

# student/parent handbook



# Welcome to Colorado Academy!

Colorado Academy is dedicated to creating an environment where students thrive personally and as members of our CA community. Our faculty and staff are committed to the development of each student. We appreciate the efforts of each family to work alongside our faculty and staff to establish an environment of shared values and academic excellence.

This **2025-2026 Student/Parent Handbook** includes information for all three divisions in one document and has important updates. Thank you for agreeing to read this Handbook as part of your 2025-2026 Enrollment Contract. Because each school division—Upper, Middle, and Lower School—is tailored to meet the developmental needs of the students being taught, policies and procedures in some cases are division-specific. There is a separate (due to state licensing requirements), additional [Pre-K Handbook](#), which is also available on the Parent Resources page of the web site.

While we encourage all families and students to read this document in its entirety, we have tried to make it easy for you to find specific information. By clicking on the index topic of interest, you can move swiftly to the desired passage and back again to the table of contents. We appreciate your taking the time to read the Handbook carefully and keep it accessible throughout the year.

Practices, policies, guidelines, and expectations at CA are subject to change and further development, considering experience and changing demands. For this reason, CA's practices, policies, guidelines and expectations are under review on an ongoing basis and may be modified, altered, or eliminated at any time, with or without notice to parents, guardians, and students, at CA's sole discretion.

We look forward to working with families for the benefit and education of CA students. If you have any questions about policies and procedures, please be in touch with us. Let's make it a safe, productive, and successful year!

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Head of School  
*Colorado Academy*

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# Purpose of this Handbook

This Handbook outlines expectations, policies, and procedures for students and parents at Colorado Academy. Because the Handbook contains information about student rights and responsibilities, parents/guardians and students are responsible for knowing its contents. 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 the school year and a means to avoiding confusion and misunderstandings when questions arise.

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. The most current and most recent version of this Handbook is always available on the CA website.

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 all 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 their parents/legal guardians, the student should consult with the division Principal.

Should you not find the information in the *Student/Parent Handbook*, please contact division Principals for additional support or clarification.

## Handbook Organization

This Handbook has been divided into seven sections:

- I. Mission, Philosophy, Memberships, & Policy
- II. Programs: Policies, Procedures, & Guidelines
- III. Students: Health & Wellness, Mental Health, Academic Support, & Other Services
- IV. Student Conduct: Policies & Expectations
- V. Student Discipline: Policies & Procedures
- VI. Students: Risk Management, Safety, & Security
- VII. Parents: Policies & Expectations

[revised September 2025]

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# I. Mission, Philosophy, Memberships, & Policy

## A. Colorado Academy Mission Statement

*Creating curious, kind, courageous, and adventurous learners and leaders.*

**What guides and informs our work:**

**We foster courage:** exploring new challenges in academics, athletics, the arts, and experiential learning.

**We nurture curiosity:** the foundation of lifelong, creative discovery.

**We choose kindness:** engaging graciously in an inclusive, joyful community.

**We encourage understanding:** listening to others and acting ethically, with integrity and respect.

**We embrace inclusivity:** working through education to create empathy and compassion.

**We promote habits of health,** both physically and mentally, strengthening resilience and confidence.

**We believe in a dynamic response** to the needs of an ever-changing world.

**We inspire thoughtful individuals** who are ready to transform the future.

## B. Colorado Academy Philosophy

- The school balances challenge and demand with support and encouragement. In a nurturing environment, we endeavor to cultivate in each student the confidence to experiment, think independently, and work cooperatively with others.
- The school promotes intellectual excitement and inspires students to develop inquisitive and self-directed minds.
- Students are encouraged to acquire tools to discover, analyze, and interpret the world.
- The school encourages students to become reflective citizens concerned with local and global physical, social, cultural, and political environments.
- The school's curriculum and admission philosophy is designed to foster an understanding of and a respect for people of diverse backgrounds and cultures.
- The school's balanced liberal arts and sciences program and emphasis on character development are designed to prepare students to be successful in colleges and universities, commensurate with their interests and abilities.
- The school strives to develop students' abilities and their desire to educate themselves beyond the limits of their formal education and encourages them to view learning as a lifelong endeavor.

## C. Colorado Academy Accreditation & Memberships

Colorado Academy is accredited by the Association of Colorado Independent Schools. CA is a member in good standing of the National Association of Independent Schools. CA is part of INDEX, a collaborative group of independent schools who share data, analysis, and research for the purpose of policy development and strategic planning.

## D. Colorado Academy Non-Discrimination Policy

Colorado Academy does not discriminate in any of its programs, procedures, or practices on the basis of age, color, disability, national origin or ancestry, race, religion or creed, sex, sexual orientation, gender identity, gender expression, genetic information, military service, or other protected status.

## II. Programs: Policies, Procedures, & Guidelines

### A. Academic Overview & Expectations

#### ● Enrollment and Tuition

Colorado Academy's curriculum is designed for in-person student participation (or remote online virtual classes when required by public health emergencies). Families cannot request to opt out of any portion of a lesson.

Once enrolled at CA, a student may not earn credit toward the CA diploma from another educational institution, with the exception of:

- CA-approved trimester/semester away programs
- Credit-earning online programs designated by CA in the event of prolonged medical leave

In order to retain the status of a full-time student at CA, a student cannot be away for more than two trimesters and must be engaged in a CA-approved away program for the entire duration of their absence. Students wishing to do a full year away in a CA-approved program of study should contact the division Principal and the Admission Office. CA does not support full year away programs during Senior year.

Once a school/program is approved by CA, an addendum to the Enrollment Contract is required to be signed by all parents/guardians in order to confirm and memorialize CA's approval.

Additionally, our expectation is that all students who are enrolled at CA live within commuting distance from CA with their parents/guardians, or a responsible adult designated by their parents. If circumstances necessitate a different living arrangement, the family is required to be in close communication with the division Principal to clarify safety, legal, and communication issues.

As stated in the Terms and Conditions of the Colorado Academy Enrollment Contract: "The Academy cannot and will not refund tuition paid or cancel unpaid obligations...in circumstances where families choose to enroll the Student in a partial-year program, whether abroad or domestic, during a year when they are concurrently enrolled at the Academy. In the event of any such absence, withdrawal or dismissal, the Parents agree to pay the full tuition amount as liquidated damages and not a penalty, it being agreed by the parties that such payment is a reasonable approximation of damages which will be difficult to ascertain and quantify."

Students will be denied the privileges of CA if their parents fail in their financial or other obligations to CA. CA reserves the right to deny attendance and participation in CA's activities to students whose accounts include overdue balances, and it is the policy of CA that no transcript or other official record may be released where an account carries an overdue balance.

For these reasons, CA offers a Tuition Refund Insurance Plan through A.W.G. Dewar for

purchase by parents who may wish to protect themselves against the possibility of financial loss through an early or partial-year withdrawal. Parents/guardians can review the terms of their student's Enrollment Contract through the parent portal.

- **Academic Probation, Contract Hold, & Dismissal**

The school reserves the right to dismiss a student from enrollment at any time if, in the sole judgment of the school, that student's industry, progress, conduct, or influence, on or off campus is not in keeping with Colorado Academy's standards and objectives.

Additionally, the school reserves the right to dismiss a student from enrollment at any time if, in the sole judgment of the school, the parent(s) or guardian(s) fail to abide by the standards of conduct, policies, rules, and regulations of Colorado Academy currently in effect or hereafter promulgated, or with the conditions of enrollment (including, without limitation, the terms of CA's Enrollment Contract and the policies described in this *Student/Parent Handbook*), or whose conduct is disruptive, reflects a loss of confidence or agreement with CA's policies, or otherwise interferes with the ability of CA to accomplish its educational purposes or program. CA may also place restrictions on a family member's involvement or activity at school for these or other reasons that CA deems appropriate.

## Lower School

In the Lower School, student progress is assessed individually. Effort is made to keep parents informed if there is an academic performance issue that may affect success in or continuation to the next grade. Assessment is holistic, taking into account academic performance, social functioning, and psychological well-being, as well as the projected match between the next year's expectations and the child's needs and skill set. If a student's lack of progress reaches a level of concern, the Lower School Principal and Lower School Counselor will initiate a conference with the parents about possible testing and remediation. We support students throughout Lower School, but in some instances, the school may suggest that an alternative educational setting would be in the child's best interest. Decisions are typically made in January regarding holding a contract pending behavioral or academic improvement, but a decision to dismiss a student for academic, social, or disciplinary reasons may be made at any time.

## Middle School

In the Middle School, student progress is assessed individually. Effort is made to keep parents informed if there is an academic performance issue that may affect success in or continuation to the next grade. Assessment is holistic, taking into account academic performance, social functioning, and psychological well-being, as well as the projected match between the next year's expectations and the child's needs and skill set. The school may choose to issue an academic or behavioral warning or place a student on academic or behavioral probation as part of a counseling process, but these steps are not required in advance of dismissing a student. Decisions are typically made in January regarding withholding a contract, but a decision to dismiss a student for academic, social, or disciplinary reasons may be made at any time.

## Upper School

In the Upper School, if a student earns a grade of D, especially if it is in combination with other grades of concern for the trimester, they will be put on Academic Probation. Earning one grade of D or F for the trimester will automatically trigger Academic Probation. The status of Academic Probation always triggers a Re-Enrollment Contract Hold.

If a student's grades merit Academic Probation during Trimester 1 or 2, their contract for re-enrollment will not be released until they demonstrate, at the conclusion of a subsequent trimester, a significant improvement in both grades and academic habits. The school defines significant improvement this way: no more than two grades of C- or below when a grade of D or F activated the contract hold or one grade of C- if it was two grades of C- that activated the contract hold.

If a student's grades merit academic probation during Trimester 3, students should expect that the contract hold will continue through the fall of the subsequent school year. If grades improve but the underlying academic habits that initially caused the lower grades do not improve, the school may extend the academic probation until the student meets any individualized habit goals outlined by the school. If concerns re-emerge after a student is released from academic probation, the school may reactivate interventions appropriate to those concerns.

CA students cannot be on contract hold more than once during their four years in the Upper School, meaning students should not expect a re-enrollment contract for the following academic year if they again earn grades that would otherwise trigger academic probation.

### ● Remote Learning

Research shows that students benefit greatly from in-person learning. The school will support remote learning when deemed medically necessary or when conditions exist that the school must function in a remote environment. The school offers remote learning using several platforms, including Zoom, the Google Suite, and our learning management system to conduct lessons remotely. Students will participate virtually in their classes, communicate with classmates, teachers, and other school employees, and receive other support services they ordinarily receive from the school, including individual and group meetings with teachers and Advisors, as well as other forms of academic support. Students in Grades Five through Twelve will have access to these platforms by using their school-issued email address. Younger students may have access through a parent's or guardian's email address.

The education provided by the school through remote learning is considered a continuation of the school's educational program. As a result, the rules and responsibilities of the student are the same as if the student was participating in learning on campus, and include, but are not limited to, expectations for academic honesty. Students are expected to attend scheduled online meetings in a timely manner, prepare in advance for the lesson, and participate in a meaningful and respectful manner. Tests, assignments, and other assessments that may be performed will count towards a student's grade in the same manner as if they had occurred when remote learning was not in effect.

All school policies and procedures related to electronic communications, including, but not limited to, the acceptable use policy, privacy policies, and bullying and harassment policy, also apply to a student's participation in remote learning classes. Parents are asked to communicate these responsibilities to their child(ren), and to ensure that they comply with all school policies while participating in remote learning.

Remote learning may be conducted either synchronously or asynchronously, or both, through online platforms, which may be recorded by a student's teachers for educational purposes and may be shared with other students or employees of the school. As a result, a student's image, likeness, or voice may be recorded while they are participating in remote learning. The class or other on-line interactions with a student or students may not be recorded in any manner by anyone other than a representative of the school without permission in writing from a division head or Head of School. Failure to comply with this restriction may result in disciplinary action toward the student, regardless of who made the recording, including, but not limited to, dismissal from Colorado Academy.

Parents/guardians are deemed to have consented to the school's recording of remote learning activities following receipt of this policy, unless they specifically opted out of being photographed as part of their Family and Student profile choices.

While minimal, there may be risks related to the use of online platforms. It is important that parents/guardians recognize and accept those risks if we move to distance learning. You may review the [Privacy Policy and Terms of Use for Zoom](#).

[The school's privacy policy can be found here.](#) Your child's attendance serves as your acknowledgment and understanding of the remote learning program, and agreement to the terms and conditions of the program and the obligation to comply with the policies as described in this policy.

- **Homework/No Homework Dates/Holiday Observances**

Homework is an important part of the student's day, as it is a time for the learner to review the day's lessons, master additional material, and prepare for class the following day. The purpose of assigning homework is to give students the opportunity to extend lessons, practice skills, engage in critical thinking, and develop good work habits. Students are expected to complete assigned homework as directed and in the spirit in which it is assigned; to return homework assignments to the teacher by the designated time; and to submit homework assignments that reflect careful attention to detail and quality of work. In addition, all student work must be school appropriate.

### **Lower School**

Homework is assigned in a developmentally appropriate manner for each grade level. It includes reading every night, as we help each student develop the habit of being a lifelong reader. Written assignments over the course of a week may include a balance of assignments in other content areas, such as writing, spelling, math, social studies, science, Spanish, and long-term and collaborative projects. Classroom teachers will provide further homework guidelines and advice for parents and students in the various grades.

It is important to know that each student is different, and that the length of homework time varies with the student. This is a guideline that the Lower School faculty uses when thinking about how much or what to assign, and our estimation of how long it may take for a student to complete the work.

Average Expectation:

Kindergarten:	10 minutes
1st Grade:	20 minutes
2nd Grade:	20 minutes
3rd Grade:	30 minutes
4th Grade:	40 minutes
5th Grade:	50 minutes

The progression of time allows for each student to practice a homework routine at a developmentally appropriate level. This guideline has been developed to prepare our students for Middle School and the expectation of 60-75 minutes of homework each night. If your child requires significantly more than the estimated amount of time to complete homework on a regular basis, your child may discuss this with the teacher. And if this continues over time, you should contact the classroom teacher to schedule a conference with the teacher and your child to determine why it is requiring additional time.

## Middle School

Middle School teachers assign the work necessary for student learning. Since each student works at their own pace, and will find different types of work more challenging than others, different students will need different amounts of time to complete their work. It is never our goal to overload students with so much work that they are unable to complete it. If your child is struggling to complete their work, please reach out to their teacher or Advisor for support.

There is an ebb and flow to Middle School work, and while teachers will try to help students manage their workload, there will be “crunch times” in the school year, often in the weeks before the end of the term. Teachers in these weeks must provide students with an opportunity to show their learning ahead of grade reports so that they can be accurately assessed.

## Upper School

Upper School students should expect to spend approximately 40 minutes on homework in preparation for each class meeting. AP, AS, and ASR classes may assign up to 60 minutes of homework per class meeting. Students who consistently spend more than the allotted number of minutes of distraction-free homework time for a given class should talk to their teacher about strategies for meeting assignment goals.

## No Homework Days/Weekends

There are several times each year when CA faculty members are asked to refrain from assigning homework or planning quizzes or tests. No homework or projects may be due on a No Homework Day, and tests and quizzes may not be given. Depending on the division,

homework may not be assigned during major breaks from school (Thanksgiving, Winter Break, Spring Break, etc.). Following a major break, teachers may begin to assign work, but students will not have tests, quizzes, or major assignments due on the day after the vacation.

Colorado Academy is sensitive to the many religious practices of students and their families. Often these align with vacations and no homework days, though not always. Students should contact their teachers, when necessary, in order to plan work during the observation of religious holidays. Please reach out to the divisional Principal if you have any questions. Students can check the CA website to confirm no-homework days.

