semester. A student in an AP course is allowed to drop within the first two weeks of class if s/he is dropping into the non-AP version of that same course. Approval for a course change must be discussed between the parent(s), Division Director, and College Counselor. Students who drop a course after the deadline will have a “W” recorded on their transcript. Non-attendance of 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](#).

5. Homework

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

Approximate homework times are given below. These are general guidelines for the *average* student on an *average* day, not absolute rules for a single night’s homework. These approximations do not take into account the varying work habits and abilities of students who may need, or prefer, more time to complete their homework.

a) Children’s School

Average Daily Homework

Kindergarten	10 minutes
First and second grades	10-20 minutes
Third and fourth grades	30-40 minutes
Fifth grade	50-60 minutes

Note: In addition to regular homework, teachers ask students in kindergarten through grade 2 to read for 15-20 minutes per night and students in grades 3 through 5 to read 30 minutes per night. This may be a combination of parents reading to students and students reading to themselves.

In the younger grades, homework can and is assigned for weekly completion, whereas in the upper grades homework is generally assigned daily. Students in grades 2-5 who get behind on their work may be asked to complete it during recess or at another time that does not interfere with other academic activities.

b) Middle School and Upper School

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

Average Daily Homework

Sixth grade	1.5 hours
Seventh and eighth grades	2 hours
Ninth and tenth grades	2-3 hours
Eleventh and twelfth grades	3+ hours

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

Late Assignments: Students who miss assignment deadlines may generally turn the work in late with a penalty of 10% per day. When a student is late or absent, the student is responsible for completing and turning in the work s/he missed. Students generally receive a 1-day grace period for each excused absence from class. It is the student's duty to promptly initiate discussions with his/her teacher(s), especially if there is a need to extend submission deadlines.

Middle School Homework Hall: When a 6th or 7th grade student is missing homework for a class, it is standard practice for teachers to notify parents of habitually late or missing assignments. Teachers reserve the right to assign students to Homework Hall in cases where missing assignments are excessive. Homework Hall meets 3:30-4:00 p.m. Due to COVID-19 and limited space on campus Homework Hall has a set fee (see your Division Director for sign up and fee requirements). This service is valuable for many reasons. Students have a supervised and designated place for homework and work completion. Students are able to ask questions and receive help when necessary. Students who use Homework Hall must sign up and in advance. When signed up for Homework Hall this responsibility supersedes sporting practice or events scheduled after school, including games. If an 8th grade student misses work, it is up to the teacher to determine whether or not to report the need for Homework Hall. If there is a pattern of late or missing work, students may forfeit their participation in an after school activity and is at the discretion of the teacher or Division Director.

6. Grades and Grading

Students in all three divisions receive comprehensive grade reports twice a year, at the end of Semester 1 (December) and at the end of Semester 2 (May).

Unweighted & Weighted GPA Grading Scale

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

a) Children's School

A student's progress is continually assessed through informal and formal means in the Children's School. Skill set inventories and benchmark standards are used at all grade levels as a tool for identifying and communicating with parents areas of strength and areas of challenge. Assigning letter grades for certain subjects in grades 4 and 5 is done primarily for the purpose of acclimatizing students to the process of being graded as they prepare to transition into the Middle School. Grade point averages (GPAs) are not calculated, and honor roll is not identified at this level.

b) Middle and Upper School

Beginning in grade 6, student grades are readily available to students and parents via FACTS. It is the responsibility of students and parents to check academic progress regularly and to contact teachers with questions or concerns in order to devise strategies for improvement. When a pattern of unsatisfactory work occurs, the teacher or advisor will notify parents. In grades 6-12, all subjects are graded, GPAs are calculated, Honor Roll is tracked, and students can further challenge themselves academically by pursuing Kodiak Scholar status (in MS) and advanced and Advanced Placement courses (in US) in individual subject areas.

Honor Roll: These lists are computed for Middle School and Upper School students at the conclusion of each semester according to the following criteria. Upper School Honor Roll lists are calculated based on weighted grades (see below), and ECS grades are included in Semester 2 calculations.

- High Honor Roll: GPA of 3.667 and above and no grade below a B (83%) C (73%) in AP courses), when enrolled in the equivalent of at least five 45-minute 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 five 45-minute courses
- Pass/Fail courses are not included in the GPA, but a “pass” is required in all Pass/Fail courses to be eligible for Honor Roll.
- Middle and Upper School students must meet all established guidelines for Digital Portfolio completion to be eligible for Semester 2 Honor Roll.
- Middle and Upper School students must participate fully in the CSS Community Service Day(s) that semester. Hours missed due to excused absences must be made up during personal time and/or outside of school hours.
- Middle School students must participate fully and earn a “pass” in the Seminar course(s) that take place during that semester.
- Upper School students must meet or exceed their 18-hour Community Service requirement for Semester 2 Honor Roll consideration. The numbers of hours not met in a given year will be doubled and added to the following’s year’s count.

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

Incomplete Grades: Incomplete grades are temporary and must be cleared with the Division Director. A student may be given an incomplete for a class if s/he has been excused due to illness or emergency. Make-ups for Semester 1 are due within the first two weeks of Semester 2; make-ups for Semester 2 are due within two weeks after graduation. In special circumstances, the Division Director may approve other arrangements. An “incomplete” grade becomes a permanent “fail” on a student’s transcript if not rectified within the approved time frame.

7. Academic Testing

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

Summary of Assessments

Grade Level	Assessment Tools
PreK	Reading benchmark: <i>Phonological Awareness</i> testing (3x per year)
K-5	Reading benchmark: <i>Reading A-Z</i> assessments, DIBELS (through 3rd) Writing benchmark: <i>Every Child a Writer</i> assessments Math benchmark: <i>Math in Focus</i> assessments, math fact fluency (through 4th)
3-8	Standardized testing: ACT Aspire Test (4.5 hours per year)
9	Standardized testing: PreACT Test (2 hours)
10	Standardized testing: PreACT 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)

8. Digital Portfolios

Digital Portfolios are a valuable learning and assessment tool. A Digital Portfolio is a digitized collection of artifacts that illustrate a student's accomplishments and pivotal learning experiences on his or her journey through CSS. This collection can be composed of text-based, graphic, or multimedia elements archived on our CSS Google Drive and published through Google Sites. A Digital Portfolio is more than a simple collection; it encourages personal reflection and often involves the exchange of ideas and feedback. In general, Digital Portfolios help students become critical thinkers and aid in the development of their writing and multimedia communication skills.

CSS adapted the National Association for Independent School's *Essential Capacities for the 21st Century* to create its Digital Portfolio structure.

1. Analytical and Creative Thinking and Problem-solving
 2. Complex Communication—Oral and Written
 3. Leadership and Teamwork
 4. Digital and Quantitative Literacy
 5. Global Perspective
 6. Integrity and Ethical Decision-Making
 7. Adaptability, Initiative, and Risk-Taking
 8. Service to Others
- Students in PreK complete two portfolio submissions each year, both of which highlight a student's experiences that portray who they are as a learner.

- Students in grades K-5 complete three portfolio submissions each year, one in each of the first two capacities and one student / teacher choice.
- Students in grades 6-8 complete three portfolio submissions each year for a total of nine during their middle school years. At least one artifact must be submitted in each of the eight capacities.
- Students in grades 9-11 complete four portfolio submissions each year for a total of 12, and at least one artifact must be submitted in each of the eight capacities.
- The final Digital Portfolio submission is completed in the 12th grade and corresponds with each student's Senior Capstone.
- Middle and Upper School students must meet that year's Digital Portfolio requirements to be eligible for Honor Roll.

9. Academic Waivers

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

10. Transfer Credits

The Registrar will review all high school transfer credits, college courses and correspondence courses. Grades earned through approved transfer credits count toward meeting CSS graduation requirements, but will not be calculated into the CSS grade point average (GPA) for the current grading period or the cumulative GPA. The CSS GPA reflects only coursework completed at CSS. Non-CSS transcripts (already on file in the Upper School office) will be sent to colleges along with the CSS transcript to ensure that the student receives full credit for all work completed. Refer to the Transfer Student Policies Regarding Graduation Requirements Table for more details about transfer credits and graduation requirements.

Transfer Student Policies Regarding Graduation Requirements

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

CSS will not accept transfer credits for grades lower than a C-.

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

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

11. Academic Ethics

Students are expected to demonstrate their academic mastery in an honest way. At times, they will demonstrate mastery through group projects or other collaborative activities. At times, they may be permitted to use literary resources or other tools as reference materials on assessments. At other times they will be expected to perform tasks unassisted. Teachers will make the parameters known to the students in their classes, and students are expected to adhere to these expectations.

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

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

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

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

12. Academic Eligibility and Probation

Students must remain in good academic standing in order to be eligible to participate in most extra-curricular activities including, but not limited to, athletics, theatre productions, Model UN, and appointed or elected leadership positions. Academic eligibility also applies to juniors and seniors who wish to use the off-campus privilege. Upper School students who have two D’s or an F are ineligible to participate in the above listed activities until their grades have improved. Parents of Middle School students whose grades fall below the eligibility criteria will talk with their student’s Division Director to

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

determine whether or not it is in the best interest of the student to continue participation in extracurricular activities.

A student who earns two D's and/or an F on a semester report card will be placed on Academic Probation. The student and his/her parents will meet with teachers, advisor, the Learning Specialist and the Division Director to devise an improvement plan. A student on Academic Probation risks not being invited back to CSS the following year. Probationary status is assessed at the end of each semester, and a student can earn his/her way off Academic Probation as soon as his/her semester grades are above the probationary threshold.

B. Athletics & Activities

1. Philosophy & Overview

CSS Athletics is a participatory (no-cut) program open to all students, regardless of ability or past experience. Although our competitive athletics program frequently places teams and individual athletes in state playoff tournaments, the strongest emphasis is on life-long sports skills, sportsmanship, fitness, and teamwork. Participation in competitive sports fosters increased self-awareness and self-confidence. Teams practice and compete after school, on weekends, and occasionally during school breaks. Please refer to the [Athletics Handbook](#) for more details on athletic program policies and information.

a) Children's School

Opportunities for students to play on competitive CSS athletics teams begin as early as 4th grade for certain sports. Many sports are open to 5th grade participation during a 1-month, 5-6th grade season that occurs near the end of the regular Middle School sports seasons. Sports typically open to these younger age groups include cross-country, volleyball, and basketball. Interested students should bring their parents in to discuss options with the Athletic Director.

Although we do not offer other after school activity programs for students in the Children's School (other than Extended Care), evening activity programs are offered several times per year for students to have fun with friends while parents enjoy other activities. These generally happen on Fridays and are called "Friday Night Out."

b) Middle School

CSS Middle School teams compete against other area teams, including those in the Central Colorado Athletic League (CCAL), other schools in the Colorado Springs area, and schools in Denver. On occasion, CSS teams compete with schools in mountain communities, along the Front Range, and in the eastern plains. Although participation in at least one school sport is required, students are encouraged to participate in more, and many students choose to do so. Occasionally, a student is deeply involved at a high level throughout the year in an athletic program outside CSS. A student can petition for an exemption from the Middle School Athletics Requirement for activities not offered at CSS (ex. gymnastics, ice skating) and should talk with the Athletic Director to obtain a waiver form.

