

MIDDLE SCHOOL HANDBOOK
OF
THE COLORADO SPRINGS SCHOOL

2010-2011



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WHO TO CALL

Attendance and Tardies: Hether Graham Middle School Office 434-3560

Middle School Head: Cullan Hemenway 434-3516

Medication/Health Concerns: Leigh Saulsbury 434-3520

Learning Specialist: Georgia Allred 434-3521

Bus Transportation: 636-9070

Business Office – Stephanie Ford: 434-3544

Fax: 475-9864

Questions regarding learning or behavior in the classroom:

1. First, contact the classroom teacher or your child's advisor to address the concern directly and respectfully. You can contact the teacher/advisor via phone or email.
2. Second, either the teacher or the parent may elect to involve the Division Head in a subsequent conversation, if necessary.
3. Finally, if further conversation is necessary, call Kevin Reel, Head of School (434-3522) and schedule a conversation dedicated to the concern.

HEAD OF SCHOOL'S STATEMENT

A Message from your Headmaster:

Students and parents, this handbook will help you answer most of your questions about the expectations that will help us work and learn together and live in community. Clear and reasonable boundaries can help us keep focused on what is most important: learning and growing. Students, following these rules will help you to succeed, and build strong working relationships with your friends and your teachers.

Ultimately, our community expectations should be based on sound, fundamental principles of kindness, decency, fairness, and respect for self and others. Where no rule exists, I charge each student to consider their action in the context of these principles.

Students, while we care about your performance in school and wish many types of success for each of you, we care more deeply about the *kind of person* you become. These community expectations are here to help you establish positive patterns that lead to success for your entire life.

Good luck in this school year. I'm looking forward to knowing each of you, and I'm cheering you on as you take on the challenges and fun of this new step in your life.

Kevin Reel
Head of School

SCHOOL MISSION

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

EDUCATIONAL PHILOSOPHY

Learning is grounded in experience. By delivering challenging academic material through traditional and experiential settings, The Colorado Springs School offers our students opportunities to learn information more thoroughly, to retain it longer, and to apply it to new settings. This deliberate approach to teaching also offers students opportunities to learn more about themselves, others, and the world. Building on strong, supportive relationships afforded by small classes and a safe environment, we advance each student's personal and academic growth.

A broad and demanding liberal arts curriculum offers our students the best opportunities to understand themselves and the wonders around them. At the same time, a strong liberal arts approach provides the best foundation for further study and for life. Our PS-12 curriculum is ordered to provide enthusiastic readiness for challenging university programs.

Small classes orchestrated by outstanding teachers deepen the success and the learning potential of each student. Our teachers are studied professionals committed to developing resourceful, independent, and responsible young people. Close personal relationships permit frequent encounters for teachers, parents, and students to know one another well.

A CSS education is a partnership between home and school. When teachers and parents communicate clearly about our students, student achievement rises. Mutual respect for the profession of teaching as well as for the calling of parenting underlies this important relationship. Parents, teachers, and administrators understand that it is in our students' interest that we create a safe, challenging, and supportive environment.

This entire framework—pedagogy, curriculum, careful and caring teaching, and the home-school partnership—exists to outfit our students with the knowledge and the inventive, flexible minds they will need to be active citizens of an increasingly diverse nation and an increasingly interdependent world. It is also our intent to develop in them the sense of responsibility to contribute to the challenges and opportunities they will face as adults. It is our expectation that an education at our school will help them generate the aims and methods by which their further experiences will “grow in ordered richness.”

TRADITIONS

Middle School Awards

Academic awards are given to students who meet the criteria. Athletic awards will be given to students at end of season ceremonies.

Academics in the Spotlight

Each fall parents are invited to attend the annual Academics in the Spotlight. Parents have the opportunity to be a middle school student for an evening by following their child's schedule and meeting his/her teachers. Please consult your school calendar for date and time.

Birthdays

Students may bring in celebration snacks to be shared during advisee time or during lunch. Families should send enough snacks to share with the entire advisory or grade. The interruption to classes for the delivery of flowers or other items is not allowed. Families are asked to please distribute invitations by mail or other means outside of school for birthday parties and other private events.

Chili Cook-Off

The annual 8th grade fundraiser in February is a fun and informal time for the entire Middle School community to come together and share their chili recipes for prizes and recognition. The money raised helps defray the costs of the 8th grade WalkAbout.

Continuation Ceremonies

Continuation Ceremonies are held the day prior to Commencement to close the school year and to honor our 8th graders.

Commencement

Middle School students participate in the Commencement Exercises for seniors held on the Terrace of the Trianon on the last day of school. The Middle School's Highest Academic Achievement Award is presented at this time.

Homecoming Weekend

A tradition of Homecoming Weekend is the CSS Carnival held on the Quad. This is an all school event and families are encouraged to attend. For the 2010-2011 school year, the Carnival is Friday, October 1.

Sixth Grade/New Student Orientation/Returning Student

All sixth graders and new students are invited to an orientation prior to the first day of classes. Students tour the school, walk through their class schedule, get locker assignments and meet teachers. For the 2010-2011 school year, this orientation will be August 18.

THE ACADEMIC PROGRAM

Academic Achievement Guidelines

All evaluations take into account the quality of a student's work as well as his/her effort in producing the final product. Although the traditional marking system of "A", "B", etc. is used, consideration for each student's performance and effort is given within the expected class standards. Self-evaluation, peer evaluation and teacher evaluation are all used at various times. The criteria for evaluation are often teacher-determined, but also can include goal setting by each student.

One of the main goals of the CSS Middle School is to provide an exciting and challenging academic environment. The faculty strives to foster students' love of learning and to help them reach their potential in intellectual achievement. To accomplish this, different teaching strategies are employed to optimize opportunities for different learning styles.

As part of a challenging academic program, the Middle School has established concrete standards and procedures for academic performance. The purpose of these standards and procedures is to acknowledge academic success as well as to assist students who are encountering academic difficulty.