## ● Grades & Reports

Evaluations of the academic progress of students are made by teachers with oversight from division Principals and department chairs. Student assessment is based upon the teacher's judgment of student work on major and minor assignments and projects, as well as in-class participation, class work, and behavior. Teachers work to establish criteria that determine various levels of student achievement. There is a subjective element to grading. Decisions on grades are at the ultimate discretion of the school, and decisions are final.

### Lower School Report Cards

CA's Lower School provides progress reports at the end of each trimester. A full progress report, which includes checklists of academic skills and social/emotional development as well as a teacher narrative with feedback, is provided twice a year in the fall and spring. In addition, the Lower School schedules three parent conferences each year. Conversations about students and their progress are not limited to these times, and we encourage an open dialog with all parents during the school year.

### Middle School Grading & Reports

Middle Schoolers are issued official grades in report cards once a trimester, using the traditional A-F grading scale. At the midpoint, students will also be issued a mid-term report to help them and their families understand their progress. Students and families should use these reports to celebrate and make adjustments to the student's approach to learning. The first and third trimester reports include a brief written narrative from teachers, and all reports include helpful competency checklists to give more detail about a student's progress.

**Mid-Tri Reports:** At the middle of each trimester, parents are electronically sent an update on current achievement in each class. The achievement grade is accompanied by a brief comment if a child is earning a C+ or below.

**End of Tri Reports:** At the end of the first and third trimesters, parents are electronically sent grades and narrative comments for each subject area. At the end of the second trimester, parents receive their child's final grades for the term. Students who earn a C+ or below in the second trimester also receive a brief narrative comment. We do not send full narrative comments at the end of the second trimester, because parents have the chance to meet and discuss progress with each teacher during Conferences.

Teachers often share reports with students. In addition, the Middle School schedules two

parent conferences each year. Conversations about students and their progress are not limited to these times, and we encourage an open dialog with all parents during the school year. Grade reports are accessible through the school's website. Parents/guardians receive instructions about how to log in to this password-protected system.

## Upper School Grading & Reports

Preliminary progress reports (mid-trimester reports) are posted electronically for all students at the midpoint of each trimester. Grade reports are posted online at the conclusion of each trimester. Parents/guardians receive instructions about how to log in to this password-protected system.

A student's grade point average (GPA) is computed on a trimester basis by dividing the sum of the grades earned in the student's courses by the number of courses the student is taking on a graded basis for credit. The cumulative grade point average is computed by taking the sum of the trimester grades for each course that is included in the trimester grade point average, divided by the total number of courses taken for credit in the Upper School. No grades earned at other schools are averaged into a student's GPA at CA, although they will be reflected on the transcript. Grades earned in academic Independent Study qualify for inclusion in the student's GPA if a Colorado Academy faculty member assigns the grade.

## Grading Scale & GPA

The Middle and Upper Schools use the traditional A-F letter grades, which are calculated based on a percentage of total points earned in a class. Grades for assignments and other assessments, as well as final grades, are based on the work assessed by the teacher and are final.

Distinguished achievement	A (4.00), A- (3.67)
Good achievement	B+ (3.33), B (3.00), B- (2.67)
Satisfactory achievement	C+ (2.33), C (2.00), C- (1.67)
Unsatisfactory achievement	D+ (1.33), D (1.00), D-(0.67)
Failure to meet minimum standards	F (0.00)

## Grades: Academic Honors

The standard for academic recognition set by the Upper School is a GPA of 3.33 or above. Students who meet these honors standards for all trimesters they attend CA, and who earn no grade below C, will graduate with Honors designation on their diploma.

## Middle & Upper School Athletic Grades

For athletics the following symbols are used:

High Pass = HP

Pass = P

Failure = F

Each student is also assessed on the following criteria: attitude, effort, growth, responsibility, attendance, and individual achievement. A student with three or more

unexcused absences will NOT pass athletics.

Upper School: Should a student miss **three days** of practices and/or contests for any reason, the Head Coach and Athletics administration will review the student's attendance record and may contact the parents/guardians. At **five instances** of missing practices and/or contests for any reason, the student's Advisor, Grade-Level Dean, and/or Upper School Principal will be included in communication. At **six instances** of missing practices and/or contests for any reason, the student may not receive a passing grade and/or athletic credit for that season.

## Grades: Failures & Incompletes

### Middle School

- **Failing Grades & Credit Recovery**

Earning a failing mark in any class will lead to a student being placed on Academic Probation and potentially to discussions about whether Colorado Academy is the right school for the child. Students who earn a failing mark will also be asked to complete additional work to demonstrate content and skill proficiency.

Middle school students who are performing below expectations will be identified by the Middle School Student Support team. The Middle School support team will work with the student, their Advisor, teachers, and coaches to support the student in getting back on track. Underperforming students may have their privileges revoked until their grades improve. Middle school students must pass all their classes to advance to high school.

- **Incompletes**

An "Incomplete" grade is given when the student is unable, because of extenuating circumstances, to complete the required assignments prior to the end of a grading period. No Incomplete may be carried longer than three school weeks following the trimester in which the Incomplete was granted, without the division Principal's permission. The teacher will determine the date of the deadline for completing work following Trimester 1 or 2. No Incompletes are given at the end of the Trimester 3, unless by special permission of the division Principal. Failure to complete the assignments for which an Incomplete was granted results in failure for those assignments. Trimester grades will be calculated accordingly.

### Upper School

- **Failing Grades & Credit Recovery**

If a student fails a class that meets a distribution requirement but is not a graduation requirement (e.g., a student needs 12 trimesters of English to graduate, but no specific English course is required) the student may take another course in that discipline to fulfill the requirement. The grade earned in this new class will appear on the transcript as any other grade, but does not replace the failing grade that will continue to appear on the transcript.

Occasionally, to ensure content acquisition in a course that establishes foundational skills, a student will be required to repeat the same course that they failed. The

grade earned in this repeated class will appear on the transcript as any other grade, but does not replace the failing grade that will continue to appear on the transcript.

Failure during a yearlong course in the first or second trimester may result in the student's withdrawal from that course which will be recorded as a "W" on the transcript.

- **Impact on Extracurricular Participation, Including Arts & Athletics**

If a student is earning grades below a C-, or if the school becomes concerned that a student may not pass a class, the student will be required to stop participating in their sport or other major extracurricular commitments at CA in order to devote more time to schoolwork and will not be allowed to attend rehearsals, meetings, practices, or travel with a cast, group, or team. Suspension from all major extracurricular activities will last until the student has met academic thresholds as determined by the school.

- **Incompletes**

An "Incomplete" grade is given when the student is unable, because of extenuating circumstances, to complete the required assignments prior to the end of a grading period. No Incomplete may be carried longer than three school weeks following the trimester in which the Incomplete was granted, without the division Principal's permission. The teacher will determine the date of the deadline for completing work following Trimester 1 or 2. No Incompletes are given at the end of the Trimester 3, unless by special permission of the division Principal. Failure to complete the assignments for which an Incomplete was granted results in failure for those assignments. Trimester grades will be calculated accordingly.

- **Transcripts**

The transcript is the official record of what courses a student attempted and completed and the grades they earned in those courses. The transcript also establishes that graduation requirements were met or exceeded.

Because the transcript is a record of what happened—and not simply what was completed—it includes courses that students began and then dropped after the add/drop deadline, using a "W" to indicate a withdrawal. It is important that students pay special attention to the add/drop deadlines or other changes to their schedule that happen outside the add/drop window, as the transcript will accurately record all courses a student attempted during their time at CA.

Requests to have a copy of a transcript mailed to an agency or institution should be directed to the Middle School Office, Upper School Registrar, or College Office, as appropriate. It is the policy of Colorado Academy to withhold transcripts or other official representations of a student's work until the student's family has met all financial obligations, or until satisfactory arrangements have been made with the school's Business Office.

Regardless of subsequent course work, no final grades may be altered on the transcript. Students who transfer to Colorado Academy during their Sophomore, Junior, or Senior years will be given academic credit towards graduation for courses taken at their prior school that correspond with Colorado Academy's curriculum. Transfer courses that are given CA credit

are listed on the transcript. However, these courses are not included in the student's cumulative grade point average and transfer school grade point averages are not listed on the Colorado Academy transcript.

It is the policy of CA that no transcript or other official record may be released where a student account carries an overdue balance.

- **Schedule/Teacher Changes & Class Placement**

Schedule and/or teacher changes will be initiated by the school when operational needs require or when the administration believes the change will be in the best interests of the student and/or institution. The school will not entertain requests for changes based on parent or student dislike of a particular teacher or to accommodate friendships, desired schedules, or carpools. Please understand that the school and administration often place students in particular classes to ensure a quality mix of students and to enhance everyone's learning experiences.

Our faculty and Principals put significant thought and effort into placing students into classes and Advisory sections. We consider a variety of factors as we place your child, including, but not limited to, gender, social, emotional, academic, and behavioral needs. Placement for some Middle School courses is based on placement tests and other performance-related criteria. Decisions made by teachers and school administrators are final. Given the complexity of placing students, **we do not take requests for class or Advisory placements.** Decisions on class placement are at the sole discretion of the administration, and decisions are final.

For information on the Add/Drop period or Level Changes in the Upper School, see "Upper School Schedule Changes."

- **School Supplies & Textbooks**

### Lower School

Students **do not need** to bring their own general classroom supplies, as these are provided by the school, but should provide a backpack large enough to hold a 9x12 notebook. Please note that rolling-style backpacks are not permitted in the Lower School, as the lockers cannot accommodate them, and this style of backpack can present hazards traveling the hallway and on the bus. Additional supplies may be requested throughout the year to support classroom programs.

### Middle & Upper School

There are few requirements for Middle and Upper School supplies. Lists are posted on the website prior to the start of school, with required textbooks and other supplies. Families are required to purchase all books and e-books students use in classes. Most required books are available for purchase through an online book vendor. Information about required books and how to obtain them is provided by the school during the summer before each school year.

- **Study Hall**

### **Middle School**

Each day students will have a quiet study hall to organize, prioritize, and accomplish individual work. Students may request to meet with individual teachers, though such requests will depend on teacher availability. Since most Middle School teachers are also Advisors, there may be times of year where students may not be allowed to travel to see other teachers. On rare occasions, special events will be scheduled during study hall time.

### **Upper School**

All Ninth Grade students are assigned to Study Hall for the entire school year. Faculty members proctor Study Hall sessions. Student behavior should conform to the need for an environment conducive to study. Students in Grades 10-12 may also be assigned to Study Hall should their behavior or academic performance warrant such an assignment. Any student may utilize a Study Hall period as a quiet place to complete homework or to make up a missed test or assignment.

- **Summer Reading, Math, & World Language Assignments**

Students in all divisions have recommended and/or mandatory summer reading, math, and language assignments, which are posted on the website. Lower School students in grades Pre-K - 5 are provided with a summer packet to complete by the first day of school. In grades 1-5, students also have additional online work to complete with Lexia, Dreambox, or IXL. The Lower School summer packet and all of the Middle and Upper School summer assignments are required.

- **Tutoring**

CA strives to help all students achieve to the best of their ability. At times, some students face a particular learning challenge. After exhausting available options for on-campus support from a student's teaching team, the school from time to time will recommend that a student receive outside tutoring.

Tutoring is typically needed only for a defined period of time, until a student can return to working comfortably without assistance. Students are expected to use tutoring infrequently and with specific goals that are temporary.

The school does not have an "approved" list of tutors, nor do we have a review or evaluation system that screens tutors, assesses tutors' pedagogical skills, or places them under any kind of school supervision or oversight. Tutoring arrangements are made off-campus at times convenient for families and not in conflict with regular school obligations. Tutors are not allowed on campus without permission from division Principals. Current teachers cannot provide tutoring services.

- **Lower School-Specific Academic Programs & Policies**

### **Expectations for Lower School Continuation**

Students are expected to complete the academic expectations for each grade level in a satisfactory manner. Student progress is reported through teacher narrative and skill and habit checklists. Students in Pre-K through Grade Five receive instruction in language arts,

math, social studies, science, Spanish, music, visual arts, physical education, design thinking, technology, and library skills. Students must abide by all school rules and policies and remain in good standing.

## Waivers

Given that the Lower School program is ungraded, students are required to participate in all subjects and specialist classes.

## Examinations and Testing

Tests and quizzes are used for assessment in Lower School, and the classroom teacher integrates them with other methods of assessment to monitor student progress.

MAP® Growth™ assessments from NWEA® for math and literacy are given twice to students in Grades 2-5 during the school year. The assessment determines your child's instructional level, and measures their academic growth throughout the school year. MAP® Growth™ assessments are adaptive, meaning the test becomes more difficult when the student answers a question correctly. When the student answers a question incorrectly, the test becomes easier. Ultimately, the student takes an assessment specifically targeting their current learning level.

Your child's MAP®Growth™ results are represented as RIT scores. Like inches on a ruler, the RIT scale measures in equal intervals, regardless of a student's grade—and it remains stable over time. As a result, we can accurately measure students' growth between assessments and understand if they are performing at, above, or below grade level. RIT scores enable teachers to recognize where to focus attention to optimize a student's learning and to monitor their progress. Results are provided to parents after each assessment.

## ● Middle School-Specific Academic Programs and Policies

### Expectations for Middle School Continuation

Students are expected to successfully complete all classes with a passing grade (earning a C- or better). Students are expected to take a full load each trimester (English, math, social studies, science, and world language, plus arts and athletics). Students must abide by all school rules and policies and remain in good standing. In rare cases, the Principal may use their discretion to make an exception for a single failing grade. Multiple failing grades on a Middle School transcript may prevent a student from being able to continue to the CA Upper School. Participation in the Interim program in each of their Middle School years is also a requirement for Continuation.

### Art Classes

Sixth Grade students have a set rotation for Visual & Performing Arts classes, including drama, innovations, and visual art. Sixth Grade students also participate in an Arts ensemble block two times per rotation and may choose between choir and orchestra for the year.

Seventh and Eighth Graders take elective arts classes. This combination of classes is designed to expose students to a wide variety of arts experiences before they have the

option to become more specialized in high school. Students submit their preferred choices for these classes in the spring of the preceding year.

## Waivers

In the Middle School, the required student course load is five academic courses (social studies, math, science, English, world language), plus arts and athletics. The determination to grant a fifth course waiver will be made by appropriate school personnel who may include any or all of the following: the Middle School Principal, the Middle School Dean, and the Middle School Counselor.

## Examinations and Testing

All Middle School teachers coordinate major tests, research papers, and project deadlines; consequently, no student should have more than two such major responsibilities on a single day. These criteria do not apply to quizzes for Seventh and Eighth Graders.

Sixth Graders, however, should not have more than two quizzes or tests each day. More cumulative examinations in all academic subjects may be given as needed. Students who find themselves with more than two major assignments due on a given day should immediately consult their teachers and Advisor in order to make a plan for bringing these assignments into conformity with this policy. While examinations are given some importance, they are not emphasized intensively and should be viewed only as a natural culmination of study for a class.

## Middle School Pass/Fail Credit & Failing Grades

All students must receive passing grades (C- or better) to continue on to the Upper School. With the Principal's approval, students may take a course Pass/Fail (Seventh Grade social studies and World Language accommodation are the two most common examples). A student taking a class Pass/Fail is expected to fully participate in the class. They will receive feedback on their work, and their progress will be tracked. At the end of the term, a student receiving a C- or 70% or better will earn a grade of "Pass" on their transcript. A student receiving below a C-/70% will receive a grade of "Fail" on their transcript.

While we will try to communicate with a family if we anticipate a failing grade, at times failure to complete a single cumulative project at the end of a term can unexpectedly drop a student from a passing grade to a failing grade. Earning a failing mark in any class will lead to a student being placed on Academic Probation and potentially to discussions about whether Colorado Academy is the right school for the child. Students who earn a failing mark will also be asked to complete additional work to demonstrate content and skill proficiency.