In addition to Athletics, Middle School students are invited to participate in our Middle School Matchwits program or Model United Nations. Chess is frequently an option, as is Pep Band and theatre productions. Practice for these activities usually occurs during lunch, although theatre practice for primarily Upper School productions happens after school. Middle School students are

also invited to tinker with robots, programming, and electronics alongside Upper School students in the Innovation lab.

c) Upper School

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

1. Team sport participation for 0.5 credits each season
2. Participation in a theatre production for 0.5 credits each season
3. Participation in an established community service program with a minimum of 50 hours of participation for 0.5 credits. (This is in addition to the regular community service requirement.)
4. Participation in a school-approved community-based music, dance, or athletic activity with 0.5 credits for each 50 hours of successful participation
5. Full involvement in Model United Nations, including participation in more than half of the meets, will be rewarded with 0.5 credits
6. Full involvement in Robotics Club, including regular attendance and participation in at least one competition, will be rewarded with 0.5 credits

Options 3-4 above require an application and pre-approval. Forms are available from the Registrar. Only hours in which a professional coach or trainer is working directly with the student can be counted as part of the 50 required hours. A detailed time log, verified by the coach/trainer, must be filed with the Registrar on or before the last day of the semester that credit is to be recorded. This is the sole responsibility of the student. Reminders will be given, and failure to meet this annual requirement will result in an "F" on the student's transcript. To compensate, extra credits must be earned in subsequent semesters.

CSS is a member of the Colorado High School Activities Association (CHSAA) and competes on the varsity and junior varsity level with schools of comparable enrollment. CSS hosts teams in the following sports:

Boys: Mtn. Biking, Cross-Country, Soccer, Tennis, Basketball, Volleyball, Lacrosse

Girls: Mtn. Biking, Cross-Country, Volleyball, Basketball, Soccer, Tennis

Other activities, classified as Clubs, are also available to students. Clubs are student-led through student executive committees with a faculty sponsor and usually meet during the lunch break. Some clubs at CSS have been long-standing, such as KICS (Kodiaks Investing in Community Service), National Honor Society, Matchwits, Art, World Cultures, and Poetry Clubs. Others are more ephemeral, depending on student interest, such as the Outdoor Adventure Club, Ultimate Frisbee Club, Disc and Golf Club. Students are expected to participate in at least one club every year of Upper School.

C. Experiential Education

1. Philosophy & Overview

For over 50 years, The Colorado Springs School has based its academic programs on an experiential education model. What this means is that we believe people learn best by **DOING** rather than by acting as passive absorbers of knowledge. We believe strongly that the best way for a person to learn the most important lessons is through first-hand experience. 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 our students to become the leaders of their generation, capable of creating positive change in the world.

As we design student experiences we 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, through the reflection process, we encourage students to look beyond the confines of the specific circumstances of the experience to how what they have experienced and realized 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 its students. Rather, the teacher facilitates learning by helping the student construct their own understanding.

- A thorough knowledge of their students and the teacher's desired growth points help the teacher determine the kind of experience they want to create for their students.
- The teacher also defines the container in which their students can explore. Depending on the developmental level of the students, desired outcomes, and risk management principles, the container size may vary. In certain situations, the greatest learning happens when students have a lot of 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 container smaller. For extended or repeated experiences, the size of the container can change over time; sometimes it may even make sense for the container to be flexible. Regardless, it is the responsibility of the teacher to manage the container.
- A good facilitator encourages independent thinking by asking more 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 virtual container rather than curbing their enthusiasm.

Although not all CSS lessons are taught through an experiential education model, many in-class activities do follow this model and put students in the driver's seat of their own education. They become directly invested in experiences wherein they apply their knowledge, make decisions, practice their skills, reflect on

the feedback and outcomes, and are challenged to look for ways to transfer their new skills, knowledge, and perspectives to yet-to-be-encountered situations.

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

2. Seminars

a) Children's School

In the Children's School, students develop competence in self care, care for others, and care for the environment. Teachers and parent volunteers model behavior and lead with questioning so that students learn to make choices that best serve either an individual or the whole community of grade-level students. In doing so, students acquire outdoor living skills and develop an appreciation for and responsibility to the natural environment as they experience Colorado.

The program is developmentally structured to increase the level of challenge from grade to grade. Each grade-level experience follows a predictable sequence of growth and change. Personal growth occurs when children feel a sense of accomplishment, such as being away from home overnight without their parents, getting along with classmates, and living in the outdoors for an extended period of time. Children have a brief age-appropriate introduction in the fall with either an extended day or overnight experience. Fall Adventure fosters community and introduces students to the longer, more exhilarating experience of Colorado Expeditions in the spring.

Colorado Expeditions are designed to expand upon classroom studies of Colorado history; students gain knowledge by making observations, asking questions, and investigating possible answers in places of historical significance. A unique theme is explored in each grade level in the Children's School. Each class's site-based learning is enriched by overnight and camp experiences. We believe that the cornerstones of our mission - prepare students to think independently, problem-solve, exemplify personal integrity, and meet challenges with leadership and ingenuity - are nourished and encouraged when students enter new environments. Whether sleeping in the classroom that students traditionally only see during daylight hours (kindergarten), spending the night in a tent (3rd grade), or sleeping 6 hours from home (5th grade), every Children's School student transforms as an individual in his/her overnight setting. **Due to COVID-19 we will not have overnight activities. In 2021 we will re-evaluate our stance.**

Grade	Fall Adventure	Location	Colorado Expeditions	Location	Spring Theme
K	Extended day	On campus	1 night in classroom	On campus	Colorado Ranching & Wildlife
1	1 night in classroom	On campus	1 night in cabins/lodge	Chipita Park, CO	Children of Colorado's Past
2	1 night in classroom	On campus	2 nights at a lodge	Divide, CO	Gold Mining in Colorado

3	1 night in yurt/tents	Woodland Park	2 nights in tents	Pueblo, CO and Bent's Fort	Westward Expansion
4	2 nights in tents	Lathrop State Park	3 nights in tents	San Luis Valley	History of San Luis Valley
5	2 nights in tents	Lathrop State Park	4 nights in tents	Mesa Verde National Park	Ancestral Puebloan Cultures

b) Middle School

Seminar I: The primary goals of Seminar I are to build a strong foundation of community support and to further develop independence, personal responsibility, and teamwork skills. This is most effectively done in an environment unfamiliar to all group members and void of external distractions for an extended period of time. Across the three years a student spends in Middle School, s/he will camp in three different locations and practice the skill of teamwork through three different sets of activities. One student teamwork component common to all three Seminar I locations is the planning, purchase, preparation, and clean-up for all meals during the 3-day, 2-night adventure. Students camp in tents and sleep in sleeping bags.

Seminar II and III: The primary goal of Seminar II and III is to provide students with unique learning opportunities beyond the classroom that challenge them to grow and encourage them to find a passion. The programs are instructional, academic, and experiential in delivery; they are vehicles for in-depth study and give students opportunities to practice leadership, self-reflection, critical thinking, research, and other academic skills. Seminar I is 3 days long, Seminar II is 5 days long, and Seminar III is 6 or 7 days long. Seminars include aspects of all the following components:

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

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

courses during their 3-years in Middle School, each student will be exposed to between three and five topic areas.

Seminar Categories:

- Outdoors
- Arts
- Social/Current Issues
- STEM
- Life Skills

Course Placement Process: Students are placed into Seminar II and III courses by the Director of Student Programs. Students rank their choices according to preference, and these rankings are used to assign courses in a manner that gives the most students one of their top choices under the following parameters:

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

Walkabout: As a class, all 8th grade students go on a specific Seminar III, called Walkabout. They raft on the San Juan River and explore the Utah Canyonlands as they learn about themselves, others, and important life-long lessons in this coming-of-age experience named after the Australian aboriginal tradition. Walkabout is approximately 9 days in length (depending on trip planning and yearly circumstances).

Seminar Costs: Based on the cost to run individual seminars, each student is assessed a fee to cover materials, food, admissions, transportation, additional adult supervision, etc. The cost for Seminar I is absorbed into tuition; parents are responsible for covering the costs of other seminars. While there are options, Seminar II can cost up to \$350, Seminar III costs up to \$500, and Walkabout costs approximately \$1000. Seminar course descriptions and costs are shared with students and parents before students rank their preferences. The family will be expected to cover non-refundable course costs incurred by CSS on behalf of the student even if the student is unable to reap the benefits of the experience due to conditions beyond their control.

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

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

c) Upper School

Experience Centered Seminars: The goal of the ECS Program is to provide students with academic experiences that emerge from discovery, primary source research, immersion, and synthesis. Seminars involve experiences that cannot be had in a traditional educational setting or with traditional classroom approaches and time constraints. Each year, these 3-week courses range widely in topic and in distance from home. Many of these seminars meet outside normal school hours, so it is important for parents to schedule for flexibility and keep informed about the seminar in which their student is enrolled. There are always local options, regional and national options, and international options and a range of price points. ECSs are an extra expense on top of tuition; costs range anywhere from \$300 to \$5,000. These experiences are a required part of a CSS education and each course is awarded one academic credit. Common to all seminars are the following five threads:

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

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

ECS Costs: A variety of ECS courses are offered each year along a continuum of price points. ECSs with international travel generally come at a higher price than local ECSs. At least one course each year will cost \$300-\$500, and the most expensive courses are capped at \$5000.

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

- Earlier date of enrollment/re-enrollment increases priority.
- Students in upper grade levels have priority over students in lower grade levels.
- Students who received lower preference courses in the past have priority over students who have regularly gotten into their top preference.

- Students on Behavioral Probation may be ineligible for certain courses.

Evaluation, Grading & Attendance: Participation in an annual ECS is a graduation requirement. Each course will use a grading rubric that will be discussed with participants at the start of the course. The 3-week, immersive ECS experience is the academic equivalent to a full-year, 45-minute-per-day class and receives a full academic credit graded on the letter scale. Unexcused absences will directly impact a student's performance grade.

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

3. Senior Capstone

Senior Capstone is a program that encourages students to take a giant step outside the teacher-orchestrated classroom and beyond the confines of the CSS campus (although this is not required), where they have the opportunity to apply the skills and attitudes they have honed throughout their CSS careers by working alongside professionals in the local community. In the final month of their senior year, 12th grade students have the opportunity and responsibility to embark on an independent study endeavor that could, in many ways, be considered an independent ECS. The goal of the Senior Capstone is to put the student in direct and near-complete control of their education as they explore something of substance that is 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 through this process.

Non-AP classes will conclude the last day of April for all seniors. Starting May 1, seniors will begin participating in their Senior Capstone experience(s). Seniors taking AP classes will attend these classes until the AP test date has passed, and then this time, too, will be spent in pursuit of their Capstone. Senior Capstone replaces Digital Portfolio submissions during the senior year, and a detailed reflection on Capstone will serve as a student's final Portfolio entry. Capstones will be presented during end-of-year events.

4. Community Service

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

a) Children's School

Students in the Children's School perform community service by grade level. Each grade has a particular focus and develops relationships with their community partners over the course of the year. All service is done alongside teachers during the school day.

b) Middle School

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

c) Upper School

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

D. Leadership Opportunities

The CSS leadership program relies on cutting edge research and trends as well as the strengths that have always distinguished The Colorado Springs School: small classes, mentorship in our MS/US advisee program, and the authentic challenges of our expedition and seminar programs. At CSS, our goal is not to emulate certain leadership styles or actions but to put each student on a path to becoming an emotionally and socially aware person who can help a group define and achieve its goals. Our leadership curriculum proceeds from the assumption that anyone can cultivate the empathy and the courage to work with people to meet authentic challenges.