Letter Grades and Ranges:

| | | |
|----|------|------------|
| A+ | 4.33 | (98%-100%) |
| A | 4.00 | (93%-97%) |
| A- | 3.67 | (90%-92%) |
| B+ | 3.33 | (87%-89%) |
| B | 3.00 | (83%-86%) |
| B- | 2.67 | (80%-82%) |
| C+ | 2.33 | (77%-79%) |
| C | 2.00 | (73%-76%) |
| C- | 1.67 | (70%-72%) |
| D+ | 1.33 | (67%-69%) |
| D | 1.00 | (63%-66%) |
| D- | 0.67 | (60%-62%) |
| F | 0.00 | (<60%) |

P/F Pass/Fail courses are not included in the GPA but a "P" is required for High Honor Roll and Honor Roll.

Academic Honors

These lists are computed at the end of the term in December and June and represent the current semester. Criteria are as follows:

- High Honors: A- average, GPA of 3.667 and above when enrolled in at least the five core courses: English, history, math, science and foreign language. Students must also participate fully in Seminars and Service Learning. No grade below a B.

- Honor Roll: B average, GPA of 3.0 and below 3.667. Students must also participate fully in Seminars and Service Learning. No grade below a C.

Academic Probation and Homework Hall

A student can be placed on Academic Probation at midterm and at the end of term. Two D's or one F will result in Academic Probation. Students may be assigned to an after school Homework Hall if a pattern of missing work is noted. Students who participate in the sports program may be required to attend Homework Hall in place of practice. Students on Academic Probation will not be allowed to compete unless weekly eligibility checks by the Athletic Director indicates no more than one D and/or no F's.

LEARNING DISABILITIES POLICY

Philosophy

The Colorado Springs School recognizes that students learn in different ways and that sound teaching includes awareness of those differences when designing lesson and assessments. When deemed appropriate and reasonable within the traditions and resources of the school, the School will offer such students certain accommodations, as long as the student and the family acknowledge the diagnosed learning differences are willing to openly work with the school and appropriate outside support personnel in order to address these needs. The Colorado Springs School cannot offer accommodations in all circumstances. Our goal is to help these students adjust to and thrive in our academically rigorous college preparatory environment, and work toward the eventual goal of overcoming the need for special accommodations. Over and above reasonable special accommodations, many learning disabled students respond well to the strong context and experiential education that is a hallmark of every student's CSS education.

Purpose

It takes the collaborative efforts of parents, teachers, administrators, diagnosticians, and students themselves, to adjust a student's academic program to address specific learning needs. The purposes of this collaboration are:

- To assure the school has accurate information directly from psychologist or learning specialist so that we can best serve each student.
- To teach these students about their own unique set of school-based needs and strengths, and to learn to use those strengths to compensate for weaknesses.
- To teach the student how to become a self-reliant learner.

There is much that collaboration can do to enhance the opportunities for success for these students, but no program can guarantee success without reservation. Neither is the purpose to succumb to the myth that self-esteem is developed through early successes. Self-esteem is often a by-product of the achievement gained through such cooperative effort, and self-esteem is an important factor in our work with all of our students, but self-esteem *per se* is not the focus of the

program. Finally, the purpose of this is not to have the school totally absorb the responsibilities that are primarily those of the parents; homework, for example, should still be done at home for the most part.

Eligibility

Any student with mild to moderately disabling learning conditions at The Colorado Springs School is eligible to receive certain academic accommodations, provided the school has a current, complete educational/psychological evaluation of the student on file that provides a diagnosis and indicates a need for accommodations.

Documentation

School plans, such as Individual Education Program (IEP) and 504 Plans, are, by themselves, insufficient documents for accommodations at The Colorado Springs School. The school reserves the right to not accept a diagnosis if the documentation is not sufficient, in our view, or if the psychological/educational evaluation is performed by an individual who, in the judgment of the school, is not qualified to make such determination. The student's documentation for learning disability accommodations must:

1. State the specific disability as diagnosed.
2. Be no more than three years old for initial qualification. Thereafter, a new or updated assessment may be necessary to determine the current need for accommodation if the existing documentation is deemed outdated or if the student's observed performance indicated that significant changes may have occurred since the last assessment was conducted.
3. Describe the presenting problem(s), a diagnostic interview, and relevant educational, developmental, and medical history.
4. Include comprehensive testing, the tests' date(s), and the actual test results with subtest scores from measures of intelligence, cognitive ability, current academic achievement, and information processing.
5. Include an interpretive summary that integrates assessment data, background information, observations of the student during the testing situation, any teacher observations and ratings, evidence that the evaluator has ruled out alternative explanations for academic problems, and the current context. The summary also should indicate how patterns in the student's cognitive ability, achievement and information processing reflect the presence of a learning disability and describe the student's functional limitations resulting from the disability, as supported by the test results.
6. Describe the specific recommended accommodation(s) and provide a rationale explaining how the accommodation(s) address the student's functional learning limitations.

7. Be conducted by a qualified professional and include information about this person's license or certification and area of specialization.

Process for Receiving Accommodation

The Colorado Springs School reviews each request for accommodation individually and follows an established process to ensure consistent and fair treatment of each student. When accompanied by proper documentation, requests for learning accommodations are addressed to the Division Heads, who will hold a staffing for the student to consider requests with input from, as appropriate, the student's teachers and parents, tutor, diagnostician, or psychologist. The results of the staffing will be documented, and the list of accommodations filed in the student's permanent file. Requests for changes in accommodations may come from the student's teachers, parents, or from the consulting psychologist and should be presented to the Division Head.

The general responsibility for helping teachers implement the accommodations resides with the Division Head. Teachers of students with learning accommodations participate in staffings and are informed about the needs of students new to them by the Division Head in the fall.

Limitations

Still, there are limits to what The Colorado Springs School or any other independent school can do to accommodate special learning needs. While we are able to serve many students with specific mild-to-moderate, appropriately diagnosed needs, students with needs beyond this framework are not likely to be successful through the interventions and accommodations our school can provide. Among other limits, there are limits to the amount of time a teacher can spend with one student, the amount of tutoring time that can be expended on that student in a one-to-one or small group setting, and the amount of distraction that we can allow to affect the other students.

Language-based learning needs are most difficult for us to accommodate because a college preparatory academic program is largely language-based. Families wishing to enroll a student who has a language-based difficulty should be aware that successful matriculation often requires additional measures outside the regular program. Even given such measures as reduced repetitive assignments and occasional oral testing, for example, students with language-based special learning needs may be required to seek more one-to-one tutoring time than the school can provide and may need to take summer courses to reduce or otherwise ameliorate the workload during the regular school year.