## ● Upper School-Specific Academic Programs & Policies

### Upper School Graduation Requirements

The required course load for students in the Upper School is six classes each trimester, at least five of which must be academic classes. Students in Grades 10, 11, and 12 wishing to

take seven courses, not including art, must petition to do so. Students in Grade 9 are not eligible to take a seventh course in place of a study hall, but may petition to meet their athletic requirement during the day as part of their study hall, beginning in the second trimester, per approval from the 9th Grade Dean.

Academic courses include all courses offered in the Computer Science, Engineering and Design, English, Math, Science, Social Studies, and World Language departments, and all Art courses that generate a weighted grade.

Students must abide by all school rules and policies and remain in good standing. CA requires high school matriculation for four years, Grades 9-12. This applies to transfer students who complete two years or less at other schools.

Students who enroll at CA after the start of Grade 9 may transfer credits from their prior high school. CA determines the amount of transfer credit to be awarded and CA requirements yet to be completed.

Once enrolled at CA, a student may not earn credit toward the CA diploma from another educational institution with the exception of:

- Partner study away programs
- Credit-earning online programs designated by CA in the event of prolonged medical leaves

If a student wishes to study away in a program other than designated partner programs, the student must withdraw from CA and apply, through the admissions office, for a conditional return to CA. This entails review/approval of the program of study and academic record prior to re-enrollment.

In order to retain the status of a full-time student at CA, a student cannot be away for more than two trimesters and must be engaged in a partner study away program for the entire duration of their absence. CA does not offer virtual enrollment.

<b>Upper School Academic Requirements</b>	
English	4 years (required each year in Upper School)
Mathematics	3 years (4 recommended)
Science	3 years (1 year of biology, 1 year of chemistry, and 1 year of electives)
Social Studies	3 years (1 year Global Perspectives, 1 year U.S. History, 3 trimesters Junior/Senior social studies electives or ASR courses)
World Language	3 years of the <u>same</u> world language in Upper School
Computer Science	Class of 2027 and above: 1 trimester, completed during Grade 9 or Grade 10

	Classes of 2026: 1 trimester of Computer Science or 2 trimesters of Engineering. See <i>Upper School Curriculum Guide</i> for more detail.
Visual & Performing Arts / Engineering & Design	6 trimesters
Athletics	6 trimesters (2 trimesters required each of first 2 years; 1 trimester required in each of the last 2 years)
Electives	In addition to the departmental requirements specified, students are encouraged to earn additional units of academic credit by taking academic elective courses of their choice.
Required for Graduation - No Academic Credit	Participation in Interim program each year in Upper School; Completion of Community Service Commitment; Sophomore Human Development & Relationships course
<b>SUMMARY</b>	<b>18 ACADEMIC CREDITS</b> <b>6 TRIMESTERS VISUAL &amp; PERFORMING ARTS</b> <b>6 TRIMESTERS ATHLETICS</b>

## Upper School Distribution Requirements by Grade Level

Course	Grade 9	Grade 10	Grade 11	Grade 12	Credits Required
English	Coming of Age in the World	American Literature	Tri 1: Tri 2: Tri 3: Junior Writing	Tri 1: Tri 2: Tri 3: Senior Seminar	12 trimesters
Math	Math 1 or Advanced Algebra	Math 2 or 2e			9 trimesters
Science	Biology	Chemistry or Conceptual Chemistry			9 trimesters
World Language					9 trimesters of same language
Social Studies	Global Perspectives	US History	Tri 1: Tri 2: Tri 3:	Tri 1: Tri 2: Tri 3:	9 trimesters
Visual and Performing Arts and Engineering	Tri 1: Tri 2: Tri 3:	Tri 1: Tri 2: Tri 3:	Tri 1: Tri 2: Tri 3: *Portfolio Prep	Tri 1: Tri 2: Tri 3:	6 trimesters
Computer Science	Tri 1: Tri 2: Tri 3:	Tri 1: Tri 2: Tri 3:	Tri 1: Tri 2: Tri 3:	Tri 1: Tri 2: Tri 3:	One tri, completed during 9 or 10. Students in the Class of 2026 may choose to complete two trimesters of Engineering Design instead.
Athletics	Tri 1: Tri 2: Tri 3:	Tri 1: Tri 2: Tri 3:	Tri 1: Tri 2: Tri 3:	Tri 1: Tri 2: Tri 3:	6 trimesters: 2 Trimesters in grades 9, 10; 1 Trimester in grades 11, 12

## Upper School Course Offerings

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The course catalog/ *Curriculum Guide* for the next academic year is typically published each February. [Course Catalog/Curriculum Guide \(2025-2026\)](#).

## Course Designations & Eligibility

### a. Honors

An Honors designation indicates an increase in the level of rigor in course demands, as compared to the expectations of non-honors courses. Colleges receiving transcripts from Colorado Academy recognize Honors courses as having increased rigor.

### b. Advanced Placement (AP)

The AP designation signifies college-level courses that prepare students for the Advanced Placement exam in that subject area. Students are required to take the AP exam in most AP courses. Students may be eligible to receive course credit at the college they attend depending on the score they receive. Students should check with colleges and universities for their policies on accepting AP scores for course credit. Some AP courses at CA do not encompass the complete curriculum included in the AP exams and may require additional coursework or independent preparation by the student. See individual AP course descriptions and consult the course instructors for further information.

### c. Advanced Studies (AS)

CA's Advanced Studies (AS) designation signifies college-level courses that have increased rigor and include more depth of study than standard or Honors level courses. The Advanced Studies designation replaces the "Post-AP" and "AP Level" labels used for some weighted classes in previous years (courses taken prior to 2025-2026 will not have labels altered retroactively). This streamlined approach allows for internal and external clarity and consistency. Please see individual AS course descriptions and consult course instructors for additional information. AS courses earn a weighted grade in CA GPA calculations.

### d. Advanced Studies & Research (ASR)

Advanced Studies & Research (ASR) courses are Colorado Academy's college-level classes that emphasize self-direction, multidisciplinary learning, knowledge production, depth, and rigor. Developed by CA faculty, ASR courses are weighted in the GPA like College Board AP courses. Colleges receiving transcripts from Colorado Academy recognize ASR (along with AP and AS) to be the most challenging courses offered in each subject area.

## Eligibility for Advanced, Honors, AP, AS, & ASR Classes

Most departments use a combination of readiness assessments, teacher recommendations, and skills assessments to determine whether students are ready for the challenges of an advanced class, one which requires novel application of skills and improvisation appropriate to the discipline.

### **a. AAPPL test in World Language**

In order to advance to the next level of a world language course, students must meet the standards outlined by the World Language Department on the AAPPL test, taken at the end of the academic year. If students do not meet the minimum threshold for advancement, they may take the AAPPL twice over the summer by making arrangements with their language teacher.

If, after three attempts, a student does not reach the required threshold on the AAPPL, the school will consider whether advancement to the next level is appropriate or may require other remediation work that the student needs to engage in while taking the next level course. Regardless of how the student performs on these re-tests, the terminal grade that activated re-tests will not change.

### **b. AP Testing**

Students may take AP exams for classes that they have completed at CA. CA is unable to host AP exams for AP courses that we do not offer or that do not correlate to CA's AS and ASR classes. Please contact your local public high school in the early fall if your student hopes to take an AP exam for a subject they have not completed at CA.

### **c. Readiness Assessments**

See the linked document for information on the requirements for each department. [Eligibility for Advanced Courses](#).

### **d. Making up a Missed Readiness Assessment**

The season for students to take Readiness Assessments is well advertised to the student body and timed according to our course request timeline to ensure we offer the appropriate number of sections and that these sections are appropriately staffed. Given the volume of Readiness Assessments and to support student agency, the Readiness Assessment schedule is not shared with parents or guardians, but we always notify families when we are entering the course request season when these assessments occur. Students who miss a Readiness Assessment may always speak with their teacher or the appropriate department chair but should understand it is unlikely they can take a Readiness Assessment late.

The AAPPL re-assessment is only offered in June and August. There are no re-assessments of any kind in July.

### **e. Summer Work to Advance in Math or World Language**

The Upper School's curriculum is carefully designed to ensure students progress at a pace that enables them to internalize each department's content and skills while preparing for the demands of college, which often require the application of knowledge, not just understanding existing material. That said, students who wish to skip a level or advance in math or world language by completing summer work must

petition the school by May of the preceding year. Approval to pursue this option does not guarantee placement in a higher-level course in the fall. Final placement decisions are made in early August and require the student to demonstrate strong performance on a school-administered exam—and possibly other demonstrations of learning as needed.

Early notification of the intent to skip a level is crucial, as it allows the department to set appropriate benchmarks for summer work and evaluate the student’s plan to meet all the course requirements they intend to skip.

Skipping foundational courses in other departments is not permitted.

## Upper School Weighted & Unweighted Grades

Weighted and unweighted courses have different percentage ranges per letter grade.

### Standard Courses

A	92.5+
A-	89.5 - 92.49
B+	86.5 - 89.49
B	82.5 - 86.49
B-	79.5 - 82.49
C+	76.5 - 79.49
C	72.5 - 76.49
C-	69.5 - 72.49
D+	66.5 - 69.49
D	62.5 - 66.49
D-	59.5 - 62.49
F	0 - 59.49

### Weighted Courses

A	92.99+
A-	89.99 - 92.98
B+	86.99 - 89.98
B	82.99 - 86.98
B-	79.99 - 82.98
C+	76.99 - 79.98
C	72.99 - 76.98
C-	69.99 - 72.98
D+	66.99 - 69.98
D	62.99 - 66.98
D-	59.99 - 62.98
F	0 - 59.98

- **Grade Point Average: 4 point scale, Unweighted**

The Grade Point Average is determined by assigning a numeric value to each letter grade earned in a given time frame, adding those values and dividing by the number of classes taken in that timeframe.

- **Grade Point Average: 5 point scale, Weighted**

All courses designated as AP, AS, or ASR generate weighted grades. These courses are offered in the Computer Science, English, Math, Science, Social Studies, World Language, and Visual & Performing Arts Departments. Students in these courses receive additional quality points according to the following formula:

	Weighted	Unweighted		Weighted	Unweighted		Weighted	Unweighted
A	5.00	4.00	A-	4.59	3.67	B+	4.17	3.33
B	3.75	3.00	B-	3.34	2.67	C+	2.92	2.33
C	2.50	2.00	C-	2.09	1.67	D+	1.67	1.33
D	1.25	1.00	D-	0.84	0.67	F	0.00	0.00

For example, a student receiving a C (numerical grade = 2.0) in a weighted course earns a numerical grade of 2.50. This numerical grade is averaged with their other grades to determine the student's grade point average (GPA).

## Upper School Pass/Fail Credit

Pass/Fail status requires that the student fulfill all the requirements of the course, but receive a Pass/Fail grade on the transcript. A passing grade is an average in the course of 60% or better. No student may take a course on a Pass/Fail basis as a fifth course without approval. For further information, please refer to the *Upper School Curriculum Guide*.

Upon successful completion of each trimester of academic class enrollment, one-third credit is awarded. A student passes a course if a grade of D- or higher is earned. No credit is awarded in any class for which a student has previously earned credit.

### • Upper School Pass/Fail in Core Grade 9 Classes

Colorado Academy supports Ninth Graders as they transition into high school by using a Pass/Fail system in the first trimester of biology, English, and Global Perspectives. The Pass/Fail trimester allows students to practice habits and skills that carry them successfully through their school career at CA and beyond. Teachers of courses that are for Ninth Grade students use the fall trimester to establish norms and expectations both for their individual classes and for being students at CA. In order to pass, students must complete all work to the standards defined by individual teachers. This may include required revisions until an assignment meets the standards.

Our Pass/Fail system ensures that students complete the same kind of work during Pass/Fail that they will complete during graded trimesters, so the work and expectations will be familiar.

Students who earn a "Pass" in a Pass/Fail course receive a trimester's worth of academic credit. Students who earn a "Fail" must make up one trimester of the given course.

When calculating student GPA, Colorado Academy does not give a numerical value to either mark, and we do not include them in an average. The College Office provides detailed information about CA's Ninth Grade Pass/Fail program during the application process for all students.

Because students' academic credentials are not locked in during their transitional period to the Upper School, Ninth Graders benefit from having a longer runway to establish their GPA.

### • Upper School Pass/Fail in World Language

Some students have the option to take their world language classes pass/fail, as

determined by their accommodation plan and conversation with the Upper School Learning Specialist.

Students hoping to take the pass/fail option in a school year need to decide by late October. Ideally, students and teachers should come to this decision during the fall conferences. Once a student has elected to take their world language class pass/fail, they must continue with this status for the entire school year, but may withdraw from the course (with a W) under certain circumstances with approval of the Upper School Learning Specialist and Upper School Principal.

CA recommends that students discuss this option with the Upper School Learning Specialist, their world language teacher, their college Counselor, and their parents or guardians before making a decision.

## Upper School: Other Academic Options

### a. Upper School Course Audit

In the Upper School, students may elect or be asked to audit a course in particular circumstances, such as when they need more preparation before advancing to the next course level or when, for approved reasons, they are not able to attend the class on a daily basis. No grades or further academic credit will be assigned. The pertinent faculty member, in consultation with the Principal and Grade-Level Dean, will prescribe the requirements.

### b. Upper School Independent Study

The purpose of Independent Study is to afford students, usually in the Senior year, the opportunity to pursue a course of study on a topic of particular interest that supports their overall academic program. Independent Study courses are meant to enhance, not substitute for, regularly scheduled academic courses. Accordingly, we do *not* offer independent study in a course that is offered in the Upper School curriculum. In most cases, the Independent Study should be a sixth course, not an alternative to a fifth course. Students should discuss Independent Study ideas with faculty in the appropriate academic department. They should identify a faculty sponsor with the expertise, interest, and time to support and supervise their study. Faculty are usually pleased, but are not obligated, to supervise Independent Study. Then, once they have a supervisor, students submit the Independent Study proposal to the relevant department chair for the department's review. The Upper School Principal grants final approval. Grades and credit for Independent Study appear on students' transcripts. By default, an Independent Study cannot be used to fulfill a graduation requirement. Independent Study forms are available from the Registrar.

### c. REDI Lab

In this program, students practice the hallmark of a CA education: experience and student agency. This is done by innovating around space and time. Space—students commute to and work out of the REDI Lab Coleman Center. Time—students design a schedule incorporating self-direction so that time can be realigned to accommodate taking on a project or an idea. In all REDI Lab course offerings, students learn from a place of curiosity, conduct deep research around novel ideas, and then get out into the world to design and test solutions.

In community with peers and in Denver, participants make meaning during the REDI Lab program by understanding that deep learning soars when learners work in community and alongside one another. Every member of a REDI Lab experience is carefully guided through a process of unlearning; they learn how to be reflective and metacognitive, and they practice the skills that are necessary to be successful in life beyond high school.

#### **d. Study-Away Programs**

Students wishing to participate in study-away programs should contact the Upper School Principal and Grade-Level Dean as soon as possible to discuss the process including coursework and timing for the transition out of and back into CA.

#### **e. Study-Away Programs & CA Credit**

When students participate in study-away programs that are on a semester system, they either leave CA most of the way through a trimester, or they return to CA shortly after a trimester begins.

For most courses, there is a continuation of subject matter at the study-away program, e.g., a student leaves Grade 10 English at CA and continues in the study-away English class, ending the year with a full year of English credit on a transcript.

How credits appear on the transcript is a little more complicated. For example, a student leaving mid-year from CA would have a .33 credit for English taken at CA in Trimester 1, a .17 credit for English taken at CA in trimester 2, and then a .5 credit in English taken at the study-away school for the second half of the year.

When a student is transferring into or out of a course offered by CA that is not offered at the study-away program—for example, art or computer science—they will typically earn .17 credit for the course.

#### **f. Earning Full Credit for a Partial Trimester**

Students who are missing three weeks or fewer of a CA trimester and who wish to receive a full trimester credit for a course in a department that is not offered at the study-away program may complete an equivalent independent study project designed by the department and/or teacher of their current course. This project must be completed and submitted prior to the end of the trimester in which they would be earning the .17 credit (generally Trimester 2).