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

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

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

- Implement decisions and meet goals

a) Examples of leadership challenges & opportunities in Children's School

- Students taking pride in their work as they complete assigned classroom jobs
- Leading classroom activities and sharing with groups as the Star of the Week
- Going through the hiring process and working as a letter carrier or supervisor in intra-campus Wee Mail
- Facing the authentic challenges of camping and group tasks during Colorado Expedition e.g. setting up tents, cooking/cleaning, creating skits, and leading songs
- Engaging in conversation with an older or younger student during book buddies meeting time
- Serving as the Reader of the Week
- Completing independent projects that require ownership, e.g. writing a bill
- Serving as a student monitor in the lunchroom
- Serving as a student leader during Children's School assemblies

b) Examples of leadership challenges & opportunities in Middle School

- Serving as an elected Student Council representative
- Serving as an advisee representative
- Acting as a Leader of the Day during one of the three MS seminars
- Touring prospective students in the Admissions Shadow Program
- Serving as KCSS Anchors for MS morning announcements
- Serving as an elected or appointed sports captain
- Teaching: to individual peers or a class
- Leading warm-ups in PE
- Leading discussions/debriefs in class
- Designing unit structures in PE
- Refereeing competitive/semi-competitive/non-competitive games in PE
- Facilitation of student-to-student conflict resolution
- Serving as a student leader in organizing games or initiatives
- Supervising the handling of class equipment, etc.
- Serving as a captain on a Middle School sports team

c) Examples of leadership challenges & opportunities in Upper School

General

- Facilitation of student-to-student conflict resolution
- Leading prospective students in the Admissions Shadow Program

Academics

- Serving as a peer tutor in the classroom
- Creating and delivering “student expert” lessons, e.g. recently our AP Statistics students taught a section on statistics for AP Psychology; a member of the class of 2015 shared his research on Mayan Civilization to 10th graders in World History.
- Leading a section in a band

Student Council

- Serving as a class officer (grades 9-12) while being formally mentored by faculty class sponsors
- Forum: executive officers (formally mentored by faculty Forum sponsors)
- Leading an ad-hoc committee for specific events, e.g. fundraisers for prom

Clubs

- Serving as an elected club officer
- Carrying out carnival booth planning and execution
- KICS (Kodiaks in Community Service) serving as a manager for concessions
- Leading a small committee for KICS
- Serving as an elected representative for National Honor Society executive committee
- Model UN: presiding officers; compilation of materials and organizing when we host
- Sharing club activities with younger students on Founders' Day

ECSs

- Serving as Leader of the Day/Specific Jobs during our Experience Centered Seminar
- Leading one of the important post-trip assignments (presentation, video, iPhoto book, poster)
- Interacting with younger CSS students through the ECS and Book Buddies program, e.g. planning a lesson for the younger kids

Extracurricular (Sports, Drama)

- Serving as a captain on a sports team

- Assisting coaches with Middle School teams and summer camps
- Helping to lead the production of a play as a stage manager

Full STEAM Ahead

- Earning the role of Mentor in our Full STEAM Ahead program, e.g. serving as a teaching assistant, lead elective teacher, or general mentor for middle school children, CSS students have opportunities to develop leadership skills at all levels. They start by learning to lead themselves and as they improve their self-leadership skills they begin to develop and then refine their leadership of others.

III. School Processes & Procedures

A. Arrival & Departure

School start and end times are essential. Monday, Tuesday, Thursday, Friday, all grade levels PreKindergarten through 12th grade start at the same time, although PreK has a half-day option, as well. Wednesday the school day will begin at 8:45. The academic day begins at 8:00 a.m. and ends at 3:15 p.m.

a) Children's School

Regular drop-off time for students is 7:50-8:00 a.m. Parents are asked to pick up their children promptly at 3:15 p.m.

Parents should make sure to directly inform their child's teacher when dropping off or picking up outside the regular times.

Children will not be released to anyone other than the parent or someone specifically designated by parents in FACTS. Only in an emergency will we release a child with verbal parent authorization. If the individual picking up a child is unfamiliar to personnel, identification will be requested. Even when a parent has asked the parent of another child to pick up his/her child or the child is going to a friend's home, written authorization is required. When children are released during the school day (doctor's appointments, etc.) they must be signed out either in the CAC, ECC, Trianon, or El Pomar. There are clipboards outside of the CS Division Director's office in the CAC and at the Health Coordinator window in ECC, the Registrar window at the El Pomar, and the Trianon Infirmary office. . Older siblings, age 15 and up, may pick up Children's Schoolers with written parental permission.

The map of the campus indicates driving patterns and limited parking areas. Parents should stay in their cars; a greeter will open and close the car door at arrival and dismissal. For safety reasons and traffic flow, *students must not be dropped off in the parking lot*. If a parent needs to park to meet with a teacher or take care of other school business, the parent should walk his/her student to the appropriate building.

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

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

b) Middle School

Regular drop-off for Middle School students is 7:30-7:50 a.m. Regular pick-up is 3:15 p.m., unless they are participating in a supervised after-school activity.

Following dismissal time and not later than 3:30 p.m. each afternoon, Middle School students are required to be under adult supervision until they are picked up. Students are expected to be in the proper areas and under their parents' supervision when attending afternoon or evening sports, theater, or music events as spectators or audience members. Students who remain at school after 3:30 p.m. and are not meeting with a teacher for extra-help, in athletics, clubs, homework hall, detention, or other supervised activity must report to the Library for Homework Heaven. Parents should sign their children out from the Library or Computer lab no later than 5:30 p.m.

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

c) Upper School

Students are expected to 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 depart early if they have no other commitments at school. Whenever a student arrives late or departs early they must formally check in with the Registrar who assists with student attendance in the Upper School. This includes any mid-day appointments, which also require prior parent communication with the Division Director or Registrar. Juniors / seniors who leave campus for lunch must sign out and sign in with the Registrar located on the lower level of El Pomar.

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

Risk Mitigation Protocols

Carline for Everyone Procedures: Requires all parents will drop-off and pick-up students to campus via a carline model with designated drop-off and pick-up locations. We ask that you do not park on side streets or congregate in parking lots to walk your student(s) into academic buildings. Parent volunteers (visually identified as volunteers in green vests) will verify that the Daily Health Screening has been completed prior

to the arrival to campus and take temperatures as students exit the car. If a parent/driver did not complete the Daily Health Screening, they will be asked to keep students in the vehicle. The parent/driver may pull into the Kodiak Care Parking Lot to complete the required form(s) and then return to the start of the carline. If a child registers a temperature of 100.4 or higher, the parent/driver can not drop off the child at school.

Persons who do not arrive via carline must check-in with a designated volunteer prior to arrival in class.

- Faculty/staff students arriving to campus with an employee
- High school student drivers
- Neighborhood walkers - For the safety of all walkers we ask that you use campus crosswalks and sidewalks to avoid potential dangers of riding in between carline traffic.
- Bicycle riders - For the safety of all bicycle riders we ask that you dismount your bike and walk your bicycle on campus sidewalks to avoid potential dangers of riding in between carline traffic. A designated bicycle rack is located near the Children's Academic Center and on the south side of the Trianon.

Bus Procedures

All parents dropping a student to a bus stop must check-in with a Parent volunteer to verify that the Daily Health Screening has been completed and have the student's temperature taken prior to getting on the bus. Students must sit in assigned seats.

Upon arrival to campus student(s) enter through designated doors.

Ingress & Egress:

Each building will have specific doors for ingress and egress. The campus will be closed to students who are not involved with a supervised activity.

Ingress (Entering Campus)

Upon arrival (car, bus, bike, walking, etc.) and clearing the Daily Health Screening and having your temperature taken by the designated volunteer, students will enter via the following locations:

PreK: Back gate behind the Early Childhood Center (ECC)*

Kindergarten: Exterior classroom door along the front of the ECC*

First Grade: Exterior classroom door on the backside of the ECC*

Second Grade: Exterior classroom door of the Children's Academic Center (CAC)

Third Grade: Exterior classroom door of the CAC

Fourth Grade: Exterior classroom door of the CAC

Fifth Grade: Exterior classroom door of the CAC

Sixth Grade: Enter FOT (Front of Trianon)

Seventh Grade: Enter the exterior staircase on the LPAC (south) side of Trianon

Eighth Grade: Walk along the fieldhouse (south) side of Trianon and enter through the vestibule door between 8th grade classrooms

9th - 12th Grade: Students will enter the El Pomar Academic Center via the sundial side and report to first period classes.

9th - 12th Grade: Students will enter the El Pomar Academic Center via the sundial side and report to first period classes.

Egress (Exiting Campus)

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

PreK: Back gate behind the Early Childhood Center (ECC)*

Kindergarten: Exterior classroom door along the front of the ECC*

First Grade: Exterior classroom door on the backside of the ECC*

Second Grade: Exterior classroom door of the Children's Academic Center (CAC)

Third Grade: Exterior classroom door of the CAC

Fourth Grade: Exterior classroom door of the CAC

Fifth Grade: Exterior classroom door of the CAC

Sixth Grade: Front entrance of the Trianon

Seventh Grade: Front entrance of the Trianon

Eighth Grade: Front entrance of the Trianon

9th - 12th Grade: Sundial roundabout

Additional, exceptions to this plan:

Bus riders - Depart from buses

Extended Care - Depart from Maytag

B. Attendance

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

- **Children's School:** Dr. Melissa Hocate, 719-434-3540, mhocate@css.org
- **Middle School:** Ann Runte, 719-475-9747, arunte@css.org
- **Upper School:** Elena Hall, 719-434-3546, ehall@css.org

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

The Colorado Springs School has ample vacation time during the school year and meaningful learning experiences every day. Students who miss class will not have the same educational experience as those in attendance, and many class activities cannot be replicated outside the school setting. Because of the academic rigor and intensive hands-on nature of classes at CSS, missing even a single day can create a serious setback. We discourage families from taking any additional time away from school (especially during seminars) other than our designated breaks, and we expect regular and prompt attendance by all students. Examples of excused absences include but are not limited to documented health or family emergencies, high level sports competition, legal proceedings. The Division Director decides on a case by case basis whether or not the absence is excused or unexcused.

Absences and tardies will be recorded on student progress reports in Kindergarten through 12th grade. **Should a student miss more than ten days of a course in one semester, the student is at risk for not having a thorough**

enough experience to pass the course or grade level. This will be reviewed by an academic review committee and will be handled on an individual basis. In some cases, if the committee deems it unlikely that the student will find success at the next level, they may have to repeat the course or grade level.

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

1. Illness

When a student is ill, a parent should call or email the designated divisional point of contact listed above before 8:00 a.m. Although we want children to be in school as much as possible, children with contagious diseases or limited stamina should remain at home. Students with fevers of 100.4 degrees Fahrenheit or greater are required to stay home. If a student becomes ill during the day and wishes to go home, permission must be obtained from a parent or listed emergency contact. Students must call from the Administrative Assistants Office so that the school remains informed of the situation. If a child calls a parent from their cell phone, parents should have them report to Ann Runte, the Infirmary Coordinator for either the Middle or Upper School or Dr. Melissa Hocate the Health Coordinator. In the event of a concussion, CSS follows its Return to Learn Policy, a copy of which can be obtained from the Infirmary Coordinator or Division Director.

The grace period for students to make up work in the Children's 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 above, students should email their teachers and then check Google Classroom, and/or email friends to obtain homework assignments. Parents and students assume responsibility for the student's learning, and students are expected to arrange a make-up work schedule with all teachers so missed assignments may be completed in a reasonable and timely manner. In general, students will be allowed one day to make up work for each day absent.

2. Communication of Planned Absences

Routine medical or other appointments should be scheduled after school or during study hall whenever possible. The weekly class schedule is complicated; do not hesitate to contact the divisional point of contact or teacher if you would like guidance on appointment timing.

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

a) Children's School

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

b) Middle and Upper School

Multi-day planned absences should have approval from the student's current teachers, advisor, Division Director, and parents. Only under extreme circumstances should a student leave early or return late from vacations. Families can find the planned absence form on the CSS [website](#) or obtain

it from the Division Director. It should be printed, completed, and returned to the Division Director at least five days before the planned absence.