Because of significant differences in quality between our academic requirements and those of other schools, there are things that we cannot do that other schools may claim to be able to do. Other schools may state, for instance, that they are able to accommodate "all students because our teachers are trained." This is usually the case with public schools, as opposed to independent schools that have a specific mission and can accommodate many, but not all, types of learners.

Because of these very real limitations, the school reserves the right to make all decisions related to meeting these special learning needs. Enrollment, reenrollment, participation in outside

tutoring or other support, possible counseling, and grade level/class/teacher placement are all decisions the school will make. Though we recognize and welcome the need for input for decision-making on the part of all parties, the school is the only party in the partnership that can make the decision of whether or not we can meet the needs of a particular child.

The school also reserves the right to refuse a diagnosis. Our experience has been, as much popular literature on the subject bears out, that there is a widespread problem with a poor diagnosis, a misdiagnosis, and a diagnosis that is “bought” so that students receive special treatment. Buying a diagnosis that requires untimed testing for SAT’s, for example, is a common abuse of this type. The popularity and fashion of diagnosis for Attention Deficit Disorder/with Hyperactivity is another well-known example. Before having a child diagnosed, parents should check with the school for recommendations on diagnostic tools and diagnosticians.

Student Responsibility

Learning accommodations often require the student to assume extra responsibilities, such as:

1. Personally arranging in advance with the teacher for test or quiz accommodations. When tardiness or absence from another academic or extra-curricular commitment is possible due to an accommodation, the student must discuss this possibility in advance with the faculty member who will be affected.
2. Dependable fulfillment of all arrangements for accommodations, including punctuality to specially arranged accommodations and to any school commitments that may follow these accommodations.
3. Impeccable integrity when taking a quiz or test before or after other students have done so or when an accommodation otherwise makes unsanctioned assistance possible.
4. Complete adherence to school policies before, during, and after the accommodations.

Standard Accommodations

The school, which makes all final decisions regarding accommodations, considers each request for accommodation on a case-by-case basis. The following accommodations are ones The Colorado Springs School regards as reasonable, given its academic mission, and may be granted to students who have satisfied the school’s established approval process:

- Extended time on specified subjects’ quizzes, tests, and exams
- Oral check-in following quiz, test, or exam, as appropriate and possible
- Use of laptop computer in class
- Photocopying another students’ notes, as long as it is within the teaching expectations for academic integrity
- Tape recording class lectures and discussions
- Opportunity to clarify information and instructions with the teacher

- Preferential seating
- Preferential scheduling, within the limits of available resources
- Graduation requirements distributed over a longer period of time
- Low-stimulus test environment
- Not counting off for spelling on in-class assignments or tests due to dyslexia
- Books on tape, as available, due to dyslexia

Protocol for Tutors

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.

From time to time, parents may wish to hire a private tutor to work with their child on campus. Families who hire tutors should seek help that is focused on building skills, not just helping with homework or giving a repeat lesson. At this time, as long as tutor presence can be accommodated by our facilities, CSS will attempt to provide a space for such tutoring under the following conditions.

- First meet with your son or daughter's teacher and the Division Head to see if tutoring would be helpful.
- A thorough background check must be completed by CSS before the tutor may begin work on campus.
- The tutor may work with students only in spaces that are designated by the Division Head to be available for such activity.
- The tutor signs in and out at the reception area in the Trianon for each visit.
- The tutor has regular contact with the classroom teacher, and is building skills that support the teacher's classroom objectives.
- The tutor is entirely supportive of the educational direction determined by the classroom teacher, the school's policy on academic integrity, and the mission and culture of The Colorado Springs School.
- Any materials loaned to a tutor by The Colorado Springs School are the confidential and private property of the school, and may not be shared by the tutor with anyone other than the intended student.

SEMINARS AND SERVICE LEARNING

Middle School Seminar and Service Learning experiences provide students with unique learning opportunities that cannot be duplicated after the activity has concluded. This program is instructional, academic and experiential in delivery. Seminar courses are graded and student attendance and participation is required. Both programs are a vehicle for in-depth study and give students an opportunity to practice leadership, self-reflection, critical thinking, research, and writing skills. These skills are certainly an integral part of the classroom setting; Seminars and Service Learning deepen those experiences.

Each student is assessed a fee to cover materials, food, admission, transportation, additional adult supervision, etc. for each Seminar. Seminars with an overnight component and additional adult supervision may require an additional fee. The business office bills for Seminar I in August, Seminar II in February, Seminar III in May, and WalkAbout is split into two payments billed in April and May. Please refer to the school calendar for the dates of these courses.

A student completes a Seminar when the student attends each day of a given Seminar. Unexcused absences will directly impact the performance grade. Students with an excused absence may be given an alternate activity or assignment. A grading rubric will be provided to students prior to the course to indicate necessary effort and requirements for success. Please refer to page 14 for Absence Policy.

Students are placed into Seminar II and III by ranking their choices through registration. The rank of their assignment 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 score of “8” will receive priority placement over a student with a score of “2” within our parameters of mixed gender and mixed grade level.

Seminar planning incorporates at least five of the following eight objectives: academically challenging, physically challenging, psychologically challenging, team building, competence/confidence building, exploratory/creative, problem solving, and cross-cultural. Service Learning is not graded, but full and positive participation is an Honor Roll requirement. In the case of a missed Service Learning Day, students may submit a proposal for a substitute activity of their own devising. This activity is to be completed outside of school and documentation of the service must be submitted to the Head of Middle School within the semester it was completed.

Work Habit Grades

Students’ efforts are evaluated according to performance. Each student is rated as:

- Outstanding (showing initiative beyond expectations, an important asset to the class)
- Good (consistently above average)
- Acceptable (meeting expectations but no more)
- Weak (making an inadequate effort; in need of serious improvement)
- Insufficient (effort essentially absent)

The criteria rated are:

- Preparation for class
- Use of student planner
- Class participation
- Cooperation and attentiveness
- Following directions and instructions
- Participation in group activities
- Use of class time

- Timely completion of assignments
- Quality of assignments
- Proficiency with the material

ABSENCES AND ATTENDANCE

Because of the rigorous and hands-on nature of classes at CSS, parents and students should realize that missing even a single class could result in a setback. Therefore, routine medical or other appointments should be scheduled after school. Students who are absent more than a half-day are not eligible to participate in sports or extra-curricular activities on that day. Parents are expected to contact the Middle School secretary's office (719-434-3560) by 8:15 A.M. on the day of an unplanned absence, even if the absence is going to be for part of a day.