If the project is not completed and submitted before the end of the trimester in which the student would be receiving partial credit, the student will end that trimester with the .17 credit and midpoint grade. No additional opportunities to earn credit for that class will be available.

#### **g. Visiting CA Prior to Fall Departure for Study-Away**

Students who will not attend CA for the fall trimester may visit CA for two consecutive days—the span of seven periods including meetings and Advisory—so that they can meet their yearlong teachers and reconnect with their classmates.

Because students planning a fall departure are not officially enrolled in fall trimester classes, they are not included on rosters and cannot be accounted for through CA's attendance system. For safety reasons, CA cannot accommodate ongoing attendance by students who are not enrolled for a given trimester.

## Upper School Schedule Changes

Students may change some of their proposed courses during each trimester's add/drop period. Instructions on how to request changes will come in an email from the Registrar. Requests for schedule changes may be made from two weeks before the first day of the trimester until one week after. Requests will be taken in the order they are received and are subject to availability.

CA only allows students to change courses after the Add/Drop period in rare circumstances. CA will not make changes to schedules based on carpool arrangements, a preferred free period, or in order to place a student with a preferred teacher or friend.

A teacher works to build a class dynamic, which is the product of every person in the room. Removing and adding students mid-trimester or mid-year disrupts an existing dynamic. Further, two teachers' pacing may be different, even if teaching the same course content; students changing courses often have to bridge gaps in what they have already covered or what the class has covered. For both social and academic reasons, CA works to minimize late changes.

### a. Changing Levels of a Yearlong Course

Occasionally it takes a few cycles of assessment for a student and teacher to see that a student has been placed in the wrong level of a course. In those instances, the student and teacher should consult with the department head about a level change. Next, they should bring the issue to the Grade-Level Dean, who will work with the Registrar to change the student's schedule in the least disruptive way.

Level changes for a yearlong course must happen before the end of the Add/Drop period of the second trimester.

### b. Changing Levels of a Trimester or Two-Trimester Course

Because trimester courses are relatively short, moving from one trimester course to another is rare after the add/drop deadline, but occasionally it takes a few cycles of assessment for a student and teacher to see that a student has been placed in the wrong level of a course. In those instances, the student and teacher should consult with the department head about a level change. Next, they should bring the issue to the Grade-Level Dean, who will work with the Registrar to change the student's schedule in the least disruptive way.

Level changes for a trimester-long or two trimester course must happen before the end of the second A-F cycle of the trimester. Students seeking a level change will have limited options about which new courses are available after the add / drop deadline.

### c. Changing Sections of a Yearlong Course

Occasionally a student desires an elective that would require a shift in sections of a yearlong course. If it is possible to move a student to a new section with the same teacher and there is room in the new section, this switch is possible with teacher approval. If the switch requires a change in teachers, the switch is unlikely, unless it solves another existing issue.

### d. Withdrawing From a Class

Any student who drops a course after the Add/Drop deadline for a reason other than a placement change or significant medical event will receive a “Withdraw” on their transcript.

### e. Reporting Schedule Changes to Colleges

Planned Senior year courses are reported to colleges, and colleges expect students to complete all planned coursework. If a student wants to make significant changes to their schedule, CA requires that they notify college admissions offices where their application is in process. To colleges where they have received final decisions and/or matriculated, students must ask permission to make significant changes and are required to cc/bcc their College Counselor on all communication.

Note that colleges may decide to reevaluate admissions acceptances if a student reduces the rigor or breadth of their curriculum after a decision has been issued. If students make significant schedule changes, the College Office will submit an updated official transcript to all colleges where admissions decisions are final or pending.

Senior year schedule changes that do not reduce curriculum rigor and breadth are generally accepted by colleges and do not need to go through the aforementioned process. However, all potential changes to Senior schedules must go through an approval process with the College Office and Senior Dean.

## College Counseling

Information about the college process can be found on the College Office website, in this [Primer](#), and through communications from the College Office.

CA’s college counseling program begins in December of Grade 10, when students are formally assigned to a college Counselor. Throughout the Sophomore year, they participate in workshops and receive information from the College Office during class meetings, begin practice standardized testing, and meet with their Counselor, if needed. In Grade 11, students dive deeper by engaging with college representatives, by working 1:1 and in groups with their college Counselor, and through a variety of supportive programs.

The resources of CA’s College Office are available to Upper School students and families at all grade levels, comprehensive informational e-guides are sent home beginning in Grade 10, and optional programming occurs for parents throughout. Families or students in Ninth or Tenth Grade may contact the College Office with questions and are encouraged to attend programming advertised to these grades

The core of CA’s college counseling program is a sequence of individualized counseling sessions between Counselor and advisee, with the goal of finding the best college match

for the student. The College Office provides extensive data to students and families, and Counselors work intensively with each student to build an appropriate college list and to help them complete strong and effective applications, writing, and other materials. Counselors also write a letter of recommendation for each student and advocate for them throughout.

This mission is supported by a variety of programs, such as essay-writing workshops, a required two-trimester class, financial aid workshops, college night conversations with enrollment leaders from across the country, presentations on standardized testing and athletic recruitment, and panels with CA graduates. Each year, Colorado Academy hosts more than 150 admissions officers who visit campus to recruit our students.

- **Recommendation Letters & Confidentiality**

Recommendation letters are received with credibility when they are delivered directly from the recommender to the organization, school, or college. For this reason, and in order to maintain the integrity and authenticity of CA faculty recommendations, we instruct faculty not to provide copies of letters of recommendation to students, families, or alumni. Recommendations specifically for college/university admission will never be provided directly to students, families, or those not employed by admissions or scholarship offices; they are sent directly to colleges, and all seniors must waive their FERPA in the college application process.

- **Early Decision Agreements**

Colorado Academy expects students and families to follow the rules outlined in college and university Early Decision contracts. If admitted via Early Decision, students must immediately withdraw all other college or PG-Year applications and, if already admitted to schools, decline offers. Students applying Early Decision are required to sign the CA College Office Early Decision Agreement form in addition to their college or university's contract.

- **Reporting Grades to Colleges**

CA's College Office follows all college/university requirements for submitting official transcripts. Colleges in the United States require high schools to submit official transcripts multiple times during the review process (where decisions are pending) and also after a student graduates (to the school where the student matriculates).

If a student applies to college on or before November 1, families can expect that their students' Junior year transcript, encompassing grades from Ninth to the end of Junior year, as well as planned Senior year classes, will be required by colleges. This is followed up by a formal, required "Mid-Year Report" before Thanksgiving Break. (Nearly 100% of CA Seniors will submit one or more applications before November 1.) The Mid-Year Report includes the official transcript after the first trimester of Senior year (grades and updated weighted GPA); unofficial progress grades cannot be included on a Mid-Year Report. Please note that colleges do not look at and do not request grades from Middle School.

Some Seniors will receive final decisions from colleges prior to the end of the second trimester, but for applications with pending decisions, CA typically sends second trimester grades/transcripts to advocate for students. These are generally not required, but it's important to know that they are sometimes requested by colleges

who reach out to the College Office for more information as they prepare for final evaluations.

Given that colleges may request grades at any point (though admissions offices rarely ask for grades-in-progress), and given that formal offers of admission can be rescinded if colleges see major slides in student performance, it is in every Senior's best interest to remain diligent and committed to their schoolwork until the very end.

As well, consistent with high schools across the country, CA does *not* combine our calculated GPAs with GPAs/grades from other institutions (summer programs, high schools, study-away programs, colleges, etc.). In practice, colleges often recalculate GPAs according to their own scales and will almost always combine and recalculate grades if students attended multiple institutions for high school. (This does not include summer programs or summer college classes, but will include courses that students took for credit towards their high school graduation.) When colleges do choose to recalculate all applicants' GPAs on their own scales—in order to remove classes that some high schools offer, such as Personal Finance, Wellness, P.E., Woodshop, etc.—CA's GPA calculation aligns with their approach.

CA's GPA scale and method of calculation is clearly articulated and shared with colleges on our School Profile, which is required by colleges and is available and updated each year on the CA College Office website. Families will receive robust information about this in the Junior year.

- **Final Transcripts**

Colorado Academy does not support “Double-Deposits” and will only send a student's final transcript to one college or post-grad institution. If a student is admitted and matriculates off of a waiting list, they must immediately notify their initial college and decline. Once they have taken these steps, CA will send their final transcript to their new chosen school.

- **Post-CA**

If a CA senior, CA alumnus, or former student is on a gap year or has already deposited or enrolled at a college/university, CA will not send a copy of their transcript to another college/university in support of their application process or matriculation (e.g. January/Spring Start) without written permission from the office of admissions at the college/university where they have already enrolled.

## Waivers

In the Upper School, the required student course load is five academic courses (Social Studies, Math, Science, English, world language).

Students must also earn (1) trimester credit during their Upper School career from a Computer Science course. We no longer combine CS and ED, and the requirement is now 1 trimester for most grades (except class of 2026). (*Please see the [Upper School Curriculum Guide for details.](#)*) In addition, the student must be enrolled in Arts and Athletics to complete graduation requirements.

- a. **Senior Year Petition for Two Free Blocks**

Students can petition to have two free blocks for one trimester of Senior year.

### **b. Hardship Waiver**

Students with significant hardships can request a reduced academic schedule and may start that process with their Grade-Level Dean.

### **c. World Language Waiver**

Some students qualify for a World Language waiver as determined by their accommodation plan.

Given that language waivers can affect student choices in the college process, CA offers a variety of options for families to consider and works with families on a case-by-case basis to determine the best path forward for the student. Any student wishing to activate this accommodation must do so by working directly with the Upper School Learning Specialist.

Students taking the full language waiver need to sign off on this with the College Counseling Office and will need to fill that course period with an additional course in consultation with their college Counselor and the Upper School Learning Specialist.

### **d. Athletics Waiver**

An Athletics Waiver may be requested by those students who are medically excused from participation in athletics (physician's statement required).

## **Examinations and Testing**

It is the Upper School's intent that students should not have more than two tests or major projects due on any given day. Students who discover that they have more than two major commitments on the same day should speak directly with the teachers involved. Students may ask the Grade-Level Dean to help ensure that they only have two major assessments per day.

Students who are absent on test days are responsible for rescheduling the test with their teachers in accordance with make-up guidelines. On no HWA (No Homework or Assessment) days, in addition to not assigning homework, we also ask teachers to avoid scheduling major course projects, quizzes, or tests.

## **Remote Learning & Illness in the Upper School**

Remote access via Zoom will only be provided for students who are quarantining with COVID-19 or who have extended medical illnesses. During remote access, students will log into their classes via Zoom and observe a live stream of that class for the purpose of staying exposed to the curriculum in a way that facilitates their return to in-person learning. A remote learning plan will be coordinated through the Grade-Level Dean.

Students who miss school for short-term illness should rest, get better, and set school aside. Teachers will support students who return from a short illness, to ensure they get back up to speed. If a student needs short-term accommodations when returning from an illness, they should work with the Grade-Level Dean on coordinating their schoolwork obligations.

## **B. School Procedures & Services**

## ● Daily Schedule

The Daily Schedule is based on a six-day rotation (A-F). The rotation is posted on the CA website and on campus. The schedule is created in accordance with student-centered best practices, and allows for some homework completion during the school day, as well as no-homework days and extended family weekends. Please make every effort to conduct family travel, tend to doctors' appointments, and schedule other absences in conjunction with these breaks.

<b>Daily Schedule</b>	
7:50 a.m. to 4:30 p.m. (Mon.-Thurs.) 7:50 a.m. to 4:00 p.m. (Fri.)	Raether Library open (MS & US)
7:45 a.m. to 4:00 p.m.	Reception & division office hours on school days
8:00 a.m.	Classes begin for Lower School students
8:05 a.m.	Classes begin for Middle School students
8:15 a.m. (A, C, and E Days) or 8:45 a.m. (B, D, and F Days)	Classes begin for Upper School students
3:20 p.m.	Dismissal for all students
3:30 p.m.	Buses depart
3:30 p.m. to 5:30 p.m.	US athletic practice
3:30 p.m.	If LS students have not been picked up, they must utilize After-Care <ul style="list-style-type: none"> <li>● Pre-K After-Care closes at 5:30 p.m. - Monday-Thursday and 4:00 p.m. on Friday.</li> <li>● LS After-Care closes at 6:00 p.m. Monday - Friday.</li> </ul>
3:40 p.m.	If MS students have not been picked up, they must be engaged in a supervised program.
5:50 p.m.	Late buses depart

## ● Arrival & Departure

Please remember that the safety of all students is of utmost importance as you drive on campus. Use of cell phones or other electronic devices while driving in Colorado and on campus is not permitted. Please be alert, patient, and courteous. Respect the directions of Security staff and Operations personnel who direct traffic on campus. The campus speed limit is 10 mph. Please park only in visitor-designated lots.

## Lower School Drop-Off/Pick-Up Procedures & Hours

**Office Hours:** On school days, Lower School office hours are 7:45 a.m.-4 p.m. On days

when classes are not in session, such as faculty work days, the Lower School office is open from 8:30 a.m. -3:45 p.m.

We ask that parents travel through the drop-off/pick-up line for the Lower School Circle or North Road. Parents should not park and walk to classroom exterior doors or enter the Lower School for drop-off or pick-up, as this disrupts the overall flow of arrival and dismissal for students and faculty. Please see the [Pre-K Handbook](#) for drop-off and pick-up instructions for Pre-Kindergarten.

### **Drop-Off/Pick-Up Procedure—LS Circle**

The carpool circle on the east side of the Lower School is reserved for dropping off/picking up Kindergartners, First and Second Graders, and their older siblings. Parents who need to drop off or pick up a K-2 student (or a K-2 and an older sibling) will stay in the middle lane, turn the corner and move over to the carpool circle. The LS Principal or a member of the Lower School faculty will be at this point to direct and manage traffic. Once those children are safely on the sidewalk or in your car, move out and around the rotary to exit the campus.

### **Drop-Off/Pick-Up Procedure—North Road**

Third through Fifth Grade students who do not have younger siblings in school at CA will be dropped off/picked up along the north side of the Lower School playground. The LS Principal or a Lower School faculty member will be at this point to direct and manage traffic. Please do not pull out of the traffic lane unless instructed to do so by the person directing traffic. Our goal is to maintain a flow of traffic in one lane. Then, cars will move into the center lane, follow around the curve, staying in the middle lane, and move through the rotary to exit the campus. At no time should you make a U-turn.

### **Drop-Off/Pick-Up Procedure—Walkers**

If a student is a walker to/from school, the student should meet their parent at the picnic table between the Lower School and Campus Center. This is the drop-off location for mornings and the meet-up location for pick-up in the afternoons.

### **Drop-Off/Pick-Up Procedures—Pre-K Older Siblings**

If a Pre-K student has an older sibling in the Lower School, the older sibling may be dropped off in the Lower School Circle or along the North Road. They may also get out of the vehicle at Pre-K and walk on the sidewalk to the Lower School.

For pick-up, older siblings will meet at the Lower School flag at 3:20 p.m. dismissal. A Lower School faculty member will meet the siblings and walk them to the Pre-K pick-up area, so that a family may depart from one location on campus. Students must remain with the Lower School faculty member until 3:30 p.m. Students not picked up at 3:30 p.m. will transition to After-School Care.

### **Drop-Off/Pick-Up Procedure—Pre-K**

Please see [Pre-K Handbook](#) for Pre-K drop-off and pick-up procedures.

## **Lower School Morning Arrival**

The Lower School remains locked until 7:50 a.m. Students may arrive in the Lower School

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after 7:50 a.m. If students need to arrive on school grounds significantly before 7:50 a.m., parents should drop them off at the Before-School Care (Extended Day) program. Contact [Carol Rosberg](#) relating to the Before-School Care program.