3. Unexcused Absences

For absences that have not been excused, the student will receive zeros for in-class work missed, and may not make up assignments after the fact. An excused absence is illness with a valid doctor's note, funeral, and school related sporting event. A student who cuts class, a Study Hall, or any other assigned activity during the school day should expect to receive at least one Detention. Consequences for repeat offenses will include meetings with the student, parents, Division Director, and Advisor. Repeated unexcused absences in excess of 10 days will lead to a conversation with the Head of School and could lead to separation from school. In order to maintain full enrollment status, students must attend school. Unexcused absences in excess of 10 days will result in loss of enrollment. The enrollment status of all students is a commitment to the mission of the school, school programming, and school policy. Dual enrollment is not permitted.

4. Tardies

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

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

C. After School Care

a) Children's School Extended Care Program (Grades PK through 5)

For an additional charge, CSS offers Extended Care for families needing a program providing regular supervision. Children in grades PreKindergarten through 5th grade can be in the Extended Care Program 3:15-5:30 p.m. There will not be any extended care in the morning. For any questions about CSS's Extended Care Program, please contact the Extended Care Coordinator, Angie Knights-Pelletier at aknightspelletier@css.org.

If a child is still at the Extended Care at 5:30 p.m. and a parent has not called, a staff member will remain with the child while attempting to contact parents/guardians at all available numbers and, even if the family has called, they will be charged \$1.00 per minute after 5:30 p.m. Other persons authorized to pick up the child will also be called, and the Early Childhood Director will be notified. Excessive late pick-ups will result in Extended Care being withdrawn. We will not be offering drop-in services for after-care.

Forms in FACTS provide the school with a schedule of your student's regular after-school schedule so that we can be sure s/he arrives at the correct destination. Please notify the school if there is any change in your child's usual after-school plans. We must have a note 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.

b) Middle School Homework Heaven (Grades 6 through 8)

Athletic practices for participating students often start immediately after school and run until approximately 5:15 p.m. However, students who remain at school after 3:30 p.m. and are not participating in athletics, meeting with a teacher for extra help, involved in an after school club activity, in Homework Hall, in Detention, or in another supervised activity must report to Library for Homework Heaven. In Homework Heaven, students are expected to work on their homework. They should work quietly and be respectful of the needs of others. During Homework Heaven, computer and other technology usage is limited to academic pursuits. Students who have completed their homework may read, write, or draw for pleasure. Parents must sign their children out from the Homework Heaven no later than 5:30 p.m.

c) Upper School (Grades 9 through 12)

While CSS is open long hours for organized events and Upper School students are invited to be on campus for any of these school-sponsored events, they should not loiter on campus after events have concluded. Students are permitted in buildings when an adult is present and doors are unlocked. El Pomar is generally open from 7:30 a.m. to 5:00 p.m., and the Field House is generally open after 5:00 p.m.

D. Lunch & Snacks

CSS offers an optional lunch prepared by the Maytag Dining Hall staff each day. Families planning to take advantage of CSS lunch services are asked to deposit money into each student's lunch account prior to the start of the year so that meals bought from Maytag can be charged against this account (cash is not accepted). Parents may access their student's current balance through FACTS. For menu details see the CSS [website](#). If sending a lunch from home, the student's lunch box or bag should be clearly marked with his/her name. Please send either a homemade lunch or take advantage of the CSS lunch program (Parents may not send restaurant lunches, ie. McDonald's, Chipotle, Pizza Hut, etc.).

CSS asks parents to avoid sending peanut butter or nuts due to student allergies. Arrangements for special seating areas at lunch and protocols on overnight trips for students requiring special consideration can be made.

Students who bring their lunch may still purchase milk or juice. For home-packed lunches, we encourage parents to pack nutritious food, and we *strongly* discourage sending "junk foods," chocolate, or other candy. Parents should not send sodas to school with their child.

We promote healthy eating habits and encourage students to try a variety of foods. However, as each family has different values concerning food and eating, with the exception of PreKindergarten, we do not oversee what students eat or in what order things are eaten.

a) PreKindergarten

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

Snacks: Please refer to the Early Childhood Handbook for details regarding PreKindergarten

b) Kindergarten – 8th Grade

Lunch: Students in Kindergarten will eat lunch in their classroom. Students may purchase lunch or bring lunch from home.

Snacks: The Children's School encourages a "no sugar" snack policy and we want children to develop respect for themselves and the desire to keep themselves as healthy and alert as possible. With rare exceptions, gum chewing is not allowed by students at CSS at any grade level.

Kindergarten through 2nd grade students have two snack times daily and may bring fruit, veggies, yogurt, or a protein to eat in the morning and afternoon. Students in 3rd through 8th grade may bring a snack to eat during their morning snack time.

Children's School will not host classroom parties with outside food for the 2020-2021 school year.

Children in the Extended Care program will need to bring their own snack.

c) Upper School

Lunch: Upper School students are invited to purchase lunch in Maytag or bring lunch from home but, unlike younger students, Upper School students may choose to eat lunch in a wide range of locations, excluding such places as El Pomar, parking lots, and unoccupied classrooms or buildings.

CSS will not have an open campus for the 2020-2021 school year. This will mean that junior and senior students will not be able to eat off campus. This could change as the pandemic and spread of COVID-19 curtails. Below you will find the responsibilities of junior and senior students if open campus is reinstated:

- Students going off-campus for lunch are responsible for their own actions; they are expected to make good decisions and be good ambassadors for CSS in the community.
- Each junior or senior intending to leave campus at lunch, in a car, with another student, must have written parental permission via the Student Driver Permissions Form in FACTS; the student driving must have permission to drive the passenger, and the passenger must have permission to ride with the driver.
- Each junior or senior leaving campus for lunch must sign out and sign back in on the designated Off-Campus Lunch Sign-Out Form, whether or not the student is driving. Students may not sign other students out or back in on the off-campus lunch form.
- All students are expected to be in class on time. Students who are not in class will receive an unexcused tardy, and repeated tardiness may result in a loss of off-campus lunch privileges.
- Off-campus lunch privileges will be rescinded if abused.

E. Transportation

- Parents are responsible for arranging transportation for their children to and from school.
- Bicycles brought to school should have a sturdy lock and should be parked in one of the bike racks on campus. All students are expected to dismount their bike while on campus.

- CSS bus transportation is available for students in Kindergarten through 12th grade at an extra cost. Details and registration information can be found on the CSS [website](#). Students riding the school bus are expected to be well mannered. They should remain seated at all times and are encouraged to read or engage in quiet conversation. Any signs of misconduct should immediately be reported to the appropriate Division Director. If the behavior persists, a child may be suspended from riding the bus for a week or longer. In extreme cases, a student may not be permitted to ride the bus for the remainder of the year. Older students who ride The Colorado Springs School bus must realize that they are automatically role models for younger students, and the highest level of behavior is expected of them.

F. Visitors

CSS has implemented a closed campus for the 2020-2021 school year. We will limit visitors on campus to those who make deliveries and have necessary maintenance of business. There is a need to account for all visitors on campus. Therefore, all visitors must check in with the Administrative Assistant office in the Trianon to record their name, date, and time they arrived, along with the health and safety screening form. Personal identification must be presented if requested.

IV. Student Health, Support & Safety

A. Academic Support

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

1. Learning Differences Policy

a) Philosophy

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

b) Learning Specialist

The Learning Specialist works with families in grades PreK-12, helping students identify learning differences and develop strategies that help to maximize their potential.

c) Process

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

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

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

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

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

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

d) Accommodations

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

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

Given our structure, CSS cannot provide the following accommodations:

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

Standardized Testing Accommodations:

For students requesting/needing standardized testing accommodations, parents must contact CSS's Learning Specialist.

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

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

e) Tutoring

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

At parent request, with permission of the Head of the School full-time CSS teachers may agree to tutor students, but they may not tutor for payment during the regular school day. We do not allow a current teacher of any student to also serve as that student's paid tutor.

B. Advisory

Each Middle and Upper School student has an advisor with whom they meet each week throughout the year. Middle School Advisory groups are grade level specific whereas Upper School Advisory groups are students in mixed grade levels. Regardless of the division, Advisory groups generally have between six and twelve students, and we do our best to pair students with the same advisor through each division.

The advisor serves as their adviser's mentor, advocate, and sounding board. The advisor maintains communication with parents on a regular basis and whenever additional contact is deemed necessary. Parents should feel free to contact their son/daughter'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 his/her advisees. Advisors provide feedback on their advisees' digital portfolio submissions, discuss with them course selections in light of future plans, and assess academic and extracurricular challenges and strategies. In Middle School, advisors also facilitate growth of social-emotional intelligence and help students learn a variety of life lessons. Each grade level in MS has its own focus: 6th - taking care of oneself, 7th - taking care of others, and 8th - applying lessons from 6th and 7th grade to make a difference in the world.

In the Children's School, Homeroom Teachers serve the role of student advisor and play a central role in developing life skills, social-emotional intelligence, and personal responsibility. The Homeroom teacher is the primary source of

communication with the families of their students. Students also meet with the Counselor every one to two weeks for social-emotional learning.

C. Reporting

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

1. Safe2Tell® is a statewide initiative developed under the auspices of the Office of the Attorney General of Colorado to provide a way for individuals to anonymously express concerns about students who are engaging in risky or threatening behavior. Students use Safe2Tell® Colorado to report bullying, stealing, threats, fights, drugs, alcohol, weapons, sexual misconduct, harassment, stalking, dating violence, cutting, suicidal behaviors or any other violent or dangerous situations that threaten their safety or the safety of others. It is for the purpose of prevention and intervention, to help keep students safe and healthy. Concerns are submitted to Safe2Tell®, processed by the Colorado State Patrol Communications Center, then reported to the school and to law enforcement. At CSS, reports received from Safe2Tell® are initially investigated by our 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.
2. CSS partners with the Below the Surface campaign led by Colorado Crisis Services, Colorado's first statewide resource for mental health, substance use or emotional crisis help, information and referrals. Colorado Crisis Services came out of an initiative from Gov. 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/>

D. Child Abuse Reporting

If a student has a reasonable suspicion of child abuse, they should report it to their Division Director, Counselor, Advisor and/or Head of School (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 that there is an immediate physical threat to the child.

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. The filing of a report does not in any way constitute an accusation or belief by the school that child abuse is happening; it merely means information came to the school indicating that it is a possibility - it is the responsibility of CDHS to investigate. For the safety of our students, we are unable to communicate with parents about the report until authorized by child abuse authorities to do so. We ask for your understanding and support as we do our best to protect the children under our care.

E. Counseling

CSS employs a full-time counselor to help students with social-emotional challenges. The counselor (located upstairs in Maytag) is available to meet with students and parents to address short-term student needs. For

long-term needs, the school Counselor can recommend outside counselors. The Counselor attends bi-weekly Learning Team Meetings in each division, makes class observations, assists with issues of ongoing conflict or bullying, works closely with the Learning Specialist, guides the advisory program, and makes recommendations to students, families, and school personnel.

F. Emergency Protocols

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

- EVACUATION
- LOCKOUT
- LOCKDOWN
- SHELTER

In the event of a real emergency, communications will be handled through FACTS Parent Alert texts and email. For this reason, it is imperative that all contact information be current and accurate in FACTS, and we strongly recommend that parents manage FACTS settings to accept Parent Alerts on their cell phones.