Planned absences with the Head's approval should be reserved for very special family events. **Planned absence forms may be acquired from the Middle School secretary, signed by the student's teachers, and a copy returned to the secretary at least five days prior to the absence.** Work collected prior to the absence will be required the day the student returns to school. Vacation times are generous; Middle School students should not leave school early or return late. Middle School students are not allowed to leave campus during the day unless it is cleared through the Middle School office by a parent. Students who leave campus without signing out with the Middle School secretary are considered truant. The protocol for planned and unplanned absences also applies to Seminar and Service Learning days.

Note: Only under emergency circumstances should a student leave early or return late from vacations. Beginning or end of terms/semesters often borders school vacations and these are crucial culmination and commencement times. It is not uncommon for final tests, presentations, and long-term assignments to be scheduled at these times.

Unplanned absences are illness or family emergencies. Students will be allowed one day to make-up work for each day absent. Parents are expected to notify the Middle School secretary by 8:15 A.M. on the day of an unplanned absence. Students should check the website to obtain homework assignments if they are absent one day. Beginning the day of the second consecutive absence, parents should contact the secretary to have a student's work collected by the end of the day. Collection of homework from a student's classes can be done **provided the request is made by 9:00 A.M.** Parents can expect the homework to be posted at the secretary's office after 3:30 P.M. The school expects regular attendance by a student except when s/he is ill or has a legitimate planned absence. It is crucial that appointments be made after school so the student's progress is not impeded.

Parents are encouraged to call individual teachers for questions or concern regarding a specific class. You are encouraged to contact your student's advisor if you wish a current update on your student's general progress. When a student is doing unsatisfactory work in class parents are notified by the instructor to warn of possible failure and to solicit help. The student's teacher also notifies the student's advisor.

Attendance

Rationale: It is understood that students who miss class, will not have the same educational experience as those in attendance; not all class activities can be replicated. Historically we have found students with the highest performance have the fewest absences and tardies. Because of the academic rigor and intensive hands-on nature of classes at CSS, missing even a single day can create a serious setback. (This is compounded in the US where one session of a 90-minute class is the equivalent of two days of a 45-minute class.) For both excused and unexcused absences, parents and students assume responsibility for the student's learning, and students will arrange a make-up work schedule with all teachers so missed assignments may be completed in a reasonable and timely manner. Homework is posted on the CSS website. Should a student miss more than six days of a course in one semester, the student is at risk for not having a thorough enough experience to pass the course. This will be reviewed and handled on an individual basis.

1. Excused absences include religious holidays, illnesses, doctor's appointments, funerals, graduations, or weddings of family members, and college visitations. Excused planned absences require both parent and school approval. If the family knows in advance that a student must miss a day of school, or any part thereof, the parent is responsible for completing a Planned Absence Form and having the student return it to school at least five days in advance. The student first submits it to the Middle School Head for approval, then to each teacher for signature. (Planned Absence Forms are available on the CSS website.) All conditions for excused absences must be met or the absence will be counted as unexcused.
2. Unexcused Absences include a student's absence without parent permission, as well as absences with parent approval (including vacations and other discretionary trips) that do not qualify as excused absences. Only under unusual or emergency circumstances should a student leave early or return late from vacations. For unexcused absences, the student will receive zeros for in-class work missed, and may not make up assignments after the fact. In such cases, the student must turn in assignments before departure. The student must also complete the Planned Absence Form prior to missing school.
3. On the day when the student has an unplanned absence, the parent must call the MS Office (719-434-3560) before 8:30 a.m.
4. Routine medical or other appointments should be scheduled after school or during a Study Hall.
5. If a student becomes ill during the day and wishes to go home, permission must be obtained from a parent or listed emergency contact.
6. Students who are absent for more than half the day may not participate in athletics or other school-related activities.

GRADE REPORTS

Grade Reports include the course description, the final academic and effort grades for that semester, and a narrative written about the student's performance and personal growth. The student's semester grade reflects all work done in the semester. It is important to note that only semester grades are recorded on the student's official transcript, are kept in your student's file, and become part of your student's official record. Parents access their child's grades through the school's PowerSchool system. Grade reports will be withheld if materials are not returned or payments made.

HOMEWORK

Homework Guidelines

Homework serves many purposes in school. Different assignments are given for different reasons. Homework may provide an opportunity for the students to practice skills that they learned during the day. It may be assigned so that students are prepared for a discussion during the next class period. 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 and procedures.

Sixth grade students should expect approximately one hour and a half of homework each night. Seventh and eighth graders should expect approximately one hour and a half to two hours of homework. Students are responsible for keeping track of their assignments. Teachers also post assignments on the school website.

Homework Hall

Students may be assigned to Homework Hall when homework is missing. Homework Hall is scheduled from 3:20-4:00 P.M. most Mondays, Tuesdays, Wednesdays, and Thursdays. Students will be sent to call home as soon as Homework Hall is assigned. Homework Hall supersedes any sporting practice or events scheduled after school. Exceptions will be made for appointments such as the doctor or orthodontist.

Late Assignments

Students who miss assignment deadlines may turn in the late work at a penalty of 10% off the maximum number of points earned for that assignment. Ten percent will be deducted from that assignment grade each day until the student submits the work or a zero grade will be recorded. Students, who collect work ahead of an excused, planned absence will be required to turn in completed work upon their return, or it will be considered late.

SCHOOL HOURS

The academic day begins at 8:00 A.M. Students are dismissed at 3:15 P.M. Monday through Friday. Students should not be at school before 7:15 A.M. nor remain after 3:30 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 who are not meeting with a teacher for extra help, in athletics, clubs, homework hall, detention, or other supervised activity may study in the library. The library provides an opportunity for personal reading and homework completion. A variety of magazine subscriptions are maintained for free reading. Computer time may be limited to activity that supports academics. We ask that students consume after school snacks and drinks prior to entering the library at 3:30 P.M. Students may be excused to the front of the Trianon to be picked up and should be picked up by 5:00 P.M.