### Lower School Afternoon Departure

It is important for children to be confident and comfortable about where they should be and what they are to do after school. Please communicate with your children about their after-school plan so that they know that they are to take the bus, go to carpool, or attend After Care. If there is a change to the normal end-of-the-day routine for a child, please notify the Lower School Office using Orah. If there is a change related to the bus (including riding the bus with a friend), please also contact the Transportation Department by calling 303-914-2540 and record the change in the Orah app.

All early departure information should be sent to Lower School Attendance using Orah, no later than 9:00 a.m. on the day of the departure. We also ask that a departure between 3:00 p.m.-3:20 p.m. be considered as an emergency only. The end of the day in the Lower School is a very busy time, and we want to execute departures in a thoughtful, timely, and efficient manner.

Children having an early departure should be signed out and picked up in the Lower School Office. Parents arriving for pick-up should wait for their child in the front reception area; parents should not go to the classroom for early pick-up.

Our goal is to provide students with a full day school experience 7:50 a.m.-3:20 p.m. We ask that everyone be thoughtful about any early departure and the impact for your child and the overall classroom experience.

If children travel to and from school with a sibling, make sure that each sibling knows that they will/will not be going home with one another at the end of the day.

### Middle School Drop-Off Procedure

The Middle School remains locked until 7:50 a.m. Middle School students may be dropped off at either the Upper School circle or, if accompanied by Lower School children, at the Lower School Circle. Students are encouraged to arrive with enough time to prepare for the school day, but not before 7:50 a.m., as there is no adult supervision until classes begin at 8:05 a.m.

### Middle School Afternoon Departure

Students who do not ride the bus are expected to be picked up promptly after school, no later than 3:50 p.m. Middle School students who are enrolled in an after-school program (Robotics, Debate, Athletics, etc.) are allowed to stay on campus in their program and should be picked up promptly after that program ends. Students who wish to stay for an athletic event are allowed to use the study carrels in the Field House until the game starts; however, they too must be picked up at the conclusion of the game. At no point should a student remain on campus after 3:50 p.m. without supervision.

Middle School students with younger Lower School siblings (i.e., Fifth Grade or younger) should be picked up at the Lower School circle. Other Middle School students may be picked up at the Upper School circle.

Please note that the Middle School practices an “open release” at the end of the school day. At 3:20 p.m. students are dismissed. There is no sign-out process. Families are encouraged to talk with their child about how they will navigate the end of the school day and how they will communicate with their parents if their plans change.

### **Upper School Drop-Off Procedure**

The Upper School building is not available to students before 7:00 a.m. Parents who are dropping off Upper School students should use the Upper School Circle. We ask that drivers form a single file line around the circle and drop off students promptly so as to keep traffic circulating. Students who are driving should park in their assigned parking in the Student Lot (Leach Center) or in the Sophomore Lot (West Lot) along the North Road.

### **Upper School Afternoon Departure, Building Hours, & End of Day**

Upper School obligations end at 2:50 p.m.; though students are encouraged to stay for designated club and support/collaboration time, attendance is not taken after the last block of the day. Families should note that after the designated club and support/collaboration time (3:20 p.m.), adults are often still in the building, but these adults have no supervisory obligations for students who may wish to remain in the Upper School lounges or other common spaces.

Students who do not have an arts, athletics, or club commitment are expected to leave campus promptly by bus or car. The Upper School building is typically locked and cleared by 4:30 p.m., unless the students are under the direct supervision of a faculty member. A late bus, leaving at 5:50 p.m., is also available for students who have school-related commitments past 4:30 p.m.

The Upper School building is not available to students after 4:30 p.m., unless engaged in a school activity with designated adult supervision. Custodial staff will not open the building to students after 4:30. If a student needs emergency access to the building, they should contact security. Students on campus after 4:30 may wait for the late bus in the Athletic Center.

Students cannot access the Upper School building on weekends or during school holidays, except with adult supervision.

### **Use of Ridesharing Services for Student Pick-Up & Drop-Off**

Colorado Academy permits use of ridesharing services that specialize in providing student transportation, such as HopSkipDrive, Kango, Zum, Uber Teen and Sheprd (currently, other ridesharing services such as Lyft ban unaccompanied riders under the age of 18). However, parents who choose to hire or permit the use of taxis or any ridesharing services to transport their students to or from CA voluntarily assume all risks in connection with the use of such services, which risks include property damage, personal injury, mental anguish, emotional distress, illness, and even death. Moreover, parents who choose to hire or permit the use of taxis or ridesharing services to transport their students to or from CA

waive any claims, demands, causes of action, or damages by them or their students against CA, its owners, directors, officers, trustees, employees, or agents that may arise from the use of taxis or other ridesharing services.

- **After-School Dismissal (All Divisions)**

With the exception of the Upper School, no teacher or other employee may excuse a child to the care of any adult before the regular dismissal time. If a situation arises which necessitates taking a child out of school, the parent/guardian is required to communicate with the division office and the student must be signed out. The office will notify the teacher to send the student to the office. This procedure is to safeguard children from unauthorized persons seeking to remove them from class. Students will not be allowed to leave the school grounds, except for an authorized school trip, or under the conditions described above. Middle School students who leave school grounds after dismissal may not return to school unsupervised. Students with after school commitments (i.e. athletic activities) must remain on campus or leave and return under adult supervision.

- **Communicating to the School About Change in Pick-Up Plans**

If there is to be a change in the normal end-of-the-day routine for a student, please be sure they understand it clearly. Families will communicate changes in pick-up plans using the Orah app (instructions will be provided in August). If the student is on a bus or in a car pool, make sure all drivers know about the change. If necessary, please notify the school's Transportation Department by calling 303-914-2540. If students travel to and from school with a sibling, make sure that each sibling knows that they will or will not be going home with one another at the end of the day. Because the end of the school day is such a busy time, please make every effort to call the appropriate division office to communicate a schedule change before 3:00 p.m.

- **Attendance & Absences**

Attendance at school on a daily basis is required. Frequent absences and tardiness seriously affect academic progress and are disruptive to the teaching environment. While students may need to miss an occasional day due to illness or other unavoidable reasons, CA relies on parents and guardians to help ensure students consistently attend class.

No matter how capable a child is, it is hard for a student to be successful if they miss 10% or more of the school year. Students with excessive absences, excused or unexcused, may be denied re-enrollment or grade promotion.

In the Lower and Middle Schools, should a child miss 10 days of school for any reason, the Principal will review the child's attendance record and may contact the parents. In situations involving consistent absence (15 days or more in a school year or 10 days in a trimester) the school reserves the right to deny class credit, grade-to-grade advancement, or re-enrollment, and the student may be subject to dismissal from CA.

In the Upper School, should a child miss five days of school or accrue five tardies for any reason, the child's attendance record will be reviewed by the Principal and a decision made as to whether to contact the parents. After 10 days of absence or 10 tardies, the Principal will contact the parents to bring the situation to the parents' attention and to

invite a conversation to discuss solutions. In situations involving consistent absences (15 days or more in a school year or 10 in a trimester), the school reserves the right to deny class credit and/or grade-to-grade advancement.

While we understand that special events and opportunities arise, parents are strongly encouraged to limit family vacations to designated school holidays and breaks, including the days just prior to and after breaks. If a child is going to be absent from school for a family trip or special student off-campus opportunity (choir trips, etc.) during normal school days, parents are asked to notify the classroom teacher/Advisor and divisional office well in advance of the absence. Teachers are not required to provide homework or make-up work for these unexcused absences.

Please make every effort to schedule appointments outside of class time.

If a delay causes your child to be later than 8:45 a.m., please contact us.

If a student is marked absent, and the parent has not called by 8:45 a.m., the school will initiate contact.

### Lower School

Students are expected to be at school every day inside their classrooms no later than 8:00 a.m.

### Middle School

Students are expected to attend every day that school is in session, including participation on grade-level trips, outdoor trips, and Interim week. They should be inside their classrooms no later than 8:05 a.m.

In order to learn how to take responsibility for their own learning, students are responsible for communicating with their teachers about upcoming absences and about work they miss during an absence. While parents may help craft an email to teachers, students should communicate with their teacher using their CA email accounts.

### Upper School

All students in Grades 9-12 who arrive at school after the 8:15 or 8:45 a.m. start time must sign in at the divisional office before going to class, or they will be marked as absent. Any students with a free period that allows them to arrive late or leave early must sign in when they arrive or sign out when they depart. Students with off-campus privileges who leave midday must also sign in and sign out, and follow the expectations laid out in the “Off Campus Privileges” section of the handbook.

If a parent/guardian knows their student will be late or leave early, they must report a late arrival or early dismissal to the Upper School through the Oran attendance app (app.oran.com). Exceptions are granted only for weather inclement enough to delay the school’s buses and for scheduled appointments (in which case, please notify the school in advance).

#### a. Absences & Course Grades

In some courses, absences may negatively affect a student’s grade, whether the absences are excused or unexcused. This is especially true with respect to participation grades,

since teachers are not required to re-create participation points for classes that a student misses, regardless of whether those absences were excused or unexcused. If a student anticipates that they'll miss multiple classes of the same course—even for absences related to school arts or athletic commitments—they should proactively reach out to their teacher and Grade-Level Dean to ensure there is a plan in place to mitigate the impact of these absences. It is the student, not the teacher, who is responsible for forecasting the potential academic impact of the non-academic commitments the student undertakes.

### **b. Absences & Course Credit**

After a student is absent from three classes in a course, regardless of whether the absences are excused or unexcused, the student's Grade-Level Dean will check in with the student to make sure the student is aware of the number of classes they've missed, and the Grade-Level Dean will contact the student's parents/guardians about the issue.

If a student is absent from five or more classes in a course, then the student's overall grade in the course may be lowered, depending on—among other things—the reasons for the absences and the manner in which the student has handled those absences.

If a student is absent from eight or more classes in a trimester-long course, 11 or more classes in a two-trimester course, or 15 or more classes in a yearlong course, then the student may not receive credit for the course and will instead have a W (withdraw) on the transcript to indicate the student attempted to complete the course, even if they were not able to do so. Not receiving credit for the course will likely jeopardize the student's advancement to the next grade and/or their re-enrollment at CA for the following year.

### **c. Extended Absence: Medical Leave & Academic Credit**

CA utilizes medical leaves to give students the time necessary for significant treatment, recovery, rehabilitation, or intensive therapy. There are two kinds of medical leaves. Partial Medical Leave allows students to attend and stay engaged with school with temporarily modified academic expectations to create necessary time and space for treatment. In a Full Medical Leave, a student is typically engaged in a daily treatment program that requires a student to be absent from school. For a Full Medical Leave, academic expectations are temporarily suspended or calibrated with the treatment program if the program contains an academic component. Students will work with their Grade-Level Dean and the Upper School Principal to finalize a return plan when returning from a Full Medical Leave.

While the school will always try its utmost to support students on Medical Leave, it is important to acknowledge that in rare situations a student's recovery timeline does not align with the academic timeline, meaning the school cannot guarantee that a student on extended or multiple leaves will earn credits at a pace that allows them to graduate with the rest of their class.

In the event of a Medical Leave or significant medical event, the school may extend or adjust the add/drop deadline. Absences due to Medical Leaves do not count against the Absence Policy but may impact the student's ability to take a given course for a letter grade.

## Reporting an Absence

Parents or guardians, not students, regardless of age, should use the Orah app ([app.orah.com](http://app.orah.com)) for notification to the appropriate division office to report if a student will be tardy or absent for any portion of the school day, including leaving school early. Families do not need to notify the school of an early dismissal for CA athletics or other CA-sponsored activities.

Any absence, late arrival, or early dismissal not excused by a parent note or call will be considered unexcused. It is the responsibility of the parents or guardians to contact the school regarding their student's absence, late arrival, or early dismissal.

During inclement weather, or bus delays, students are not counted tardy, and there is no need on those days to notify the office about a delay.

**Upper School Only:** please call your student's coach or the CA Athletic Office at 303-914-2574 if your child will be absent on a day a game is being played. It is NOT necessary to call the coach or athletic office if your student will miss practice only.

## Excused Absence

An absence is excused under the following circumstances: illness validated by a parent or guardian (for an extensive illness involving several days of absence, the school may require a note from a physician), medical appointment, personal business that can be accomplished only within the period of the school day (and with parental approval), school-sponsored trips and activities, school athletic team competitions, death in the immediate family, religious holidays, or if the family wishes their student to participate in an event related to an expression of their religious or personal beliefs.

When a parent excuses an absence in advance, the student is expected to consult with their teachers to determine the arrangements for completing assignments.

A Counselor may also grant an excused absence. See "Mental Health Support" below.

All other absences from school will be considered unexcused, subject, however, to the review and discretion of the appropriate division head.

## Student Illness

Students who are ill or who are suspected of having a communicable disease must be removed from the classroom according to school policy. To prevent the spread of infection through direct contamination (coughing, sneezing, talking, sharing articles, etc.) students must be asymptomatic before returning to school. In other words, students must have no fever, vomiting, etc., for 24 hours prior to their return to school, or have a physician's note stating that the student is not contagious and/or is under treatment. Students should be picked up within one hour of being contacted by the school for an illness pick-up. The nurse or appropriate staff member must sign out a student who is ill. Teachers will be informed of students dismissed for illness.

## Unexcused Absence

All other absences from school will be considered unexcused, subject however, to the review and discretion of the appropriate division head. Any student walkout will be considered an unexcused absence and may result in academic or disciplinary consequences.

## Make-Up Work for Absences

### Lower School

While our teachers do their best to support students after an illness-related absence, it is not possible to re-create a lesson or meet every student need. For absences related to family trips not taken during scheduled vacations or special student off-campus opportunities (choir trips, etc.), the responsibility to catch up on missed work is the sole responsibility of the student.

### Middle & Upper School

Students should access the school website for assignments. It is the responsibility of the individual student to communicate with their teacher(s) to make up any graded work missed because of an excused absence.

A student returning to school during the school day is required to locate the teacher of each class missed to get any assignment(s) and/or schedule with the teacher to take missed tests or quizzes.

Students who miss a class because of athletic commitments, on-campus meetings, field trips, or appointments are expected to be prepared for class the following day.

Make-up tests, labs, presentations, and other assessments that must be completed in person, will be scheduled at a time agreed upon by the student and teacher. If a student fails to make up an in-person assessment and makes no other arrangement within the allotted time, the student may lose the opportunity to make up the work and receive credit for it.

If a student is absent for fewer than three days, they should work with individual teachers to create a timeline for making up work. Teachers will seek deadlines that take into account that students are making up work in multiple classes.

If a student is consecutively absent for more than three days, they may ask the appropriate Dean for help to develop a catch-up plan. Students are expected to use study halls/free periods, help time, and weekends to make up work.

## Extended Absence/Absence for Travel or Vacation

The school does not support the practice of removing students from school for extended periods of time. Parents/guardians are asked not to excuse students on days immediately preceding or following a vacation period. Parents/guardians are asked to contact the student's Advisor prior to an unavoidable extended absence; the Advisor will consult with the divisional Principal in determining whether the absence is appropriate. All make-up work is the responsibility of the student. Teachers will not "re-teach" material for students with extended absences.

## Absence & Extracurricular Participation

CA supports the same commitment to attendance during the academic day as to any

after-school activity.

Upper School students must attend at least half a school day with all its requisite obligations and commitments (Academic classes/Town Hall/Advisory/Class Meetings) in order to be eligible to participate in any extracurricular athletics, performing arts, or other after-school activities on that day. Any portion of the school day the student does not attend must be excused by a parent or guardian via the Orah app, but students who are excused by their parent or guardian for more than half a school day will still not be eligible to participate in an after-school activity, as the half-day requirement trumps excused absences.

Students who cut class, however, should expect that they will not be eligible to participate in an after-school activity on the day they cut class, as academic commitments come first.

Exceptions to this policy for major life events (funerals, weddings, etc.) must be approved at least one day in advance by the Grade-Level Dean.