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

G. Health & Wellness

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

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

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

1. Required Forms and Medical Records

Prior to the beginning of school each year, each student must have a current Annual Physical Exam Form on file with the Infirmary Coordinator (which can be found on the Infirmary page of the CSS [website](#)). Parents

must also complete the medical forms in FACTS, including updating immunization records on a Colorado Immunization Certificate. In compliance with state law, each student must maintain a current immunization record with the school. The State of Colorado requires that all children entering school for the first time in the state be immunized for varicella (chicken pox), polio, hepatitis B, measles and rubella, and diphtheria-tetanus-pertussis or tetanus-diphtheria (depending upon age). Colorado law requires all students attending any school in the state of Colorado to be vaccinated against certain vaccine preventable diseases as established by Colorado Board of Health rule 6 CCR 1009-2, unless an exemption is filed. A completed Colorado Department of Public Health and Environment Non-Medical or Medical Immunization Exemption form will need to be turned in to the Infirmary Coordinator. These forms can be found on the school's website. Students with a recorded immunization exemption may be kept out of a child care 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 refund of tuition no matter the duration of the outbreak. All health information for our students is considered confidential. Health information is kept on file in the Infirmary and may be viewed only on a need-to-know basis by classroom teachers and the Transportation Coordinator. If a student has a unique health concern, the parent should contact the **Infirmary Coordinator at (719) 434-3510** and the **Health Coordinator at (719) 434-3540**.

2. Illness

Symptoms, such as fever, diarrhea, excessive colds, flu, and vomiting, are indicators of illness and can be contagious. To avoid the spread of contagious diseases, students are to remain at home when they are ill, and they must be symptom-free for at least 24 hours before returning to school. (For example, if a parent is called to pick up their student early due to vomiting, fever, etc., the student may not return to school the next 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 101.4 degrees Fahrenheit or greater will be asked to go home. Parents will be contacted and the student isolated if s/he appears ill during the day. At this time, the student should be picked up as soon as possible, or at least within an hour, to avoid infecting others. Families will be notified if students have been exposed to a communicable disease (strep throat, pink eye, chicken pox, etc.).

Should your student become ill during the school day, the school Infirmary Coordinator may be available to visit with your student to determine if your student should be sent home. If the Infirmary Coordinator measures a body temperature of 101.4 degrees Fahrenheit or above the student is not permitted to attend school and should be picked up as soon as possible.

3. Accidents or Injuries

Minor first aid (e.g band-aids) will be applied by a classroom teacher. Should a more significant accident or injury occur, we will involve the Infirmary Coordinator or Health Coordinator and an attempt to contact parents will be made immediately. Staff will access 911 if necessary, for treatment. Please be certain to update changes to your child's medical history on the Student Medical webform located in the Family Demographics tab in FACTS so that proper emergency care and appropriate sensitivity is given to the student.

4. Medication for PreKindergarten

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

- All medication, prescriptive and non-prescriptive, can only be given on written order from the physician. This means that we **must** have a copy of the written prescription from the doctor. The copy of the prescription is attached to the permission form that parents complete at school.
- All medication must be kept in the original container.
- Prescriptive medication containers must bear the original pharmacy label that shows the following: name of the student, physician's name, pharmacy name and phone number, date prescribed, expiration date, name of the medication, dosage, frequency of dose, route of administration, length of time medicine is to be given.
- Medication can only be administered by a person who has completed the state approved medication administration class.
- Inhalers and EpiPens have regulations as well. See the Early Childhood Director and Infirmary Coordinator for more information.

5. Medication Administration, K-12

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

- All parents who request that their student receive medication during school hours must indicate this on the Student Medical form located in the Family Demographics tab in FACTS. Prescription medications at school always require a physician or nurse practitioner's written order. If it is determined that a prescription medication must be dispensed during school hours, a parent may choose to come to campus and administer the medication.
- Medications must be delivered to the school in a pharmacy or manufacturer-labeled container and must be delivered *by the parent and picked up by the parent* (or responsible adult) at dismissal time. Students may not deliver or pick up their own medication. Medication will be kept in a secure container at the school. It is best for parents to ask their pharmacy to provide separate bottles for school and home use.
- Asthma inhalers may be carried by responsible students with written parent and physician authorization, and a back-up inhaler may be kept available in the Infirmary or the child's classroom in a teacher designated cabinet which can only be accessed by that teacher. Students who have asthma should have an *Asthma Care Plan* on file in the Infirmary. This form can be found on the school's website.
- To provide temporary symptomatic relief for occasional aches and pains, certain OTC medications may be dispensed after a screening by school personnel. These medications are: Tylenol

(acetaminophen), Advil (ibuprofen), Benadryl diphenhydramine, Tums and Pepto Bismol (antacids), Claritin, Aleve (naproxen), Mucinex, Cough DM, throat and cough lozenges. All administration will follow established guidelines printed on the package, and a parent may provide permission for the OTC medication listed above through the medical forms located under Family Demographics in FACTS. Every effort will be made to contact a parent prior to should an OTC medication be administered to their student during the school day.

- During off-campus learning experiences, a designated faculty member will be responsible for administering medication as indicated on the *Permission for Medication form* in FACTS or as indicated on the prescription medications parents supply to the Infirmary Coordinator prior to the trip.

6. Pets

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

H. Learning Team

The CSS Learning Team, composed of the Learning Specialist, Division Directors, and Counselor, tracks student concerns and trajectories over time and develops intervention strategies to support student wellbeing and growth. Information from teachers across all three divisions is communicated with the Learning Team through shared electronic documents and during faculty meetings. This team addresses the needs of students in several categories: academic, emotional, social, and behavioral, in addition to physical health considerations that impact one or more of these areas, such as concussions.

I. Registrar

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

J. Security

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

CSS employs a security guard from Raven Security who patrols campus during school hours and at identified special events. It is the security officer's job to actively check in with all buildings and student activity areas multiple times each shift and to be a palpable presence across the campus. The guard interfaces with students, teachers, and staff on a regular basis, oversees the CSS vehicle information database and monitors the vehicles on campus, provides assistance and feedback during emergency situations, confirms that buildings are secured with locked doors and windows at secondary entry points, and identifies and reports any and all potential safety concerns pertaining to such things as pick-up and drop-off procedures, unsafe driving / parking practices, inadequate lighting, etc.

K. Social-Emotional Learning

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

- Our classroom experiences are largely interactive and give students practice working in teams, building empathy, disagreeing respectfully, and making appropriate compromises.
- We employ social-emotional learning strategies from Yale's RULER program at all grade levels at CSS to help students develop an understanding of themselves and others from an emotional perspective. A deep understanding of one's emotions, coupled with the ability to regulate one's emotional state, enables students to manage stress, build resilience, and empathize and get along with other people in a mutually respectful way.
- The Children's School's Homerooms and Advisory, Middle and Upper School Advisories, and availability of a school counselor provides a structure for students to form trusting relationships with adults and peers wherein it is safe to have conversations about one's emotional state or social circumstances. These conversations can lead to conflict resolution, strategy formation and student empowerment.

L. Study Hall

Building Study Hall periods into the school day provides time for students to meet with teachers for extra academic help and reduces the amount of homework needing to be completed in the evening after afternoon commitments. Most students in Middle and Upper School have several Study Hall periods per week. In the Middle School, all Study Hall periods are proctored; in Upper School a student may be assigned to a Proctored Study Hall (PSH) or to an unproctored Study Hall. Regardless of the type of Study Hall, students are expected to respect the rights and needs of others when they have a Study Hall period - loud voices, horseplay, running, purposefully annoying behaviors, and other inappropriate behaviors are not permitted at any time, and this is certainly true in Study Hall.

1. Proctored Study Hall (PSH) * Due to COVID 19 we will not have PSH

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

- All Study Hall periods for Middle School students are PSHs.
- All freshmen and new students are automatically assigned to PSH for the first semester. Students who have earned a GPA of 3.667 (A-) or above during the first quarter are excused from PSH at the end of that quarter. All other freshmen and new students will remain in PSH through the end of the first semester.
- At the end of the first semester all Upper School students who earned semester grades in all classes at the C- level or above are released from PSH into the regular Study Hall.

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

2. **Regular Study Hall** * **Due to COVID 19 we will not have Regular Study Hall**

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

V. **Student Policies & Expectations**

A. **Scope of Expectations**

Once admitted and oriented to CSS, a student becomes an ambassador of the school and the school's good name. Therefore, a student's behavior on and off campus at any time—including nights, weekends, and vacations—reflects on that student's character and our school, and therefore falls under the jurisdiction of CSS. As a result, the school reserves the right to take disciplinary actions for off-campus behavior not associated directly with the school or a school event, regardless of when and where the behavior took place. For example, using/being in the presence of the use of alcohol or drugs at an off-campus venue (including at a weekend party at a student's home) may prompt disciplinary action from the school, up to and including expulsion.

Students are expected to respect the rights and needs of others, be aware of their surroundings, and act in a caring and thoughtful manner. At all times students should exhibit a sense of welcome and inclusion to those around them. Similarly, students should work to govern anger and curtail displays of romantic affection.

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

Is the behavior aligned with all of the four R's?

1. Respect for myself
2. Respect for others
3. Respect for the learning environment
4. Taking Responsibility for my actions

When a student does not meet behavioral expectations, appropriate amends will be left to the discretion of the appropriate Division Director or his/her designee. Ignorance of the rule is not an excuse for non-compliance. Anyone who is uncertain about the interpretation of a rule should see the appropriate Division Director.

Expectations of Student Leaders: Our student leaders represent the best in our student body and are role models who are held to a higher standard. Student leaders are expected to uphold the policies of the school. Before considering a leadership role, students must be prepared to assume the responsibilities as a visible and positive role model in the CSS community. Any student leader who breaks an intermediate or major rule forfeits the privilege of holding an elected or appointed office.

B. Bullying and Harassment

CSS does not tolerate harassment or bullying. As defined by the “Teaching Tolerance” organization, bullying is: “Any physical, spoken, or written act of abuse, violence, harassment, intimidation, extortion, the use of vulgarity, cursing, making remarks of a personally destructive nature toward any other person, and any restriction or prevention of free movement of an individual.” This prohibition applies whether the act is deliberate, intentional or unintentional or is directed toward an individual or group. According to noted expert Tracy Ludwig, unkind behaviors between students occur along a continuum.

- Rude = Inadvertently saying or doing something that hurts someone else.
- Mean = Purposefully saying or doing something to hurt someone occasionally
- Bullying = Intentionally aggressive behavior, repeated over time, that involves an imbalance of power.

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

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

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

The first step CSS takes when two or more students are in conflict is to determine whether the situation is simple conflict or whether it is likely to be a case of harassment or bullying. CSS follows a protocol wherein conflict is addressed through a conflict resolution pathway while bullying follows a disciplinary pathway. However, depending on specific student actions either situation could result in disciplinary consequences.

Harassment means engaging in a course of vexatious comments or conduct that is known, or should reasonably be known, to be unwelcome. Such unacceptable conduct includes the use of social media to demean, isolate, threaten or generally be unkind to others. Sexual harassment is that harassment that involves sexual contact, sexual undertone or innuendo and may even include such things as “pantsing” another student. The overriding factor in harassment, sexual or otherwise, is that the behavior is uninvited and unwanted. It is imperative that students, the school campus, school-sponsored events, and the social media communications between members of the CSS community be free from the presence and adverse effects of harassment, sexual or otherwise.

Harassment of any kind by any student or any person in the employ or service of The Colorado Springs School will not be tolerated. Any instances of harassment, sexual or otherwise, of a student should be reported by the student to the Division Director, The Head of School or any CSS teacher or administrator with whom they feel comfortable.

An important life skill we model and teach at CSS is the art of conflict resolution. In situations assessed by the school as conflict (not bullying), CSS reserves the right to assist students through a conflict resolution process aligned with the RULER program. This frequently involves mediated discussion between the involved parties, with the goal of bringing everyone to a greater understanding and appreciation of the situation from multiple perspectives. Students often leave these discussions with a better understanding of themselves in addition to stronger empathy for others and increased knowledge of how their actions and the actions of others can affect social dynamics. School personnel will deal with such conflict in as timely a manner as possible, often informing parents that conflict mediation has happened after it has taken place.