SUPPLIES AND TEXTBOOKS

Middle School students are responsible for their own basic school supplies. The supply list is included in the “Opening of School” packet and is found on the school website. Students are expected to arrive with basic supplies on orientation day before school starts. Supplies for many projects are provided by the Middle School. From time to time, however, students may be asked to bring in certain materials for class projects.

Students are assigned textbooks that are to be returned at the end of the school year. Consumable items, required supplies, and lost or destroyed textbooks, will be billed by the Business Office.

Library and Library Cards

Students use both The Colorado Springs School Library and their local branch of the Pikes Peak Library District. A CSS library card is kept on file for each student in our library. Students are also required to have a current PPLD card. Students should only check out books on his/her own card. Lost or missing materials are billed to the student’s account at the end of the school year (cost of material plus a \$10.00 processing fee).

COMMUNITY EXPECTATIONS

The education offered at CSS goes well beyond the scope of most middle school programs across the nation and requires deeper commitment from everyone in our community. Our teachers are more engaged with their students, more intentional in their instruction, and spend time outside of the classroom with their students. The CSS program also requires students to accept a high level of citizenship and responsibility in order to successfully participate fully in the wide range of learning opportunities CSS has to offer.

Each of us has the opportunity to choose our own course of action in any given situation and it is expected that each member of the CSS community accept full responsibility for his or her behavior. Students are given the responsibility to uphold the spirit and guidelines of the CSS discipline policy. In addition, the adult members of the community are charged with the responsibility to confront any student evidencing unacceptable behavior and to follow the spirit and guidelines of the discipline policy. An important part of building a healthy community is the responsibility to restore goodwill, cooperation, trust, and respect whenever these have been breached. Appropriate amends will be left to the discretion of the Middle School Head or his designee. Any student whose behavior continues to be inappropriate for The Colorado Springs School is subject to expulsion.

Student behavior on and off campus at any time--including nights, weekends and vacation periods--reflects on student's character and affects the health of the school community and the school's reputation. 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 (for example, a weekend party at a student's home) may prompt disciplinary action from the school, up to and including expulsion.

NOTE: Ignorance of the rule is not an excuse for non-compliance. Anyone who is uncertain about the interpretation of a rule should see the Head of Middle School. The Head of School or his designee is the final arbiter of the disposition of all disciplinary issues.

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. Therefore, 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:

CSS Ethical Checklist

- 1. Am I doing what I am supposed to be doing?**
- 2. Am I being totally honest?**
- 3. Are my attitude and actions fair to all concerned?**
- 4. Are my attitude and actions kind and respectful?**
- 5. Am I making my best effort?**

DISCIPLINE AND CONSEQUENCES

It is understood that anyone can make an occasional mistake. However, concern arises when a pattern of misjudgment is noted and the individual's responsibilities to self and community are not upheld. Disciplinary procedures are intended to allow a student an adequate opportunity to correct inappropriate behavior. Any student whose behavior continues to be inappropriate for The Colorado Springs School is subject to suspension and/or expulsion. The Head of School shall be the final arbiter in all disciplinary matters.

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, depending on severity and frequency of occurrence. To assist students and their parents in understanding the differences between these levels of misconduct, the following examples are provided.

GUIDE TO INFRACTIONS AND CONSEQUENCES

| | |
|---|--|
| <p><u>I. Minor:</u> <i>the injury is to oneself; injury in which there is no victim per se</i></p> <ul style="list-style-type: none"> • e.g. first offenses of tardiness, swearing, rudeness, dress code violations, PDA, failure to follow a directive, skateboarding, snowballs | <p>Minor consequences: these may be applied in an additive fashion</p> <ol style="list-style-type: none"> 1. warning 2. apology, if appropriate 3. one detention 4. “police duty” to help others comply 5. loss of privileges |
| <p><u>II. Intermediate:</u> <i>the injury is to another individual or property; or repeated minor offenses</i></p> <ul style="list-style-type: none"> • e.g. minor acts of vandalism (that can be repaired by the student); insulting, threatening, obscene or other inappropriate behavior, or degrading language; cheating, dishonesty to a teacher or other adult; sloppiness leading to "accidental" plagiarism; stealing; cutting class, breach of confidence, tobacco use | <p>Intermediate consequences: Intermediate violations are not taken lightly and may include the above, plus</p> <ol style="list-style-type: none"> 1. apology to offended party 2. multiple detentions 3. one-term probation 4. loss of elective office 5. one-day in-school suspension 6. two-day home suspension 7. Athletics/extra-curricular consequences 8. Loss of privileges |
| <p><u>III. Major:</u> <i>the injury is to teachers, classes, or the school community; or repeated intermediate violations</i></p> <ul style="list-style-type: none"> • e.g. major acts of vandalism (that must be repaired professionally); intentional plagiarism; serious disruptions of the classroom, disrespect for authority; leaving school grounds without permission; profanity directed at a school official; possession or use of illegal or intoxicating substances; possession of a weapon, fighting, disregard for the safety of others; breaking school or Seminar rules; illegal or degrading acts while representing the school. | <p>Major consequences: Major rule infractions result in serious penalties and denial of privileges which may include the above, plus</p> <ol style="list-style-type: none"> 1. apology to Middle School community 2. pay for damages 3. two-term probation 4. extended home suspension 5. expulsion |

Please note that the above are just examples and are not intended to be a complete list. The Head of the Middle School or his/her designee will determine the category of an infraction. For example, there can be big differences in “obscene behavior”: making a simple gesture is one thing, but exposing yourself is another.

Detention

Detention is a 40-minute commitment (scheduled on Monday through Thursday afternoons from 3:20 to 4:00 p.m.) where 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, but will not be assigned future detentions specifically as a result.

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. Students who receive detention are responsible for calling home after checking in with the MS Secretary for the specific date of the detention. Students who miss an assigned detention must make prior arrangements with the Middle School Secretary or a double detention will automatically be assigned. Students who develop a pattern of missing detention appointments may be assigned additional disciplinary consequences. Final decisions regarding additional disciplinary consequences will be left to the discretion of the Middle School Head or his/her designee. Faculty may issue detentions to a student for inappropriate or unacceptable behavior at any time a student is on campus or at a school sponsored activity.

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.