Students who apply and are invited to college campuses for official programming or official athletic recruiting must talk to their Dean at least two school days before the scheduled visit. Broadly, we discourage students from missing school for college or athletic visits and encourage families to use school breaks for these purposes.

Middle School students must also attend at least half a day to be eligible for participation in athletic contests, Middle School socials, and other extracurricular commitments. Middle school arts performances are considered part of a student's arts class and serve as a form of course assessment for which no makeup is possible. As such, students who must miss school on the day of a performance should immediately contact their arts teacher, Advisor, and the Middle School Principal.

The Upper and Middle School day may include a wide variety of activities—classes, athletics, and performance rehearsals. Students are encouraged to examine their commitments carefully in order to make sure that these can all be met on any given day. Students should anticipate “crunch” times and discuss with their Advisors and teachers how to meet the demands of all the activities to which they are committed. Skipping one activity to meet the demands of another is unacceptable.

## Attendance—Tardiness

Students are expected to arrive on time for all classes, advisee meetings, class meetings, assemblies, and other special programs. Instances of repeated tardiness will be reported and, if necessary, students will meet with their homeroom teacher/Advisor, Dean, or division Principal. If appropriate, a consequence will be given.

Any student arriving late to school for any reason must sign in at the divisional office before going to class. It is the parent's responsibility to contact the school to excuse the student; otherwise, the tardiness will be considered unexcused. Exceptions are granted only for weather inclement enough to delay the school's buses and for scheduled doctor/dental appointments (in which case, please notify the school in advance).

### Lower School

If a student arrives after 8:00 a.m., they will be recorded as tardy to school. Students

arriving after 8:00 a.m. at drop-off in the Lower School car line or at the North Road must be walked into the Lower School by an adult and signed in at the front desk.

### Middle School

**Morning tardies:** Since Middle School students are not able to drive themselves to school, we consider morning tardiness the combined responsibility of the parent/guardian and the student. If a student is consistently arriving late to school, the Principal or Dean will contact the family to find a solution. Students who arrive at school after 8:05 are required to sign into the front desk.

**School Day Tardies:** Students who arrive late to class during the school day will be marked tardy. In addition to the natural consequences of missing class time, they may also face repercussions from their classroom teacher. Students who are routinely tardy to one or multiple courses will work with the Middle School Dean to resolve the issue. In cases of excessive tardiness, formal consequences, such as behavior contracts or probation, may be implemented.

### Upper School

Multiple tardies result in loss of privileges and/or work duty.

All students in Grades 9-12 who arrive at school after the 8:15 or 8:45 a.m. start time must sign in at the divisional office before going to class, or they will be marked as absent.

- Any students with a free period that allows them to arrive late or leave early must sign in when they arrive or sign out when they depart. Students with off-campus privileges who leave midday must also sign in and sign out, and follow the expectations laid out in the “Off-Campus Privileges” section of the handbook.
- If a parent/guardian knows their student will be late or leave early, they must report a late arrival or early dismissal to the Upper School through the Orah attendance app ([app.orah.com](http://app.orah.com)).
- Students who arrive after the class start time are marked tardy. Students who miss more than 15 minutes of a class will be marked absent for that class, even if they arrive late, given the amount of content that they’ve missed.

## • Before- and After-School Programs

### Lower School

The Extended Day program is housed in a separate building located close to the Lower School. Before-School Care begins at 7:15 a.m., but a start time of 7:00 a.m. may be arranged. The After-School Care Program runs from 3:20-6:00 p.m. The program is age-appropriate and offers time for indoor and outdoor activities, snacks, and study time for older children. This program is open to students in Kindergarten through Grade 5. State regulations limit the number of children we can serve; therefore, availability for drop-in students may be limited on any given day. The direct phone line for this program is 303-914-2565; voicemail messages can be left 24 hours per day. Contact Carol Rosberg via

email ([carol.rosberg@coloradoacademy.org](mailto:carol.rosberg@coloradoacademy.org)) relating to Before-School/After-School Care programs.

Pre-K After-School Care is available by advance reservation. Space is limited, so drop-in care is not available for this age group. Care is available for Pre-K students in the ECE Preschool House on all regular school days. Program hours are Monday through Thursday from 3:30 to 5:00 p.m., and 3:30 to 4:00 p.m. on Fridays. Snacks are provided.

Parents will be billed for a minimum of one hour per child. If you find you will be unavoidably detained, please communicate through the Orah app, so that we can notify your child. With the exception of scheduled extracurricular programs, the Lower School is cleared and locked at 4:00 p.m. for cleaning and maintenance. Lower School policies for after-school care have been established for the purpose of assuring the safety and well-being of all students. Parent support of these policies is both necessary and appreciated.

*For after-school athletics programs, please see, Physical Education & Athletics, Lower School.*

## Middle School

School dismisses at 3:20 p.m., and students are expected to be picked up promptly following dismissal, absolutely no later than 3:50 p.m. Middle School students who are enrolled in an after-school program (Robotics, Debate, Athletics, etc.) are allowed to stay on campus in their program and should be picked up promptly after that program ends. In addition to clubs which meet during school hours, students may join the Robotics, Future City, and Debate Teams. Each of these programs meets during club time and also requires significant after-school commitment. Students learn about these opportunities in the fall and should discuss the commitment with their parents.

Students who wish to stay for an athletic event are allowed to use the study carrels in the Field House until the game starts; however, they must be picked up at the conclusion of the game. At no point should a student remain on campus after 3:50 p.m. without supervision.

Please note: The Middle School practices an “open release” at the end of the school day. At 3:20 p.m. students are dismissed. There is no sign-out process. Families are encouraged to talk with their child about how they will navigate the end of the school day and how they will communicate with their parents if their plans change.

## Upper School

Upper School students who have before or after school obligations are expected to follow US policies on shared spaces. There are no sign in or sign out procedures for US students meeting outside of the school day.

- **Bus Transportation**

Many of our students take advantage of our extensive bus service, which serves much of the Denver Metro Area. The school strives to promote bus service as an environmentally friendly and convenient alternative. For those students who do not regularly ride the bus,

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special arrangements can be made for occasional use as long as there is capacity available on the requested route.

Late bus service is provided for Middle and Upper School regular bus riders to participate in after-school rehearsals, school programs, or athletic events, or to meet with a teacher. Late buses do NOT provide transportation for students who simply choose to stay after school. The late buses depart at 5:50 p.m. from the Athletic Center. Full route information is available on the Bus Transportation page of the CA website. ***Lower School students do not have access to late buses.***

The school reserves the right to make adjustments to bus routes on an occasional basis during the school year, based on driver availability and seating capacity. We appreciate families' flexibility in dealing with these occasional inconveniences.

Bus ridership extends K-12, and we expect that proper behavior will be maintained on the buses at all times. The same principles of behavior that prevail on campus extend to school buses. Students and/or parents who disrupt the safe operation of school vehicles will be reported to the Principal, who will then take appropriate disciplinary action, which may include suspension from bus service and even dismissal from the school. Colorado Academy may employ audio and/or video recordings on the interior of any or all school buses to monitor student behavior.

Students who are riding to and from school on buses provided by the school are required to follow safety rules. The driver is responsible for student safety and may assign seating or direct the student in any reasonable manner to maintain that safety.

These expectations are in place to ensure the safety of students and drivers, and are important and deserving of students' and parents' attention. The following behaviors are expected of all students who ride the bus:

- Be on time at the designated loading zone or bus stop.
- Wait until the bus has completely stopped before moving forward to enter.
- Go immediately to a seat and be seated.
- Wear a seatbelt (if one is available) on the school bus at all times. Bus drivers will report those who refuse to buckle up.
- Remain seated while the bus is in motion.
- Keep head, hands, arms, legs, and feet inside the bus at all times.
- No littering in the bus or throwing anything from the bus.
- No eating or drinking beverages on the bus.
- Do not tamper with the bus or any of its equipment.
- Remain seated until the bus is stopped.
- Abide by all technology rules if using electronic devices on the bus.
- Do not engage in any activity on the bus that would violate school rules, including use of unkind, demeaning, threatening, or defamatory language.
- Respect others' personal boundaries and do not touch others.
- No harassment, bullying, or unkind behavior will be tolerated.
- Older students on the bus should be role models and sit with their peers, allowing younger students to sit together and not be drawn into Middle and Upper School student conversations.
- Do not do anything that would create an unsafe environment, such as changing seats, standing up while the bus is moving, or not listening to the driver.

If there are issues, we ask that they be reported immediately to either Melissa Haskins in the Transportation Department (303-914-2540) or a division Principal. The more timely the report, the better job we can do responding. When an incident is reported, we will investigate claims and use judgment in issuing consequences. However, please know that violations of these rules can result in immediate revocation of bus-riding privileges, either on a temporary or permanent basis, or in a student being suspended or expelled from Colorado Academy.

## ● Driving Privileges/Parking

Students must follow all driving and parking rules and regulations here at CA, as well as state laws, about when they may legally drive with other students as passengers.

Students must obtain a parking decal or transponder from the Security Office in order to park on campus. Students must complete a Driving/Parking application acknowledging the rules of CA. Forms may be obtained on grade-level hubs or by emailing [security@coloradoacademy.org](mailto:security@coloradoacademy.org).

Colorado law does not permit a driver under 18 years of age to operate a motor vehicle containing **any passenger** who is under 21 years of age, unless the passenger is a member of the driver's immediate family, or the driver has held a valid driver's license **for at least six months**.

Colorado law does not permit a driver under 18 years of age to operate a motor vehicle containing **more than one passenger** who is under 21 years of age, unless the passengers are members of the driver's immediate family, or the driver has held a valid driver's license **for at least one year**.

In brief:

Days with License for those under age 18	Passengers Allowed
Day 1 until Last Day of Month 5	Only family members
Month 6 until Last Day of Year 1	One passenger under age 21 who is not a family member
Year 2 onward	Multiple passengers who are not family members

Student drivers must observe posted speed limits, stop and yield signs, and parking regulations. They must follow all driving instructions communicated to them by our Safety and Security Team.

Violations of Colorado law are also violations of CA's school rules and may result in loss of driving and parking privileges and/or an alternate disciplinary consequence.

The school reserves the right to search any vehicles on campus if there is suspicion of drugs, alcohol, weapons, or other items that may pose a risk to student health and safety.

Parking spaces on campus are provided for faculty, staff, students with driving privileges, parents/guardians, and visitors. Parents/guardians and visitors should park only in the visitor lots: Welborn, Smith Center, and Newton Field lots. All students should park only in their designated parking spaces. While this may be inconvenient at times, it is absolutely necessary so that emergency vehicles are able to access our campus quickly and easily.

Student parking is only allowed in student lots. No students may park in front of Smith Center, the South Lot (Athletic Center & Stueie's Courts, the Upper School), Pool Lot, East Lot, North Road, or in any space designated for visitors or faculty and staff. Students will be asked to move any car not properly parked. Students may also be required to appear before the Principal or class Dean, and/or lose driving privileges if they violate driving rules or park their car illegally.

While students are allowed to retrieve items from their cars during the day, students are not allowed to congregate in the parking lot during school hours. Poor behavior in the parking lot will result in disciplinary consequences.

*See also, Leaving School Campus, Off-Campus Privileges.*

### **Alternate Transportation Arrangements for Student Athletics**

As part of their participation on an athletic team, students have access to CA's bus transportation service for off-campus practice and game sites. However, parents and students may make alternate transportation arrangements to travel to and/or from off-campus practice and game sites, including transport by private car. If parents need to transport a student to an event, a request for permission must be sent to the coach. Similarly, for safety reasons, if parents would like to give permission to have their child ride home with another parent, a note must be sent to the coach. CA reserves the right to require students to use school provided transportation if the off-campus competition exceeds 30 miles.

It is the responsibility of parents/guardians to know how and with whom a student will travel to and/or from an off-campus practice and/or game site. It is further the responsibility of parents/guardians to ensure that their student does not violate Colorado law regarding minor drivers, either as a driver or a passenger. See table in "Driving Privileges/Parking" above.

Parents/guardians who permit their student to travel to and/or from off-campus practice and game sites by private car voluntarily assume all risks in connection with the use of private vehicles, which risks include property damage, personal injury, mental anguish, emotional distress, illness, and even death.

Parents/guardians who permit their student to travel to and/or from off-campus practice and game sites by private car acknowledge that the insurance coverage provided by the owner of the vehicle would provide the primary insurance coverage for recovery of any losses incurred in the event of a collision.

Parents/guardians who permit their student to travel to off-campus practice and game

sites by private car waive any claims, demands, causes of action, or damages by them or their students against CA, its owners, directors, officers, trustees, employees, or agents that may arise from the use of a private vehicle to travel to and/or from off-campus practice and game sites.

- **Campus Visits**

### Lower School

Parents are invited to spend time on occasion in their children's classrooms. Field trips may be opportunities to participate. Parents must undergo a background check before chaperoning an off-campus activity. *See also, Class Trips, Field Trips, & School-Sponsored Off-Campus Trips.* There are times during which a parent's presence could potentially disrupt the learning goals of the classroom. As a courtesy, please check with the teachers at least 24 hours in advance to make sure such a visit is appropriate. *See also, Visitors to Campus.*

### Middle School

Because space in classrooms is at a premium and daily class routine is both full and directed specifically to our students, casual visits to the school (e.g., by friends, siblings, or others not in regular attendance here) are not appropriate. Please do not ask for exceptions to this policy. Visitors will be allowed only with the express permission of the Principal.

### Upper School

Guests are generally welcome in the Upper School, provided the timing within the school year is appropriate, there is space available in the classroom, and the student requesting the guest has not had any school policy infractions during the current trimester. Permission to bring a guest must be obtained from the Principal in advance of the day that the visit will take place. Guests who are not eligible to attend our dances are also not eligible to visit during the school day.

Guests must check in at the Main Office at the beginning of the day. Guests are expected to attend all classes with their CA friend while on campus, must be introduced to the Principal or class Dean, and must adhere to the values of CA and the behavioral expectations and policies in this handbook.

### Student Visitors

Students who may be interested in attending CA should schedule their visit through the Admission Office.

### Other Guests

Colorado Academy welcomes many guests to campus. When on campus, guests must adhere to the values of CA and the behavioral expectations and policies set forth in our *Student/Parent Handbook*. Guests may be asked to leave or may be forbidden to be on campus if behavioral expectations set forth in the Handbook are not followed.

- **Experiential & Outdoor Education Program**

Colorado Academy believes that experiential and outdoor education should be an

important part of a well-rounded education. Through our programs, students are challenged to develop leadership, problem-solving, and interpersonal, outdoor, and practical skills. Parents and students will receive information which describes programs and trips offered for Outdoor Education, Interim, and Global Education. Each year parents must sign the Colorado Academy Acknowledgement and Assumption of Risks and Release and Indemnity Agreement, which provides information about the activities and associated risks of CA activities, and students' and parents' responsibilities. *Also see Section VII of this Handbook.* Families may receive additional information about a particular trip or program before departure.

**Note:** *Students can be removed from these trips or programs for disciplinary, behavioral, or other reasons. Additionally, Colorado Academy reserves the right to decline to allow an individual student to participate in a trip determined to be excessively demanding—emotionally, mentally, or physically—to the student.*

## Outdoor Education Programs

The school offers a variety of required and elective outdoor opportunities designed to introduce students to multiple outdoor educational environments. Experiences range from hiking, camping, and rock climbing to Nordic skiing and fly-fishing. A brochure of annual offerings is posted on the website each fall. All CA rules apply during these trips.

## Upper & Middle School Interims

The purpose of the Interim program is to provide each student a period of intense involvement in a single experiential activity that is not available to students as part of their typical classroom experience. Interims may be local or may involve travel and encompass a wide range of activities. Interim catalogs with course offerings and registration forms are distributed in mid-winter, and Interims take place in May.