C. Cell Phones and Related Devices

Cell phones and related devices are valuable communication tools when used responsibly. When used irresponsibly, impacts can range from being annoying or distracting to being criminal. CSS endeavors to keep students emotionally and socially safe while teaching students how to use their devices responsibly. Students may use phones and related devices within 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 (nudity, sexually explicit, threatening or discriminatory) images or text should not be recorded or shared with others.
- 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, s/he should immediately take a

screenshot and take their device to a trusted adult and/or Division Director. It should NOT be shared (electronically or otherwise) with anyone else. It should not be deleted until shared with the trusted adult and/or Division Director. The student should not return to the device until after resolving the situation with a trusted adult and/or Division Director

- The use of cell phones on any seminars or field trips is not allowed for students in grades PreK-8; only in rare circumstances are cell phones permissible on Upper School seminars.
- Teachers retain the right to collect cell phones at the beginning of any activity to be returned at the conclusion of the activity.
- Children's School students should not use cell phones for any reason during the school day. If a student brings a device to school it should not be seen, heard, or used during the school day or at school functions. All school-family communications should go through regular school communication channels. Phones will be confiscated if seen / used.
- Cell phones are unnecessary for any part of the Middle School Program. On rare occasions, a teacher may allow students to use a cell phone for academic reasons, but alternative tools will be provided for students who do not have phones. Students may use personal cell phones with teacher supervision before school, from 12:05-12:15 p.m., and from 3:15-3:30 p.m. When in Homework Heaven, students must first obtain permission from the proctor. Parents may text their children during the school day but should be aware that their child will be breaking school policy if they check messages or return the text at any times other than those listed above. Violations of cell phone policy will result in confiscation of the phone.
- Aside from the above protocols, phone use in the Upper School is unrestricted when students are not in class or another organized event such as Morning Meeting, Class Meetings, Advisory, or Proctored Study Hall.
- Violation of cell phone policy will result in confiscation of the phone until the end of the school day. Repeated violations will result in a conversation with parent(s)/guardian(s), leading to further action that might involve the collection of the cell phone at the beginning of the school day, longer term confiscation of the cell phone, a complete ban of the cell phone on campus or at school-sponsored events, and/or required addiction counseling.

D. Criminal Activities

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

E. Dress Code

Students should arrive at school in attire befitting a professional institution of learning and appropriate for the weather. The intent of the detailed guidelines below is to maintain a degree of consistency in school attire within the school community. Although this list does not encompass every individual situation, it does embody the spirit of the dress code.

Expectations for professional dress vary with grade level, and in the Children's School students are welcome to wear athletic attire throughout the day if desired.

- All attire should be neat and clean.
- Attire should not restrict a student from moving through all body movements and positions expected within a normal school day. Pants, shorts, and skirts must be worn at the natural waistline. Underclothing should not be visible at any time.
- Attire should not be associated with or have graphics connected to drugs, alcohol, gangs, violence, pornography, profanity, discriminatory statements, or evoke negative feelings toward any group of people or individuals.
- For Middle School and Upper School Students, pants and shorts should not be solely athletic in nature, i.e. joggers, training pants, Spandex.
- Hair of any length is permitted as long as it is well-groomed, clean, and not overly distracting.
- Hats are allowed outdoors only.
- **Piercings may be worn, but in ears only.**
- For Middle School and Upper School Students, on special days, which will be periodically announced during the year (e.g., Carnival and Fun Run), athletic wear of adequate length and coverage may be worn.

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

Appropriate: T-shirts, shirts with straps wider than 2 inches, collared shirts, blouses, sweaters, sweatshirts, khaki pants, slacks, jeans, shorts with a minimum length of 5" inseam, and dresses or skirts long enough to require no special maneuvering to sit or stand.

Inappropriate: Garments that do not reflect the professional spirit of the dress code. This includes tops that have low cut armholes or expose shoulders, the back, or midriff, as well as workout, sweat or pajama pants. "Athleisure" style fitted pants are by definition casual in nature and only comply with the dress code if worn as a layer akin to a professional tight.

Appropriate dress is expected for **physical education classes and athletics**. Each student is expected to wear athletic shorts, gym shirt, athletic shoes and socks. Inclement weather or special functions may dictate different dress. Students should launder their gym clothes on a regular basis.

1. Responses to Dress Code Violations

Students who are dressed inappropriately will receive a Dress Code Violation (DCV). A student's first two DCVs will result in warnings. The third DCV warrants a Detention.

Any staff member has the authority to give a DCV. There will not be a rule for every possible way that a student can be inappropriately dressed, and at times staff members will make subjective decisions about Dress Code. A student who wants to appeal a DCV may do so with their Division Director on the same day as the violation; this must be done in person in the presence of the staff member who gave the DCV and at

a time that does not encroach on other commitments. An appeal will only be heard by a student whose original response to being given a DCV was respectful. Egregious violations of Dress Code may require that immediate action be taken to remedy the situation. Otherwise, the student will be allowed to continue through the day with the expectation that the issue will not arise again.

2. Parents' Role in Enforcing Dress Code

Parents can help their students by being aware of the school's dress code and checking their students on the way out of the house. When parents sign the enrollment contract they implicitly support the kind of community spirit that is represented by the dress code. If parents disagree with segments of the dress code, they are urged to speak directly with the administration rather than passively allow their son or daughter to violate the dress code.

F. Drones / Unmanned Aerial Vehicles

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

G. Fighting / Physical Altercations

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

H. Food and Drink

Students may have water at any time during the school day. However, food and alternative beverages are not allowed in classrooms or computer labs without express permission from the adult in charge. Gum is not allowed on the CSS campus.

I. Fundraising

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

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

- These goals should be set early in the year to maximize a student's opportunity to raise money from the wider community (including during the summer) and not exclusively focus on the CSS parent body.
- Students who wish to subsidize trips that they are going on, i.e. Thespians Conference and Model UN, should not fundraise from the CSS community as this is a personal choice that directly benefits them in addition to our robust ECS/Seminar program.
- Long-standing community-building activities with related fundraisers should be allowed to continue (Carnival booths, valograms, costume auction, senior auction).
- KICS (Kodiaks in Community Service) may operate sports concession booths as a community service and opportunity to fund its mission of grant-making. Concessions are fair game for other groups at other events, but must clear these plans through KICS as it has first-right of refusal on concessions. Inventory for these concessions should be purchased with class funds as an expense/investment.
- No raffles may be held. The school does not have a raffle license and such activities viewed as raffles are subject to Colorado state gaming laws.

J. Inappropriate Language

Use of inappropriate words, phrases, or gestures is unacceptable for any age level at CSS. This includes lewdness, profanity, vulgar, and rude language, inappropriate innuendo, and language associated with harassment of any kind. CSS reserves the right to determine what constitutes inappropriate language use and to determine disciplinary consequences. Highly loaded language use or repeated non-compliance with expectations will carry heavier consequences.

K. Living Arrangements

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

L. Lockers and Valuables

Students are strongly discouraged from bringing items of high monetary or personal value to school or school events. Each Middle and Upper School student is provided with a locker. Lockers are for textbooks, personal items, lunches, coats, bags, and backpacks. Lockers may be decorated only with non-permanent items. Any student wanting to put a combination lock on his/her locker may do so, but the combination must first be shared with the Division Director. Going into someone else's locker is not allowed and may result in disciplinary action.

M. Lost and Found

Although we do our best to support students in managing their personal belongings, CSS takes no responsibility for lost, stolen, or damaged items. Unmarked and unclaimed items will be donated to charity at the end of each semester.

a) Children's School

Each child has a special place for his/her personal items. Please mark all personal belongings with your child's name. We cannot be responsible for children's misplaced jackets, gym shoes, mittens, etc. All unmarked, found articles will be kept in the "Lost-But-Not-Found" boxes in the Early

Childhood Center, Children's Academic Center or the Field House. **Due to COVID19, there will be no Lost-But-Not-Found this year.**

b) Middle School

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

c) Upper School

If a student finds something lying around and does not know who it belongs to, it should be given to the Division Director or put in the lost and found basket. Lost and found items can be found in the Division Director's office or the Field House.

N. Personal Belongings

It is expected that students maintain a safe and orderly environment at school. This means that backpacks and other personal belongings should reside in personal cubbies or lockers when not in use and should not be left in common areas.

Band instruments should be taken directly to the Band Room before school starts in the morning. Athletic clothes and equipment should be neatly stored in the Field House lockers. Items left in common areas will be taken to Lost and Found.

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

O. Photographs & Recordings

Photographs and recordings should be taken and / or shared only with explicit permission from the subject(s). Recording in private areas, such as bathrooms and locker rooms, is prohibited and may have significant disciplinary consequences. Refer to Section VB. Cell Phones and Related Devices for more information on this topic.

P. Pornography

Possession, viewing, sharing, or recording pornography is strictly prohibited at school, school-related functions, and on school networks or devices. Refer to Section VB. Cell Phones and Related Devices for more information on this topic. CSS reserves the right to determine what is considered to be pornographic. Students will face disciplinary consequences from the school and may face legal criminal charges.

Q. Student-CSS Employee Interactions

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

- Communication should be limited to school hours and established means of CSS official communication (such as Google Classroom and email).
- Students should refrain from communicating with teachers using social media.
- Use of texting or other messaging apps/means between students and teachers should be limited to situations where this means of communication is most needed, efficient and effective, such as on Upper School ECS courses.
- In-person faculty-student contact should be limited to the school day and school-sanctioned events.
- Any unwanted or inappropriate contact or communication between teacher and student should be reported immediately to the appropriate Division Director or the School Counselor.
- Likewise, if a student or the student's parents become aware of any adult's (whether the adult is a school employee, contracted staff, volunteer or otherwise) communications or actions toward one or more students that seems unusual, overly friendly, or otherwise inappropriate, such information should immediately be reported to the appropriate Division Director, Head of School or the School Counselor.
- This is a partial list of some behaviors that should not occur and which should be reported. In addition to the above protocols, an employee or volunteer should not:
 - Send emails, texts or notes to students of a personal nature. If there is a compelling reason to do so, a parent and/or school administrator should also be copied on the correspondence.
 - Invite students to visit the adult's social networking site or become a "friend" on a social network.
 - Flirt with or ask a student on a date, or engage in the expression of emotional or physical affection with a student.
 - Loiter in a student's hotel room or tent without a clear, professional reason for being there.
 - Be purposely alone with a student in a non-public place without parents or other school employees being in knowledge of the situation.
 - Ask students to sit on an adult's lap (although it is okay for a student in PreKindergarten through first grade to ask an adult to hold them or hug them when the student needs to be consoled).
 - Talk to a student in a demeaning, demoralizing, or angry way.
 - Touch students or their clothing in non-professional ways or inappropriate places, or touch a student aggressively or in frustration.
 - Make personal comments (about a student's clothing, hair, personal habits, etc.) except those in relation to coaching a student on personal hygiene practices.
 - Tell secrets, or ask a student not to repeat something to a parent or school administrator.
 - Swear or make inappropriate sexual, racial, or ethnic comments or jokes.

R. Student Whereabouts

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

Upper School students have more freedom regarding their whereabouts than students in the other two divisions. During Study Hall periods and lunch, unless they have specific appointments, they can be nearly anywhere they want on campus with the exception of the parking lot, athletic fields, and Children's School and Middle School areas where they may interfere with the learning of other students. Upper School students must attend all classes and appointments, but a student with a Study Hall period at the beginning of the day may arrive late to school, any time before their first class / appointment (sign-in required at the Registrar's Office). A student is not allowed to leave campus during C Block/Kodiak Time if they are not enrolled in a band or vocal ensemble but have attended A and/or B Blocks. Similarly, an Upper School student may depart campus after his/her last class / appointment (sign-out required). Junior and senior students may, with parent permission, have the privilege of leaving campus for lunch (sign-in / sign-out required).