Probation

Probation is a serious consequence 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. Being on probation means:

- Student forfeits the privileges of holding any elected or appointed office
- A weekly meeting with the student’s advisor
- Seminar assignment will be reviewed with likely denial of participation in overnight Seminar courses. The appropriate Seminar assignment will be determined by the Head of the Middle School. The family of a student who is reassigned for disciplinary purposes may forfeit all expenses paid and/or due for the Seminar unless a full-pay replacement can be secured. The experience of the group should not suffer due to the actions of one student.

- More severe consequences for further major (or a pattern of minor) disciplinary infractions during probationary period

In-School Suspension is as serious as out-of-school suspension and includes:

- Student spends the assigned time in a supervised area on campus
- Student works on schoolwork and is productively and quietly engaged
- Student eats lunch between 11:30 –Noon in Maytag
- Student does not socialize during in-school suspension
- Student is not eligible to participate in athletics or extra-curricular activities while on suspension

Out of School Suspension requires that a student remain at home for the remainder of the suspension period. During this time:

- Student is not eligible to participate in athletics or extra-curricular activities while on suspension
- Student is expected to complete academic assignments at home
- Student may not be on campus during the period of suspension without prior permission from the Head of the Middle School

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.

Expulsion results in permanent separation from the school.

NOTE: Following all cases of separation from the school, students may not be on campus without prior approval by the Head of Middle School.

Student Leadership and Community Expectations

Our student leaders represent the best in our student body and are role models who are held to a higher standard. All student leaders are expected to uphold the policies of the school. Before considering a leadership role, students need to be prepared to be a very 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.

Parent/School Partnership for Accountability

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.

SCHOOL POLICIES

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.”¹

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, you must place such repetition in quotation marks followed by an appropriate symbol and give the source in a footnote.

Similarly, if you paraphrase another person’s ideas or conclusions from scientific experiments, you must give proper credit in an in-text citation. Such credit makes it quite clear that the words or ideas belong to someone else. If there is ever any doubt in your mind, check with your teacher.

NOTE: Plagiarism is a serious rule violation. Any student who is accused of plagiarism first meets with the teacher, advisor, and Middle School Head to investigate the situation. The Head of Middle School will determine the consequence. If a subsequent incident occurs during the student’s career at CSS, the student may be separated from the school.

Harassment, Bullying, and Sexual Harassment

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. Bullying/harassment often lies with intent and which party is perceived to have more power at the time of the infraction. The school refers to Bully-Proofing Your School to help students and families differentiate between playful, affectionate teasing between friends and abuse.

Normal Conflict

Equal power
Happens occasionally
Accidental
Not serious
Equal emotional reaction
Not seeking power or attention

vs. Bullying

Imbalance of power, not friends
Repeated negative actions
Purposeful
Serious
Strong emotional reaction
Seeking power and control

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

| | |
|-------------------------------|---|
| 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 |

Harassment means engaging in a course of vexatious comment or conduct which is known, or should reasonably be known, to be unwelcome. Sexual harassment is that harassment which involves sexual contact, sexual undertone or innuendo. The overriding factor in harassment, sexual or otherwise, is that the behavior is uninvited and unwanted. It is imperative that students, the school campus, and School sponsored events 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. While people in the employ or service of The Colorado Springs School are not subject to the Disciplinary Code, any instances of harassment, sexual or otherwise, of a student should be reported by the student to the Head of Middle School or Head of School.

Substance Use/Abuse

The Colorado Springs School is committed to building and maintaining a safe and healthy environment for its students. It is a firm belief of the school 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 environment that we wish to create for our student body.

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 he/she may be using drugs and/or alcohol, the school is compelled to act in an attempt to maintain a healthy school community. The Head of School is the final arbiter of decisions made on these matters.

Fundamental Expectation

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

On-Campus Violations

On-campus violations are treated much more seriously than off-campus violations, and will likely result in dismissal. 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. Also, expulsion is likely with any second violation of this policy, whether it is on-campus or off-campus.

Off-Campus Violations

Off-Campus violations, while still important indicators of a student's well being, can be of such a wide variation of circumstances that the Head of Middle School 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.

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.

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 Headmaster or Head of Middle School, where there is due cause to indicate that they are 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.

Electronic Devices

We live in an electronic society in which technology use and etiquette is constantly evolving. The following guidelines have been developed to ensure responsible use of electronic devices on campus. Please see the MS Head with any questions or special requests.

- All students are required to read and sign the CSS Telecommunications Agreement, which includes the Internet Policy included below.
- Students who bring electronic devices to school assume all responsibility for keeping track of these items and storing them safely when not in use. Students are highly encouraged to store electronic devices in their lockers (see the Middle School Secretary if you would like to arrange for a lock), rather than leave them lying around in student areas or the gym. The school assumes no responsibility for the misplacement or theft of electronic devices.
- Use of electronic devices, with the exception of computers and electronic planners, is not permitted during the school day in campus buildings or during planned outside activities

unless directly related to the academic program and approved by the teacher. While students are at school functions, cell phones/pagers/walkie-talkies, etc. must be turned off and out of sight. Cell phones may be used between 7:30-8:00 A.M., 12:05-12:15 P.M., or after school. The designated place for cell phone use is on the Terrace behind the Trianon.

- CSS students understand good audience manners and agree not to use electronic devices during “after hours” events (plays, concerts, ceremonies, etc.) except for an urgent matter. Students needing to make or receive a call during these times are directed to step outside the event area to quickly take care of business.
- Violations of student privacy or cheating on class assignments/exams through use of electronic devices are serious disciplinary issues and will be treated as such.

Internet Use

The Internet Use Policy is included in the CSS Telecommunications Agreement that all students sign. The Internet and other technological marvels have offered incredible opportunities for research, consumer services, and self-expression. We encourage our students to make use of all of these tools for their best and most appropriate use. The use of the Internet or other technological devices to reference the school in a negative way or to associate the school with negative behaviors will result in serious disciplinary action, up to and including expulsion. The use of the Internet or other technological devices to reference a student’s own inappropriate acts or to harass other members of the school community will result in serious disciplinary action, up to and including expulsion. In short, students or their designees should refrain from referencing the school in a negative way on the Internet or with other technological devices.

Public Behavior at School and School Functions

Middle School students are expected to respect the rights and needs of others, be aware of their surroundings, and act in an appropriate 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 romantic affection.