All Middle and Upper School students are required to participate in Interim every year. It is critical to note the dates of each year's Interim week and the specific dates of each offering to ensure that full participation will be possible. In any event, families should not plan vacations or other outside events during Interim. Once Interim selections are made, students may not change to different Interim trips, other than for extenuating medical circumstances. While CA works to be as accommodating as possible to family needs, the school contracts for these trips months in advance. Student trip changes mean that the school incurs hundreds of dollars in fees. If trip transfers are requested and are not medically related, the school reserves the right to bill those transfer charges to the student's family. Participation in Interim is a Middle School continuation and Upper School graduation requirement. All CA rules apply during these trips.

### Costs and Arrangements

Colorado Academy covers the cost of Interim experiences, including transportation, accommodations, specialized equipment, all meals, and vendor fees. Some personal gear (sleeping bags, hiking boots, headlamps, etc.) may not be provided by the trip and will need to be secured by the student.

### Preparations and Logistics

CA will coordinate preparation meetings once trip rosters are finalized and released. Each Interim trip requires at least two trip meetings during the school day, organized by faculty trip leaders.

For both programmatic and organizational reasons, we do not allow students on “away” interim trips to create an individualized itinerary that involves arriving late or leaving early. If students need to miss a day of an interim, a local trip is the only option.

### **Athletics During Interim**

Due to a scheduling conflict with CHSAA’s postseason calendar, some spring sport championships games will fall during the week of Interim. We do our best to offer a few trips that run on a delayed schedule in order to offer travel opportunities for students competing in the beginning of the week of Interim. There may be varsity teams that must attend a local, day-trip Interim experience in order to meet their competition schedule.

## **Global Travel & Exchange**

At Colorado Academy, we nurture dynamic thinkers and active citizens of the world through a curriculum that develops intellectual aptitude and character. Part of that curriculum includes experiences designed to offer students extended study outside the classroom and outside the school year. These programs are strictly optional. Some are more academic and exploratory; others are more service-learning oriented. Each is designed to be a memorable and educational experience. There are a number of challenging and exciting programs in the Middle and Upper schools. No matter the destination, this program provides a wide range of opportunities for enhanced learning. CA faculty members lead trips, and some trips include arrangements by a professional travel vendor. We are committed to helping students gain invaluable experience as part of their travel opportunities. Trips may be postponed or canceled due to weather, staffing, political unrest, travel restrictions or Advisories, or for other conditions. All CA rules apply during these trips.

### **Timing**

By September of each school year CA strives to confirm the list of Global Travel trips offered for the current academic year. In most cases, trip-specific details are provided in the fall trimester with applications submitted by early October.

### **Costs and Arrangements**

CA strives to secure high quality experiences while keeping trip costs as low as possible per student. Program costs typically include transportation, accommodations, all meals, chaperone expenses, and vendor fees.

All travel arrangements are made by CA or our vendors. Families typically have options to pay for trips over a period of time, and in installments; the timing of these installments varies from trip to trip, although families should expect that all trips require a deposit to secure the student’s spot for the trip.

Chaperones will typically refer families who have questions regarding payments or the payment process to the Director of Global Travel. Financial Aid is available for CA Global Travel Trips.

### **Preparation and Logistics**

All trips require students to attend one or more mandatory group meetings at school to prepare for the trip and understand rules and expectations. An evening meeting is typically planned for parents to be apprised of schedule, passport/visa requirements, timelines, and expectations for students during the trip.

For both programmatic and organizational reasons we do not allow students to create an individualized itinerary that involves arriving late or leaving early.

## ● **Field Trips, Class Trips, & School-Sponsored Off-Campus Trips**

Day and overnight trips are part of our academic program, and student participation is expected and required. It must be stressed, however, that only those students who, in the administration's sole discretion, have demonstrated good conduct will be permitted to attend. Proper behavior during trips is of the utmost importance. Parents of any student unable to follow the given guidelines will be notified. At the school's discretion, the parent will be requested to pick up or provide transportation home for the student.

A condition of a student's or parent's participation in any field trip is the execution of the school's standard Consent and Release Agreement. If any student's parents have not executed the release, the student will be expected to complete an alternative experience created at the discretion of the Principal. In addition, please see this Handbook, section VII, regarding the Colorado Academy Acknowledgment & Assumption of Risks and Release & Indemnity Agreement and the Colorado Academy Inherent & Other Risks List for information about the activities and associated risks of CA activities and student and parent responsibilities. Families may receive additional information about a particular trip or program before departure.

### **A Note on Trip Eligibility & Participation**

In order to participate in overnight trips, where the daily structure, student resources, and supervision are more limited than the on-campus school day, any student who meets the following criteria will need to have their travel plans supported by their care team and the school:

- Students receiving short-term accommodations for mental health support
- Student has been recently hospitalized
- Student is engaged in school-required therapeutic support
- Student is otherwise engaged in a modified program

Similarly, there are times that a student's previous behavioral choices or the school's concerns about how they might comport themselves on an overnight trip might preclude them from participating on an overnight experience. In both cases, the school will decide whether or not a student may participate in overnight programs.

## Lower School Field Trips: Tips for Parents

Parent help on field trips can be very important, and the following guidelines talk about ways you can help on an outing, when requested. The Lower School makes great use of the Denver area as a resource in their teaching. Seldom does a week go by in the school year without a field trip or educational adventure for students, and parents are a resource for teachers to draw upon for help on many of these outings. Without your help and support, we could not offer this experience to children. Parents who are interested in volunteering to assist on field trips must be cleared through the school's criminal background process. This process is for the protection of all students.

Please come early to the class before the field trip, so you can hear the general instructions and expectations for the students. For a host of educational and pedagogical reasons, a teacher may limit the number of adults who will attend a field trip. Please resist the temptation of asking if you could just "come along" or meet your child wherever because you would like to know more about what they are seeing. Frequently, children want to be grouped with a parent. Since correcting children's behavior may be the task of a helper, it may be best to oversee a group that does not include your child; grouping children will be left up to the discretion of the teacher. Younger siblings are not invited to attend a classroom field trip. All students are required to travel to/from the field trip together on the bus transportation provided by Colorado Academy.

### Field Trip Chaperone Expectations:

- Keep students in sight at all times. You are responsible for the accountability and safety of your group.
- Escort students to the restroom and always send students into the restroom with a buddy.
- Chaperones and students are not permitted to purchase items from concession stands, gift shops, or any activity that requires additional fees.
- Do not allow your child or other students to use your electronics for any reason—phone, Go Pro, etc.—at any time.
- The teacher may ask you to take photos to send to Colorado Academy Communications—send those to [becky.risch@coloradoacademy.org](mailto:becky.risch@coloradoacademy.org), and she may post photos relating to the field trip.
- In order to protect the safety and security of all of our students, please do not take photos of students during the field trip and text or send them to other parents or post them on any social media platform.
- If a student is misbehaving, redirect the student to stop/change the behavior. If the behavior continues, please contact the teacher immediately.

We hope you find all of the above helpful in understanding how you can continue to help us in our field trip activities here at CA. If you are asked to assist on a field trip, your child's teacher may have additional requests or instructions for you.

## Middle School Field Trips and Grade-Level Trips

At times, teachers may take students on field trips. Teachers will communicate with families in advance of these trips, and parents will need to complete all permission forms for their child to participate.

The Seventh and Eighth Grades take overnight trips each fall, organized around their Advisory. These trips are group learning experiences and play an important role in bonding and community building that will serve students all year long. Students will be required to complete and agree to the behavioral contract expectations and should only miss these trips for medical reasons or, if in the Principal's view, their attendance is inappropriate. A student may not be allowed to attend a trip if they have had significant absences leading up to the trip, are currently on probation, or have faced recent disciplinary action.

## Upper School Field Trips, Grade-Level Retreats, & Extra-Curricular Based Competitions

Teachers and activity leaders may take students on trips. Adult leaders will communicate with families in advance of these trips, and parents will complete all permission forms for their child to participate.

In addition, students on these trips are expected to understand and uphold the following:

- **Behavior Standards** - Students must demonstrate mature, respectful conduct and follow all directions from teachers and chaperones at all times
- **Personal Responsibility** - Students are accountable for their actions even when not directly supervised, and must manage their own belongings, luggage, and travel documents
- **Group Participation** - All students must participate in planned activities and maintain inclusive group dynamics without exclusive behaviors
- **Zero Tolerance Policy** - Absolutely no alcohol, tobacco, drugs, or non-prescribed medications allowed; violations result in immediate removal and family pays return costs
- **Consequences** - Serious rule violations lead to expulsion from the program, family-funded early return, suspension, and potential restriction from future trips
- **No Individual Itineraries** - Students cannot arrive late or leave early; everyone must follow the established group schedule

**Self-Driving for field trips in the Upper School:** Occasionally Upper Schoolers who are of legal driving age will drive themselves to a field trip. Parents need to complete the Permission to Self Drive waiver, provided by the Upper School Principal or the activity leader, to authorize self-driving.

**FLEX Days in the Upper School:** Students will participate in off-campus activities during our "FLEX Day" each year. This is a required school day, often focusing on service learning or providing students the opportunity to deepen their connection to others in their Advisory or grade level.

## ● Homeroom Teachers, Advisors, & Deans

### Lower School Homeroom Teachers

In Lower School, homeroom teachers create a supportive classroom community that nurtures positive connections between students. They communicate regularly with parents through their emails, phone calls, report cards, and face-to-face interactions. Open communication between parents and teachers is encouraged, and parents should first

contact the teacher with any concerns.

## Middle & Upper School Advisors

The Advisory program is intended to foster a supportive and caring atmosphere. Through frequent contact, students can develop positive connections to school, concerned adults, and peers. Parents with questions about their child's progress are expected to reach out first to their child's teacher or the Advisor.

The Advisor endeavors to maintain open, non-confidential communication between home, student, and the school, advising the student on issues of concern to them, and serving as a supportive guide. All Middle and Upper School students are assigned an Advisor.

In the Middle School, students are assigned to a different grade-level Advisory each year. In Upper School, students are assigned as Ninth Graders to an Advisory whose members remain the same for all four years of high school.

In the Middle School Advisory meets daily and Upper School, Advisory meets several times each week. Throughout the year in Advisory groups, students and Advisors talk with each other about relevant adolescent and character education issues. In addition, our Advisory program provides instruction in important topics, including drug and alcohol awareness, health, leadership, decision-making, communication, problem solving, mindfulness, and character education.

Our faculty and Principals put significant thought and effort into placing students into classes and Advisory sections. Many factors are considered, including, but not limited to, gender, social, emotional, academic, and behavioral needs. Given the complexity of placing students, we do not take requests for Advisory placements.

## Middle & Upper School Deans

The Middle School Dean works closely with the Middle School Principal to oversee the day-to-day life of the Middle School students and works in partnership with Middle School teachers to support and guide students' character and social emotional development. The Dean helps cultivate an inclusive community where all students feel seen and like they belong, overseeing the Advisory program, student discipline, and social emotional learning. The Dean visits regularly with students and Advisory groups.

As part of our efforts to support students as effectively as possible, the Upper School has four Deans, one assigned to each grade. The Deans' roles include developing Advisory curricula for their respective grade levels and helping coordinate class meetings and class-specific assemblies. Working with the students' Advisors, they help students manage their academic loads, medical leaves, and help them to build positive relationships with their teachers. In most cases, they will be involved in discipline matters, including, but not limited to:

- Academic infractions
- Disrespectful behavior
- Unexcused absences

- Dress code violations
- Parking, driving, and off-campus privilege violations

Upper School Deans serve as the primary administrative point of contact for all aspects of a student's experience in their designated grade. They oversee both academic progress and social emotional development, while ensuring students successfully advance through the Upper School program. Deans develop and implement grade-specific programming, facilitate communication among parents, faculty, and students, coordinate academic scheduling, and provide disciplinary guidance when needed. As members of the Upper School Administrative Team, they collaborate with Counselors and other administrators to create a comprehensive support system that enhances the student experience and builds community.

## • Peer & Buddy Groups

### Lower School

The Lower School Buddies program pairs older students with younger ones to foster mentorship, social skills, and a sense of community. Older students act as role models, helping younger peers with activities like reading, math, projects, games, or school events. This program encourages friendship, boosts confidence in both groups, and promotes a positive school culture.

A FAMILY consists of a family head (a Lower School faculty or staff member), and seven to eight students (one to two from each grade level). For example: in a FAMILY, there may be two Kindergartners, one First Grader, one Second Grader, two Third Graders, one Fourth Grader, and one Fifth Grader. A FAMILY remains the same throughout a student's Lower School career. At the beginning of each year, the FAMILY creates a crest, which highlights each member, and hangs in the Hall of FAMILIES in the Lower School. Each month, FAMILIES meets to create a collaborative project to support community service.

### Middle School

The Middle School Herds program mixes students across the Middle School grades to help students build relationships outside of their year and foster a stronger Middle School community. Groups of approximately 10 students and one to two teachers meet regularly throughout the year to engage in bonding activities, discussions, and games. The Herds program is another opportunity for Eighth Graders to practice their leadership skills.

### Upper School

The Community Leadership Team (CLT) program pairs two or three Seniors with each Ninth Grade Advisory to serve as near-peer mentors. CLTs meet with Ninth Graders one or two times every month. CLTs are trained by the Upper School Counselors to guide Ninth Graders through social and practical concerns Ninth Graders might face in high school. CLT leaders are chosen through a selective application process.

The Senior-Kindergarten Buddy Program is a fond tradition and signature program at Colorado Academy. Kindergartners are paired with two or more Senior Buddies in the fall, and throughout the year, Buddies participate in joint activities, culminating in a visit to the Denver Zoo near the close of the school year.

## ● Library Services

The two Colorado Academy libraries provide a broad range of materials to enrich and support the intellectual, social, and personal development of all students. Lower School students visit the Lower School Library on a weekly basis for lessons and independent reading materials. Middle and Upper School students visit Raether Library for academic research and independent reading materials.

Each of the divisions at Colorado Academy employs a professional librarian with a master's degree in library & information science and extensive expertise in collection development. To select materials for the two campus libraries, librarians rely on professional resources, classroom curriculum needs, and the various interests of the entire community. Supported by the American Library Association's [Library Bill of Rights](#), the professional librarians provide materials from diverse sources to support the exploration of ideas of all kinds, broaden the vision of community members, and provide age-appropriate information, even when the content may be controversial, unorthodox, or unacceptable to others. Librarians encourage and empower students to love reading and become lifelong learners.

Raether Library strives to provide a comfortable, safe atmosphere conducive to individual study, while also offering support and assistance for individual and group research. The library staff is committed to providing students and faculty with an extensive information center for study, research, and relaxation.

Students must be respectful of the space at all times by observing the following guidelines:

- Be courteous to other students and faculty members using the library (use inside voices, no audio tech without headphones, etc.).
- No food or drinks other than water are allowed in the library.
- Clean up trash.
- Use furniture as intended.
- Minimize physical contact.
- Be kind to the library books.

Students who violate these policies may be asked to leave the library or be prohibited from using it for a set period of time.

The Colorado Academy libraries do not charge daily fines for overdue materials. However, borrowing privileges may be suspended until overdue materials are returned. For books that are lost or damaged, replacement fees are billed to the student's account, either in January or June. If a lost book is returned, a refund will be credited to the student's account.

In accordance with the practices of the American Library Association, librarians protect each library user's right to privacy and confidentiality with respect to information sought or received, and resources consulted, borrowed, acquired, or transmitted. As such, student, faculty, and staff circulation records are completely confidential and will never be released to any other party without the consent of the user.

## ● Lost & Found

Containers for lost clothing and books are located in many buildings on campus. The Lower School Lost & Found is located in the entrance of the Gates Wing (outside the Lower School Library). Middle School and Upper School Lost & Found bins are located near the main

entrances. Items of value, such as watches, jewelry, iPads, calculators, and the like are kept in division offices. Students should label all books, notebooks, instrument cases, clothing (jackets, hats), water bottles, and sports equipment with their name. Additional Lost & Found bins are in the Raether Library, Campus Center, the Athletic Center, and the Smith Center. The Lost & Found is cleared out at the end of each trimester and unclaimed items are donated to charity.