S. Substance Use / Abuse

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

It is our intention to support parents as they educate students regarding the dangers that these substances present. Therefore, when a student's actions indicate s/he may be using drugs and/or alcohol, the school is compelled to act. Possession or use of drugs or alcohol may lead to disciplinary consequences up to suspension or separation from school. Supplying drugs or alcohol to others or repeated offenses will be treated more severely. The Head of School is the final arbiter of decisions made on these matters. Information about substance use or abuse should be reported by the student to the Division Director or any CSS teacher or administrator with whom they feel comfortable.

1. Fundamental Expectation

Students are prohibited from using alcohol or drugs on or off campus at any time that they are under an enrollment contract with The Colorado Springs School. Additionally, the possession of empty alcohol bottles, drug paraphernalia, inappropriately used prescription medications, toxicants, inhalants, Vape pens or pods, solvents, tobacco products of any kind; or the agreement to purchase or provide any such products to others is not allowed.

2. Fact vs. Rumor

The School differentiates between rumors and established fact in determining violations of the Substance Abuse policy. If the school becomes aware of rumors about a student, a school official will contact parents to inform them of the scope of knowledge the school may have, even if the information does not carry the certainty needed to initiate a disciplinary response.

3. Voluntary Disclosure

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

4. Tobacco Use

For health, safety, and in accordance with the law, CSS prohibits tobacco possession or use of any kind at any time. If a student has a tobacco dependency, s/he should contact the School Counselor for confidential assistance. Use of tobacco (including chewing tobacco) is prohibited on campus, at any school function or on the way to or from any school function.

5. Responses to Drug and Alcohol Policy Violations

On-Campus Violations

On-campus violations are treated much more seriously than off-campus violations, and will likely result in separation from school. An on-campus violation is defined as a violation that occurs on the school property, or at a school-related event off-campus, or at an event prior to coming onto campus or a school-related event off-campus, or use at any school-sponsored program.

Off-Campus Violations

Off-Campus violations, while still important indicators of a student's well-being, can happen in such a wide variation of circumstances that the Division Director will hear each case. A light response from the school may only include a substance abuse assessment by a qualified professional, random search and testing for one year, and relinquishment of leadership positions. The school response becomes more serious if any of the following are involved: the number of poor choices in the incident increases, involvement with police, involvement with a car, encouraging the use by others, evasion, the number of people involved, risk of harm to self or others, prior infractions of any kind, or discredit to the school. With increased seriousness, school response would escalate to removal from programs, suspension, requirement of special projects, or dismissal. Expulsion is likely with any second violation of this policy, whether it is on-campus or off-campus.

Testing and Searches

To ensure that the campus is drug free, the school maintains the right to test students using professional methods, with the permission of the Head of School or appropriate Division Director, where there is due cause to indicate that the student is in violation with this policy; or without cause for anyone who has been in violation of the policy within the last year. While parents will certainly be informed if a student is tested, parental permission to test students is implicit in enrolling the student at The Colorado Springs School. Additionally, similar implicit permission exists to search students, their lockers, or personal belongings for the presence of drugs or alcohol when there is due cause, or without cause for those who have been in violation of the policy in the last year. Refusal of testing or searching will result in an immediate suspension of the student, with an administrative proceeding to review whether the student should return to school.

T. Technology

1. Overview: Responsible Use of CSS and Personal Technology Resources

The Colorado Springs School allows the appropriate use of personal technology and provides its students and staff access to a variety of technological resources. These resources provide opportunities to enhance learning and improve communication within our community, as well as with the global community beyond our campus.

The advantages of having access to these resources are greater than any potential downside. With the privilege of access comes a need for students, teachers, staff, and the public to exercise personal responsibility in the use of these resources. These CSS policies are intended to promote the most effective, safe, productive, and instructionally sound uses of network information and communication tools. CSS also makes a good faith effort to protect its students from exposure to Internet materials that are harmful or explicit. CSS maintains a system of internet content-filtering devices and software controls that meet Federal standards established by CIPA.

2. Digital Citizenship

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

- respects oneself - for example, users will select online names that are appropriate and will consider the appropriateness of comments, information and images that they post online or share through social media
- respects others - for example, users will refrain from using technologies to bully, tease, or harass others
- respects the privacy of others - for example, if someone's account is left open, users will log them off; users will not attempt to discover other users' passwords or share this information with others, this includes access to other's personal technology devices and accounts
- respects the online identity of others - for example, users will not text, post or communicate in another way using another person's account or impersonate another user on their device
- respects intellectual property - users will suitably cite any and all use of websites, books, media, etc. and will refrain from using pirated materials
- protects oneself and others - for example, users will report abuse and will refrain from forwarding inappropriate material and communication to others

3. Expectations

Students' responsible use of CSS and personal technology resources is expected to be ethical, respectful, academically honest, and supportive of the School's mission. Each computer user has the responsibility to respect every other person in our community and on the Internet. Any device and storage for school purposes is to be treated as extensions of the physical school space. Administrators may review files and communication to ensure that users are using the system in accordance with our Responsible Use Policy. Users should not expect that files stored on the server will be private. Users should also understand that

school servers regularly record Internet activity in log files that are available to administrators and support staff.

Some activities are expressly prohibited by law. Users are expected to abide by the generally accepted rules of network etiquette. The following guidelines apply to personal devices as well as school devices are intended to clarify expectations for conduct, but should not be construed as all-inclusive:

- Use of electronic devices should be consistent with the CSS educational objective, mission, and curriculum.
- Students are not normally allowed to access the CSS wireless network with their phones (phones are not acceptable BYOD devices). Students may use their cell phones to connect to the CSS network to complete daily health screening forms and to participate in staff directed interactive response sessions employing phone apps.
- Use of the CSS network for non-academic purposes is inappropriate.
- Transmission of any material in violation of any local, federal, and state laws is prohibited. This includes, but is not limited to: copyrighted material, licensed material, threatening material, and pornographic material.
- Intentional or unintentional use of computing resources to access or process proxy sites, blocked sites, pornographic material, explicit texts or files dangerous to the integrity of the network is strictly prohibited.
- Use of computing resources for commercial activities, product advertisement, or religious and political lobbying is prohibited.
- Users may be held personally and financially responsible for malicious and intentional damage done to network software, data, user accounts, hardware and/or unauthorized costs incurred.
- Files stored on school-managed networks and information systems are the property of the school, and, as such, may be inspected at any time and should not be considered private.
- The Google Apps for Education (GAfE) privacy protection policy for student data currently applies to the core GAfE services. While further privacy legislation is pending Google's commitment to privacy currently does not cover Google services outside of GAfE, such as (but not limited to) Google Maps, Google search and the use of YouTube.

4. Policy Violations

CSS reserves the right to refuse access to the CSS network by any person or any device. Violating any portion of this policy may result in disciplinary action, including temporary or permanent ban on computer or Internet use, suspension or dismissal from school, and/or legal action. CSS may cooperate with law enforcement offices in investigations related to illegal activities conducted using its network.

U. Vandalism and Stealing

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

V. Weapons & Threats

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

VI. Student Discipline

A. Disciplinary Philosophy

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

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

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

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

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

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

B. Disciplinary Procedures & Processes

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

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

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

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

1. Judicial Council

The Judicial Council (JC) is composed of elected Upper School students and a faculty advisor. This body provides a voice from the student community when the School is faced with difficult and/or unclear decisions regarding the School's response to violations of student behavioral expectations. All deliberations within the Council are confidential; any Council member who speaks of the deliberations in public will be removed from office. When the Head of School request that the JC hear a case several things follow:

1. The JC Advisor acquaints the student in question with the JC procedure.

2. The student's advisor meets with the student and notifies the student's parents of the pending Judicial Council hearing, takes any input from the parents, and answers any questions that the parents may have about the procedure. In the meeting with the student, the student writes a brief summary of the event, which the advisor provides to the Judicial Council. (If the student's advisor is the person making the initial report, the student may choose another faculty member to perform this function.)
3. The Judicial Council meets to consider the facts of the case, determine guilt, and recommend a response. The meeting will take place in the following sequence:
4. When the Council meets, the student's advisor accompanies the student as his/her advocate. The student will present the situation expressed in his or her statement. The Council may have questions of the student at this time.
5. After the discussion, the student is excused from the proceedings so that the Council may deliberate. The Council will build a recommendation and share it with the Upper School Division Director.
6. The recommendation may be accepted, sent back to the Council for further investigation, or rejected. The Head of School makes the final decision when a student may be separated from school.
7. The school will inform the parents of the outcome, and may require a closure meeting with the student and parents, together. The purpose of this meeting is to review the violation, consider the violation in the context of the student's record at CSS, and work together with the family on how the student can proceed in a positive direction. The Board of Trustees does not hear appeals for disciplinary cases. To approach Board members with such an appeal is to put them in a position that is outside of their role and inappropriate.
8. In outcomes that do not involve separation from the school, the student's advisor will follow up and debrief the entire episode with the student within a week of the closure meeting.
9. The Head of School may choose to illustrate the applicable school rule in a manner that would help the community better understand school expectations.

2. College Notification of Disciplinary Action

Students and parents should be aware that most colleges request students disclose disciplinary actions involving suspension or expulsion on the original college application and that CSS expects such information to be openly shared with their colleges. CSS will also share this information when disclosure is requested. In most cases, CSS will notify colleges of suspensions or expulsions after college applications have been submitted and/or after students have been accepted to a college.

C. Disciplinary Responses

As previously noted, it is impossible to outline appropriate or inappropriate behavior for all situations that will occur at school or in the community. Disciplinary violations are divided into three categories: Minor, Intermediate, and Major Violations, depending on severity and repetition. The table below is intended to assist students and their parents in understanding the differences between these levels of misconduct. Please note that the table

provides examples and is not intended to be a complete list. The disciplinary process follows a slightly different progression in the Children's School, and this is articulated on the pages following the table. The Division Director or his/her designee will determine the category of a violation.

1. Disciplinary Categories

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

2. Children's School Behavioral Expectations

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

- a) Students are expected to be respectful and considerate to peers and adults
- b) Students are expected to follow the class charter
- c) Students are expected to verbally and nonverbally communicate in a positive manner with peers and adults. Insults, demeaning comments, taunts, or threats are never appropriate and will not be tolerated.
- d) Students are expected to keep their hands, feet and objects to themselves. They should not touch another student when the activity does not necessitate touching such as moving around the room, getting lunch boxes, lining up or waiting in line, traveling to or from another classroom, recess or lunch. This includes jostling, pushing, poking, pinching, tackling, jumping upon, pulling on, etc.
- e) Activities that by nature do involve physical contact have different rules about the level and type of contact such as: basketball, sharks and minnows, recess football, shaking hands, and various PE activities. These activities never include punching, kicking, tripping, shoving, licking/biting, slapping, etc.
- f) Aggressive movements that are intended to scare or cause flinching without actual physical contact, especially aggressive movements around the face or neck, are never acceptable.
- g) Students may not hit, poke, or prod other students with objects under their control (sticks, rocks, pencils, etc.).

Student Supports:

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

Interventions:

- 1. Students will receive coaching from the teacher.
- 2. Inappropriate touching/verbal communication will result in one or more of the following:
 - a) Lose the privilege of walking independently on campus by holding the teacher's hand or walking next to the teacher when traveling outside the classroom.
 - b) Sit out of an activity of the teacher's choice.
 - c) Asked to leave the room/class.
 - d) Lose recess privilege.
 - e) Be given an assignment/task/chore to complete.

- f) Call a parent and explain their choice and the consequence at school for this choice. Additional consequences may be given at home.
 - g) Serve on a work crew or have detention.
- 3. A student who gets too rough in an activity that involves physical contact will receive one or more of the following:
 - a) Receive further coaching from the teacher about how to be appropriately physical for the activity.
 - b) Lose the privilege of the activity until the teacher feels it is time to return (this could be minutes to days, or longer).
- 4. A student who is aggressive physically toward another student will be sent home for the rest of the day.
- 5. A student experiencing ongoing difficulty meeting the expectations may have additional, more severe interventions.