Dress Code

General Guidelines

Students should be prepared with attire appropriate for the weather. All attire should be neat and clean with no tears, and no underclothing visible. Attire should not be associated with or have graphics connected to drugs, alcohol, gangs, discriminatory statements, profanity, or evoke negative feelings toward any group of people or individuals. Hair of any length is permitted as long as it is well groomed, clean, and of natural colors. Hats are allowed outdoors only. Piercings may be worn, but in ears only. Over and above these guidelines, students who are generally unkempt and sloppily attired will be asked to go home to bring themselves up to standard. That includes excessively large or small clothing, untied shoelaces, or folded-over waistbands, but there will not be a rule for every possible way that a student can be sloppily dressed. In addition to the above guidelines, the following gender-specific guidelines apply.

Guidelines for Boys

Appropriate: T-shirts, collared shirts, sweaters, sweatshirts, shorts, khakis, jeans.

Inappropriate: sagging pants, unkempt hair, unbuttoned shirts, costumes.

Dress-Up Days: sport jacket, tie, collared shirt that is tucked in, belt, nice shoes (no tennis shoes), dark socks.

Guidelines for Girls

Appropriate: skirts, dresses, shorts, pants, blouses, colored T-shirts, sweaters or sweater sets, shirts with straps wider than 2 inches, sweatshirts, collared shirts, slacks, jeans.

Inappropriate: tight-fitting clothing—such as tube tops, backless shirts or dresses or shorts that do not measure to the tip of the student’s fingers when arms are held straight to the sides, halters, shirts with straps less than 2 inches, bare midriffs, costumes, clothing that is too revealing with reasonable movement during the school day, or pajama-like clothing.

Dress-Up Days: dress or skirt that allows girls to walk up stairs modestly, or business-like pants and a dress blouse or pantsuit, nice shoes (no sneakers).

Response to dress code violations

Students who are not dressed appropriately will be either given a generic T-shirt to wear through the day or sent home to change. Students who must go home to change risk missing valuable class time and will be held responsible for all work missed.

Dress code violations are minor in the scope of rules violations, but they are—perhaps more importantly—a manner that students engage adults with their emerging identity and spirit. Often, student-faculty discussions about dress are lively and respectful, with a new understanding gained on both sides. However, consistently hostile attitude toward faculty who might be offended by a student’s dress can be as much of a problem as the violation itself. Constant crossing the dress code guidelines indicates that student is not that happy working and learning within the school community, and so eventually the student may be sent to the to the Head of the Middle School to have a discussion about whether or not CSS is the right place for the student to learn and grow.

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, and then wait to address it

once the student is sent home.

Appropriate dress is expected for physical education classes. Each student will be expected to enter PE class dressed in athletic shorts, gym shirt, athletic shoes and socks. Inclement weather or special functions may dictate different dress. Please review the physical education guidelines at the start of school. Repeated failure to come to physical education class unprepared can result in detention and/or loss of privileges.

Since personal hygiene is an appropriate concern, it will be expected that students launder their gym clothes on a regular basis.

Student Health

CSS employs a full-time nurse to care for the medical needs of our school community. The nurse is located on the second floor of Maytag. She can be reached at 434-3520. In addition, all CSS faculty holds current certification for CPR and First Aid training.

Should your child become ill during the school day, the school nurse will be available to visit with your child to determine if your student should be sent home.

Prior to the beginning of school each year, each student must have a school physical and return The Consent for Medical Care Form. In compliance with state law, each student must maintain a current immunization record on campus. All health information for our students is considered confidential. Health information is kept on file in the Nurse's Room 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 school nurse at 475-3520.

School Policy regarding Medication Administration

It is recommended that every possible means be taken to give children 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 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 headaches. In these cases, prior permission must be obtained.

1. All parents who request that their child receive medication during school hours must complete the Permission for Medication Form. During the school day, the school nurse will be the only one to administer medication on campus. All health forms are available online at [the school website](#). Prescription medications at school always require a physician or nurse practitioner's written order. This can be their signature on the Permission for Medication Form or, a copy of the written prescription. 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. If this is not possible, the parent should contact the school nurse.

2. Medications must be delivered to the school in a pharmacy or manufacturer-labeled container and must be delivered to the school nurse or her designee by the parent and picked up by the parent (or responsible adult) at dismissal time. Children **MAY NOT** deliver or pick up their own medication. Medication will be kept in a secure container at the school. It is best to ask your pharmacy to provide separate bottles for school and home use.
3. Asthma inhalers may be carried by responsible students with written parent and physician authorization. The nurse may hold a back up inhaler. Students who have asthma should have an Asthma Care Plan on file in the Nurse's Office.
4. To provide temporary symptomatic relief for occasional aches and pains, certain OTC medications may be dispensed after a screening by the school Nurse. These medications are: Tylenol, Advil, Benadryl, Tums and Pepto Bismol. All administration will follow established guidelines printed on the package. A parent may provide permission for the OTC medication listed above on the Consent for Medical Care Form. The nurse will make every effort to contact a parent should an OTC medication be administered to their student during the school day.
5. During off-campus learning experiences, a designated faculty member will be responsible for administering medication. As stated above, the Permission for Medication Form must be completed for each medication.

TRAVEL

Trips

The Middle School student may take field trips in conjunction with academic classes or for enrichment purposes away from school as a class, grade level, or as a student body. Information slips notify parents when trips are planned. All CSS activities are conducted and supervised by experienced, skilled leaders with due regard to the safety of all concerned and with particular attention to any physical or other limitations a student may have.

The personal safety of all students is of paramount importance. Every effort will be made to avoid potentially hazardous situations. Therefore, students need to follow directions. The guiding value on trips, as well as at school, is that no one's action or inaction should detract from another's experience. Students are expected to pay in advance for optional activities, such as ski trips, parties, and advisee lunches by bringing a check or cash to school.

By signing the permission form, parents give permission for their son or daughter to take part in the Middle School activities program and confirm that any physical or other limitations their son or daughter may have are fully described. Parents accept that these activities do carry a certain risk of accidental injury to participants and agree to indemnify and hold harmless the school and its agents from all liability, claims and demands whatsoever incurred in connection therewith by reason of accident of whatsoever nature and kind.

Please note that the faculty/staff are not allowed to dispense medication on trips without the proper permission forms. This applies to over-the-counter as well as prescription medication.