3. Personal Reflection Note

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

4. Increased Structure

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

5. Detention

Any CSS teacher or staff member can assign a student to Detention. Detention is a 40-minute commitment wherein students contribute to the school through a variety of work assignments or may be required to sit quietly. Depending on the offense, more than one detention may be assigned. Assignments to detention supersede all other commitments, including but not limited to sports and after school activities. Students who attend detention may receive further consequences for missing after-school activities, such as reduced playing time.

The CSS learning environment seeks to help students develop a strong sense of accountability and students are expected to meet this commitment without faculty having to track them down. The Division Director will determine the date of the detention and will share this information with the student and parents. Students who miss an assigned detention will automatically be assigned a Double Detention of 80 minutes. Students who develop a pattern of missing detention appointments may be assigned additional disciplinary consequences.

6. Behavior Contract

Students for whom Detentions are an ineffective behavior modification tool may be put on a written Behavior Contract. This process involves a meeting with a student, parents, Division Director, and the Head of School, wherein desirable behaviors, unacceptable behaviors, and consequences (usually involving escalating loss of privileges for unacceptable behaviors and rewards at home for desirable behaviors) are discussed, documented, and signed.

7. Loss of Privileges

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

8. Service to the School

Intermediate infractions that detract in some way from the school community may result in on-campus Service to the School that extends well beyond that given in a 40-minute Detention. Such service may require early morning, evening, or weekend work with an adult on campus. These hours do not count toward a student's annual Community Service Requirement.

9. In-School Suspension

In-School Suspensions are given to students for repeated Intermediate Violations or Major Violations. They require a student to be on campus in a particular location, but not attending regular classes or activities, for an identified duration of time, usually a full day. In-School Suspension often involves service to the school in lieu of class and activity participation. Students are expected to complete all classwork and take responsibility for scheduling make-up times for missed assessments. Suspensions must be reported for most school transfers and college applications.

10. Out-of-School Suspension

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

11. Behavioral Probation

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

- Continued inappropriate behavior will lead to separation from school at the conclusion of the school year.

- The student forfeits the privileges of holding any elected or appointed office.
- Loss of off-campus privileges while on probation; possible denial of other privileges including participation in Children's School Expeditions or Middle School Seminars or Walkabout
- An Upper School student's Experience Centered Seminar assignment will be reviewed with likely denial of participation in national/international ECSs; if ECSs have already been assigned the student may forfeit all expenses paid and/or due for the Seminar unless a full-pay replacement can be secured.
- A student remains on Behavioral Probation for two semesters, at which time his/her behavior is reassessed and barring other inappropriate behaviors the status may be removed.

12. Final Behavioral Probation

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

13. Dismissal

Dismissal means that a student is separated from the school for the remainder of the academic year and loses academic credit for that year. To return to CSS the student must reapply through the Admission Office and be accepted by the school.

14. Expulsion

Expulsion results in permanent separation from the school.

VII. Parent Communications, Expectations & Opportunities

A. School-Family Communications

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

1. Publications and Online Information

a. Kodiak Weekly Bulletin

This internal communication is **important for current students and parents to read each week**. The Kodiak Weekly provides a list of upcoming events and activities with supporting details broken down by division and grade level. It is emailed to current students, parents, and school staff at the end of each week.

b) ROAR (Reminders, Opportunities, Achievements, and Requests)

This is an e-communications newsletter which is sent to the extended CSS community each Thursday during the school year by The Colorado Springs School's Communications Office. Archived at <http://www.css.org/blog/campus-news> .

c) School Website, FACTS Portal, and Google Classroom

The school website is found at <http://www.css.org>. FACTS is an electronic portal accessible through the website wherein parents and students can find calendar items, current news, electronic forms, family directory, records of academic progress and lunch account balance. Google Classroom is used by teachers to assign homework and post homework and learning resources, and for students to electronically submit assignments. If desired, parents may access Google Classroom through their student's login.

d) Head of School eLetters

Head of School, Tambi L Tyler, shares information with the school community approximately once each month via email.

Archived at <http://www.css.org/blog/campus-news>.

e) Social Media

CSS maintains an active [Facebook](#) page and posts to [Instagram](#). Each Children's School homeroom also maintains an active Facebook page for their class.

f) Varsity News Network

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

2. Meetings & Events * **Due to COVID 19 we will not have many regular scheduled events or meetings.**

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

3. Communication Pathways & Roles

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

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

a) Advisor's Role

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

b) Telephone and Messages

If a parent needs to contact their student during the school day, s/he should leave a message with the Administrative Assistant (719) 475-9747. In the event of an emergency, the student will be contacted immediately. Otherwise, parent messages will be distributed in a non-disruptive way, most likely between classes.

Middle and Upper School students may use personal cell phones in non-disruptive ways when not in classes, meetings, or other official group gatherings. Students are expected to use cell phones responsibly and respectfully. Failure to do so will result in confiscation of the device.

c) FAX

Please notify Ann Runte at the main school number if you are sending a fax to the school at (719) 475-9864.

d) CSS Directory & Primary Contacts

The directory contains the names, addresses, and phone numbers of CSS families, Board of Trustees, Faculty, and Staff. A small number of frequently used contacts are provided for you here. An electronic directory is accessible through FACTS.

Administrative Assistant & Infirmary Coordinator (General Info, Attendance, Medications, Student Health) Ann Runte, (719) 475-9747,
Infirmary (719) 434-3510, arunte@css.org

Admission Office
Joy Maguire-Parsons, (719) 434-3500, Joym-p@css.org

Advancement and Communications Office
Jessica James, (719) 434-3506, jjames@css.org

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

Business Office

Jody Welch, (719) 434-3544, jwelch@css.org

Counselor

Caitlin Risk, Counselor, (719) 434-3526, crisk@css.org

Director of Student Programs

Ann Petit, (719) 434-3572, apetit@css.org

Division Director (Suggestions, Questions, and Concerns)

CS: Jody Bates Bliss, (719) 434-3530, jbliss@css.org

MS and US: Nicole Goyette, (719) 434-3570 ngoyette@css.org

Executive Administrative Assistant

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

Head of School

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

IT Director

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

Learning Specialist

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

Parent Advisory Team (PAT) Meets with the Division Director to discuss policies and practices. There are one to two representatives for each grade level.

Registrar (Scheduling, Testing, Transcripts)

Elena Hall, (719) 434-3546, ehall@css.org

4. School Closures and Delayed Starts

Parents and students can receive ParentAlert text messages regarding last minute changes in the school day or school activities by selecting this option in the Family Demographic web form in FACTS. Please opt-in to receive these ParentAlert text messages. Any contact person recorded in FACTS can receive ParentAlert text messages, including CSS students with a cell phone. Mobile cell rates apply.

School closures and delayed start times will also be posted on the CSS [website](#) and announced on radio and TV stations: KRDO (1240 AM, 95 FM, or Channel 13), KRCC (91.5 FM), or KKTU (Channel 11), KOAA (Channel 5/30), and Fox 21. If school is to be delayed for two hours, all bus runs will be two hours late. An initial decision to delay school may be changed to a closure, so parents are advised to continue listening for updates. In the event of heavy snowfall during the day, parents of bus riders will be notified and buses may be sent home early. In such cases, students may leave as soon as parental permission has been obtained. For the safety of our staff, morning Extended Care Center will not be available if there is a delayed start.

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

In the rare event that extremely severe weather conditions force road closures which prevent parents from picking up their children, the 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.

5. Conferences

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

a) Children's and Middle School

Teachers conference with parents twice per year at the Children's and Middle School level. These conferences are required. Parents conference with Homeroom Teachers in Children's School, and these conferences generally do not include student participation. Middle School conferences require student attendance and are led by the student with support from their advisor.

b) Upper School

After 9th grade, conferences in the Upper School are optional, although some families may be strongly encouraged to attend these conferences. Students are invited to attend, but they generally do not lead their conferences. Parents conference directly with individual classroom teachers, as desired. Conferences occur in the fall for Upper School families, although families are always welcome to schedule conferences with teachers at any time during the school year.

6. Dual Households

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

7. 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, the School will continue to share (and require signatures, when needed), all relevant waivers/permissions forms, health/medical, disciplinary, grades, progress reports, and other information with the student's parents/legal guardians throughout the student's enrollment at the School. Should a student have a concern about particular information being shared with his/her parents/ legal guardians, the student should consult with the Head of School.

B. Parents' Role in School Culture

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

The Colorado Springs School celebrates individuality and freedom of expression. Family members are encouraged to be in dialogue with teachers, advisors, division leads, the Head of School regarding school policies and procedures and their student's experience at CSS. However, should a family member engage in behavior, 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 if it believes the actions of a family member make a positive, constructive family-school relationship impossible.

1. 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.

2. Positive & Productive Communications

a) Support Student-Student Relations

- Involve teachers, advisors, and school administrators early when situations arise where your student may need help.
- Use positive commentary whenever possible; avoid making disparaging comments or applying negative labels to your student's peers.
- Understand that all individuals take an individual perspective on a situation and that the perspectives of young students are based on limited experience. Parents are encouraged to trust their children but to also verify their claims.

- Empower your student by encouraging them to focus on assessing their own behaviors and controlling the things over which they have control versus perseverating on things over which they don't have control, such as the behaviors of others.

b) Support Student-Teacher Relations

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

c) Support Student-School Relations

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

d) Support Parent-Parent Relations

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

e) School Pride

- Parents are expected to serve as positive role models at school events and athletic competitions.
- Parents are expected to promote rather than demote CSS in the greater community. If you like what CSS is doing, share it with your friends; if you don't like what CSS is doing share it with us - our goal is improvement and your partnership is valued.

1. Supportive Home Environment

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

C. Volunteer Opportunities

1. Advancement and Communications Office Volunteers

Many opportunities exist for parents to help with various events (e.g. Gala) throughout the year, as well as general office work. Interested parents should contact Jessica James.

2. Building Helpers

At the Children's School level, parent volunteers assist the classroom teachers by preparing materials and supplies for the classroom. Interested parents should talk with individual classroom teachers.

3. Book Fair

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

4. Carnival (*the carnival will be cancelled until further notice due to COVID 19*)

Entirely produced by the Parents Association, volunteers are always needed to transform the Quad into a carnival atmosphere for the afternoon with games and entertainment and help make the festivities a success. Funds raised at each of the game booths go directly to support class activities. Interested parents should contact a member of the Parents Association Board (listed in the School Directory).

5. Parents Association

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

The Parent Advisory Team (PAT) in each division has one to two representatives from each grade level. In the Children’s School, the role is primarily that of a “homeroom parent,” ensuring two-way communication among parents, teachers and the administration, promoting a positive school-home partnership, helping incoming parents feel a part of the school, and helping out with class activities and events. In the Middle and Upper Schools, the PATs primarily serve as a think tank and sounding board for new school initiatives and ongoing areas of opportunity or concern in addition to serving as a means of communication with the rest of the families within their grade level. Teams meet with their Division Director monthly. We encourage parents to get acquainted with their PAT representative and share concerns and celebrations.

New PAT members can be nominated by current PAT members or other parents in the class, or they can be self-nominated. The Division Director will reach out to prospective members to discuss details of the position. This occurs in the spring for the following school year.

6. Seminar Help / Classroom Help

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

At the Children’s School level, Parents are regularly used to assist with Fall Adventures and Spring Expeditions. There is an application process from which classroom teachers and the Director of Student Programs select Parent Educational Leaders (PELs).

D. Payment of Tuition and Fees

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