STUDENT GOVERNMENT

This body, composed of students elected by their peers and a faculty advisor, meet to discuss Middle School issues and ideas. The focus of this group is to promote Middle School social and service events. This group helps to focus and lead organized “school spirit.” This may include the creation of banners and organizing the MS parts of Pep Assemblies.

Social activities are an integral part of the Middle School program. The activities are student-planned and faculty/parent-chaperoned. Bowling, roller-skating, skiing, Parties with Music, and pizza parties are examples of typical activities.

Each class has advisors who help to sponsor the class in its involvement in Student Government. The advisors meet regularly with the class to plan fundraisers, parties and evaluate the class’ adjustment to the routine of school. Officers elected to Student Government who are placed on probation may be removed from Student Government for the duration of that probation. Students who commit an intermediate or major violation will forfeit their office for the year, or for the duration of their disciplinary probation. Students who accumulate several minor violations may be asked to forfeit their office for a specified length of time.

SCHOOL SPONSORED SOCIAL EVENTS

All Middle School sponsored Parties with Music and ski trips are closed to outside guests unless approval is secured from the Head of Middle School before the event. Other events such as skate parties and weekend outdoor trips may also be limited to CSS students. Middle School students who attend a Middle School dance will not be allowed to leave and then return to the event. Cell phones may be used in a designated area at specified times or with permission from a supervising adult.

ATHLETICS PROGRAM

Mascot: The Kodiak
Colors: Royal Blue and White
Teams: Boys and Girls Soccer, Cross Country, Girls Volleyball, Lacrosse, Boys and Girls Basketball

Athletic Director: Risk Risk 719-434-3580

Middle School Athletics is a participatory program. These teams practice and compete after school, in addition to the regular physical education classes. Athletic practices can also be scheduled during school breaks and on weekends. CSS teams compete against other area teams, including those in Colorado Springs, schools on the eastern plains (Black Forest League) and schools in Denver. On occasion, CSS teams compete with schools in mountain communities and

along the Front Range. Students will not be allowed to compete unless the weekly grade check indicates satisfactory progress. Participation in an extracurricular sport is encouraged and fosters increased self-awareness and self-confidence in the growing adolescent.

The Athletic Program distributes a handbook to participating athletes and families regarding policies, procedures and expectations. The Athletic Program also has a PAT (Parent Advisory Team) that meets with the Athletic Director regularly throughout the year.

COMMUNICATION

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. The Middle School welcomes comments, and encourages parents to observe the following procedure: in matters of specific classroom performance, please contact the teachers involved or the student's advisor. For all other concerns or if more help is needed to solve a problem, please contact the Head of Middle School and then the Head of School.

Advisor Program

Each student has an advisor with whom s/he meets regularly throughout the year. The advisors are responsible for a general overview of their advisees both academically and socially. They maintain communication with parents on a regular basis and whenever additional contact is deemed necessary. Parents should feel free to contact their son's/daughter's advisor if any concerns arise. The faculty advisor serves as the parent contact between the home and school.

A normal chain of communication would be classroom teacher, then faculty advisor, then Head of Middle School by both student and/or parent. Emphasis is placed on the student in Middle School to initially solve academic and social problems on his/her own with facilitation.

Middle School Daily Memo

The Middle School Daily Memo is our primary means of communicating with parents. Parents receive a daily email about upcoming events. From time to time, we will include informative articles related to issues and ideas on middle schools and the students. Submission of news about student achievements, especially those occurring outside of CSS are welcomed and encouraged! Please contact the Middle School secretary or the Head of Middle School.

Telephone and Messages

If you need to get in touch with your Middle School student during the day, please leave a message with the Middle School Secretary. Except in the case of emergency, parent messages will be distributed by the Middle School Secretary. Students are encouraged to check the board a few times each day as they travel between classes. **Please note that messages called into the school after 2:00 P.M. have little chance of being communicated unless it is an emergency. Student athletic and arts schedules make message delivery difficult. Please plan with your**

child accordingly. The school Secretary should not be used as a personal messenger between you and your child; emergencies are the exception.

It is strongly recommended that after school plans be arranged prior to the beginning of each school day. Students who need to use the phone during the school day must secure a pass indicating permission to use the phone. Students will be allowed to use the student phone in the Middle School Secretary's office with a pass, or may use personal cell phones in front of the Middle School before school, during lunch, or after school.

ADDITIONAL INFORMATION

Lockers and Valuables

Each Middle School student is provided with a locker. Objects of personal value should be kept in these lockers. Large amounts of cash, expensive jewelry or other valuables should not be brought to school. Lockers are for textbooks, valuables, lunches, coats and bags. Lockers may be decorated on the interior only and only with non-permanent items. Optional locks are available for \$5.00 from the school Secretary; only these locks may be used on school lockers.

Lost and Found

Lost and Found articles will be collected and donated to charity. All personal belongings should be marked with the student's name. The Middle School Secretary will collect jewelry, glasses, and small fragile items.

Meals in Maytag

Students may buy meals in the dining hall or bring a lunch from home. Meals bought from Maytag will be billed to student accounts on a monthly basis.

Parents' Association

The Parents' Association is comprised of all parents of students enrolled at CSS. The Association supports the school through volunteer work in a variety of areas. Parents are encouraged to become involved in fundraising activities, to serve on ad hoc school committees, and to serve as education resources. The administration welcomes and appreciates this involvement.

Transportation

Parents are responsible for arranging transportation to and from school. Bus transportation is available at an extra cost (see information in the Opening of School packet). Middle School students who ride The Colorado Springs School bus must realize that they are automatically role models for our younger students. Nothing less than the highest level of behavior will be tolerated! Students engaging in inappropriate behavior may have bus privileges suspended. Bicycles are always welcome! Please have a lock so that the bicycle may be secured during the day.

Visitors

Any Middle School students may bring visitors to school with prior approval from the Head of Middle School and Admissions Director. Visitors must check in with the Middle School Secretary and pick up a visitor's badge. Before leaving campus, visitors should return the badge and check out with the Middle School Secretary.

Cancellation of School

In the event that school must be cancelled or delayed because of weather conditions, the announcement will be made on the CSS Website (www.css.org). The announcement will also be made on radio and TV stations: KRDO (1240 AM, 95 FM, or Channel 13), KRCC (91.5 FM), or KKTU (Channel 11), and KOAA (Channel 5/30). 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.

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