## ● Lunch

Lunch is provided to all students as part of tuition. All students eat lunch on a regular schedule each day in overlapping time blocks. While waiting to enter the lunch line and throughout lunch, students are expected to behave in an orderly and responsible way. When students are finished eating, they must clear their own dishes and trays, clean their eating areas, and deposit trash, recyclables, and compost in the appropriate bins.

### Lower School

The Dining Hall lunch program offers various hot food options, salad bar, sandwich bar, and fresh fruit. Dessert is provided on Fridays (or the final day of a week). A student may pack their own lunch as long as it adheres to these lunch packing guidelines:

- No off-campus/restaurant food may be packed in a student's lunch.
- No birthday treats may be packed in a student's lunch or taken to the Dining Hall.
- Please ensure that your child knows not to share their food with anyone.
- Please note life-threatening allergies and children sharing food is a primary concern.
- Refrigeration will not be provided; all food should be safe from spoilage without refrigeration.
- Microwaves are not available to heat food. All food should be safe to eat at room temperature.
- Do not send any type of nut or any kind of nut butters.
- No desserts should be sent. This includes candy, chocolate, candy bars, snack cakes, brownies, cake, ice cream, etc.
- No drinks may be sent to school. Water, milk, and a variety of other beverages are offered each day in the Dining Hall.

Visiting parents, please accept our invitation to eat the school lunch for no charge. Meet your child at the door of the Campus Center—**DO NOT COME TO YOUR CHILD'S CLASSROOM**. Lunch visitors should wear their ID badge. Lunch visitors will sit with students at their tables—special seating is not available for lunch visitors. No prior arrangements need to be made through the teacher or the office; simply park in a visitor lot and proceed to the Campus Center.

### Middle School

Lunch is served in the Campus Center. Students walk to the Campus Center after being dismissed from class. **Ordering food from off campus or bringing one's own lunch is not allowed.** Each Advisory is assigned two weeks throughout the year in which they clean the dining hall. No student is exempt from this responsibility, as this service is one of many ways students learn to care for their community.

### Upper School

Students eat lunch on a regular schedule each day. While in the lunch line and throughout lunch, students are expected to behave in an orderly and responsible way. When students are finished eating, they must clear their own dishes and trays, as well as clean their eating areas. **Ordering food to be delivered from off campus during lunch is not allowed.** Students are also expected to support CA's sustainability efforts by disposing of recyclables and compostables in the appropriate bins. On a rotating basis, Advisories will be asked to sweep the floors, wipe down the tables, and return chairs to their original spots.

## ● Snacks

Snack policy is decided on a divisional basis, but the school requests that anyone bringing snacks be mindful of others' possible allergies. Food and beverages will be consumed only in designated areas and at designated times. For additional information, please check with your child's homeroom teacher or Advisor.

### Lower School

We ask that all students bring a labeled (first and last name) water bottle to school for snack, as well as for continued hydration throughout the day. The school supports a hybrid model for daily snack. Students may bring an approved snack item from home or select a snack item provided by the Colorado Academy Dining Hall. An approved list of items that may be brought from home is provided by the Lower School Office in August: [LS Snack List](#)

### Middle School

While we provide lunch, students should bring their own snacks from the list below. The snacks should be left in the student's backpacks or lockers. Parents should not bring a snack if their child forgets. This is an important aspect of teaching your child responsibility.

**Only** items on the list below are allowed. (Note: because of allergy concerns, any snack brought to school should not contain nuts of any sort. If your child has a dietary restriction, please be in touch with the Advisor to discuss appropriate snacks.)

#### Snack List:

Granola bars (no nuts), yogurt, string cheese, fruit and veggie chips, Goldfish, fruit leathers & other dried fruit, carrots/celery or other vegetables, pretzels, small bagels w/cream cheese (no nuts), fruit (tangerines, oranges, apples, etc.) jerky, protein bars, pre-sliced cheese or meat, whole wheat crackers.

- Items not on the above list are not allowed in school.
- Items like cheese, Gogurts, etc., **do not need refrigeration**, since the items are consumed early enough in the day that they will keep.
- All items need to be portable, since they are consumed in Advisor rooms.
- **No drinks are ever to be brought in with snacks**; students are encouraged to bring water to school. **Only water is allowed in the building.** No soda, juice drinks, sports drinks, etc. are allowed.

Students may bring in baked goods (e.g., cupcakes, donuts, etc.) **only** for a **birthday** treat, and the item **must not require refrigeration. No exceptions.**

## Upper School

There is no designated snack period in the Upper School, although students may bring snack food from home and/or purchase it during the day at school. Occasionally, Advisory groups will decide to eat together and may devise collaborative strategies around sharing snacks accordingly. Students should not store food in their lockers beyond what they might need for a week's use. Unless directed by a teacher, students are not allowed to eat meals or shared snacks in the hallways or lounges of the Upper School (although beverages with lids and small, personal snacks are allowed). Please be aware of allergies when bringing snacks to school.

- **Recess & Breaks**

### Lower School

Recess is a time when students engage in free play and self-directed play supervised by teachers. The spirit of recess is to have fun and play fair. Throughout the year, various new games and equipment will be introduced and others removed for a time. Some games are collaborative, and others are more competitive, but all games are inclusive of children of different ages and abilities. Recess equipment is provided by the school, and students are responsible for sharing and storing all equipment at the end of the recess periods. Teachers work together with their classes to devise systems that allow for sharing of equipment. Lacrosse sticks and footballs are not permitted on the recess field during the school day. Wiffle ball may be played during classroom recess with plastic bats/balls. Students may not bring recess equipment from home; the school will provide approved equipment.

Snow is a lot of fun, but safety and courtesy dictate that throwing of snow or snowballs at school is not allowed. This rule applies to the entire campus at all times. Snow or ice sliding on the playground is at the supervising teacher's discretion and is directly supervised by them.

Grades 2-5 support cleaning up the outdoor play area each day. Each Grade 2-5 classroom serves as the CA Cleans Up team for one week during each trimester.

### Middle School

All Middle School students eat lunch and have multiple breaks during the school day. Students are allowed to move throughout the campus without a chaperone; however, they are expected to only travel to the locations they've been assigned and not to linger in places they should not be.

After Advisory each day, students have a break. They may go outside to either the Sixth Grade courtyard or to Wright Field, where there is adult supervision. Students may also choose to go to the library. Students are not allowed to hang out in the Middle School building during breaks.

During lunch break, students may go to the Sixth Grade courtyard, Wright Field, or the library. Students may not visit other parts of campus during this time.

Sixth Graders have an additional break in the afternoon. All Sixth Graders go to the Sixth Grade courtyard during this time.

- **Physical Education & Athletics**

### Lower School

Lower School students participate in P.E. all three trimesters. The program provides a combination of age-appropriate skills instruction and strategy development. There are no interscholastic team sports in Lower School. Sportsmanship, teamwork, movement, and character development are emphasized. Students are assessed on a trimester basis. Students should wear appropriate footwear to participate in P. E. activities each class.

Lower School students are also invited to participate in the fee-based After-School Athletics Program. Students will be able to choose from a variety of sports offerings for each season. Through engaging activities and guided instruction, we aim to cultivate a love for physical activity while instilling values of respect, fair play, and collaboration. [Learn more](#).

A Lower School student may not walk to an afternoon practice or game without a supervising adult or parent. Lower School students are required to be supervised after school.

### Middle School

Middle School students participate in P.E./athletics all three trimesters. The program provides a combination of skill and strategy development appropriate to the age. A variety of competitive and noncompetitive sports and activities are available. Sportsmanship, character development, and teamwork are emphasized. Students are assessed on a trimester basis.

Sports practices are incorporated into the school day, with Sixth Graders having one day per cycle where they have a traditional Physical Education class. Each trimester, students choose among several sports in which they participate. The choices are different each season, providing students with exposure to a variety of athletic experiences. Competitive sports usually involve one to two after-school games per week, in addition to the in-school daily practice. Non-competitive sports do not involve after-school time commitments.

The Middle School Athletic Director, Elizabeth Drazdowski, sends out information each season to keep parents informed. Parents with questions related to Middle School athletics can always give Elizabeth a call at 303-914-2564 or send her an email at [elizabeth.drazdowski@coloradoacademy.org](mailto:elizabeth.drazdowski@coloradoacademy.org).

#### **Transportation to and from Middle School Athletic Events**

The school provides student transportation to and from sporting events. If parents need to transport a student to an event, a request for permission must be sent to the coach. Similarly, for safety reasons, if parents would like to give permission to have their child ride home with another parent, a note must be sent to the coach.

## Upper School

Upper School students are required to complete six trimesters of athletics to graduate, with two trimesters required each of the first two years and one trimester required in each of the last two years.

### Upper School Independent Sports Credit

CA offers Independent Sports Credit, with a maximum of one trimester in any single school year. The credit will be granted only for activities not already offered in that particular season by CA's Athletics Department. That is, student-athletes will not receive credit for playing on club teams when CA offers the same sport or activity during a concurrent season, nor will CA offer credit for a student-athlete in a sport that CA offers if that student doesn't play on the CA team.

Six of ten hours per week must be taken Monday-Thursday with direct supervision by a sport/activity-specific coach who must submit a participation grade at the end of the trimester. An activity that demands only weekend hours does not qualify for independent credit. This option is not available for Middle School students.

*\*Please see Upper School Athletics on the website for a copy of the Independent Sports Petition Form, which must be completed ahead of the trimester for which credit is requested.*

### Athletics Waiver

An Athletics Waiver may be requested by those students who are medically excused from participation in athletics (physician's statement required).

### Academic Standing & Eligibility for Athletics in the Upper School

Any students participating in a competitive sport must remain in good academic standing during the entire time that they are involved in the sport. If a student is earning grades below a C-, or if the school becomes concerned that a student may not pass a class, the student will be required to stop participating in the sport in order to devote more time to schoolwork and will not be allowed to attend practices or travel with the team to away games. Suspension from all sports activities will last until the student has met academic thresholds as determined by the school. This policy is not instituted to punish but to help students keep their academic work as a high priority and not neglect it while participating in sports.

#### ● Responsibilities of Parents of Student-Athletes

- The role of the parent of a student-athlete is important in demonstrating positive and appropriate sports behavior. We ask parents to:
- Realize that athletics are part of the educational experience, and the benefits of involvement go beyond the final score of a game.
- Encourage students to do their best, just as they would do in an academic setting.
- Participate as spectators in positive ways that encourage all athletes.
- Learn, understand, and respect the rules of the game, the officials who administer them, and their decisions.

- Respect our opponents as students, and acknowledge them for striving to do their best.
- Exercise dignity in all circumstances: cheer in a positive manner; applaud at the end of a contest for the performance of ALL participants; show concern for an injured player, regardless of the team; and encourage people that surround you to display only sportsmanlike conduct.

### Unacceptable Parent, Fan, or Athlete Behavior:

- Disrespectful or derogatory yells, chants, songs, or gestures.
- Criticism of officials in any way; display of temper with an official's call.
- Yells that antagonize opponents.
- Refusal to shake hands or offer recognition to opponents for a good performance.
- Blaming loss of a game on officials, coaches, or participants.
- Name-calling or outbursts done in an effort to distract an opponent.
- Use of profanity or displays of anger that draw attention away from the game.

**Anyone found in violation of these rules may be asked to leave the game.**

### Tips for Parents for Communication with Coaches

**Below are helpful suggestions to make communication between parents and coaches as productive as possible:**

- Attend preseason coaches' meetings, if applicable. Find out the best time and way to communicate with the coach (email, phone, etc.).
- If your student-athlete is having a problem, encourage them to communicate with the coach prior to your involvement.
- Understand that any communication that you have with the coach will be shared with your student-athlete to allow everyone involved to hear the same message.
- When communicating with a coach by email or on the phone, do not say anything that you would not say to them in person.
- Remember that the coach has a vested interest in your child as a person and as an athlete.
- Do not attempt to communicate with a coach on game day. Prior to a game, coaches are focusing on game plans and strategies. After a game, emotions for both fans and coaches can be high (either positive or negative) and can make for irrational behavior.
- Overnight rule: If you have a disagreement with a coach, take time to calm your emotions and think about the situation. Then, if you still need to talk, call the coach the next day.
- Do not express dissatisfaction about coaching philosophies or decisions with your child.
- Understand that you may have similar visions, just different approaches.
- Put yourself in the coach's place. Remember that sometimes, a coach has to make unpopular individual coaching decisions for the good of the team.
- Let the coach be the coach; allow yourself to be the parent. Being a fan of your child and their team can be the most enjoyable experience a parent can have. Cheer, don't coach, from the stands.
- When all other attempts at communication have not been satisfactory, contact

the divisional athletic directors.

- **Posters & Announcements**

The school must approve posters and announcements before they are displayed in school. If a student wishes to put up a poster, they should bring it to their divisional Principal's office first. In the Upper School, general announcements, club, or class announcements must be approved by the Grade-Level Dean. Any announcement about school clubs or activities, including those posted on social media originating from a student, must be cleared by administration.

- **Community Service**

The concept of service to others is fundamental to a CA education. From Pre-Kindergarten through Upper School, students participate in various service projects to develop social responsibility, perspective, and sensitivity to the world around them. In the process, students encounter different people and cultures and learn valuable lessons about life and the importance of helping others. The CA community service program helps students develop and form values that will guide them at CA today and in the world tomorrow.

### Lower School

Lower School students participate in a variety of service projects at the classroom, grade, and cross-divisional level.

### Middle School

Students participate in service days during the calendar year. Experiences intentionally introduce students to a wide variety of ways that people can make a difference for others.

### Upper School

Service learning is woven into multiple aspects of the Upper School, including school-led projects, student-initiated endeavors, and service with Advisories. Upper School classes may combine service in the form of teaching or volunteering in the local community. Certain Global Travel programs are entirely devoted to community service.

CA students are also members of a Philanthropy Board, which researches charitable causes and donates several thousand dollars to nonprofit charities annually. Additionally, students participate in service through multiple clubs like Children's Hospital, Horizons Club, and HOPE. Service learning culminates in the Community Service Commitment (CSC), a graduation requirement, in which students initiate and complete service independently or in small groups. Students interested in initiating a service project should contact either their Grade-Level Dean or the Service Learning & Community Engagement Coordinator.

- **Birthdays, Continuation, & Party Invitations**

### Lower School

#### Birthdays

The Lower School is interested in recognizing the birthdays of all students and will do so in the child's classroom as well during our monthly Town Meeting. We are not able to include individual birthday parties in the course of the school day, nor do we allow for families to bring refreshments either to the classroom or the Dining Hall.

It is increasingly difficult to balance class and teaching obligations with as many as 20 birthday celebrations in every class every year. Additionally, food sensitivities, allergies, and each family's choices relating to special food treats around celebrations invariably create classroom management issues for teachers. The school encourages parents to celebrate a child's birthday in whatever way parents feel it is appropriate; the school simply requests that you do so after school hours.

### **Party Invitations**

Invitations to parties not sponsored by the school should not be delivered or discussed at school unless ALL classmates are included. The misuse of party invitations in a school setting can be very hurtful to children.

### **Continuation & Continuation Parties**

Fifth Grade Continuation is a thoughtful and age-appropriate recognition of students' achievement and growth during the Lower School years. Families of Fifth Graders are invited to attend. The ceremony is a formal celebration, and dress is considered dressy/formal for this important ceremony. The LS will send out communications well in advance of Continuation to further explain student dress code and other details of the event. The school creates an age-appropriate continuation ceremony and reception. We do not encourage additional celebrations beyond family gatherings. Should there be an additional age-appropriate get-together, we prefer it to include all Grade 5 students and be appropriately low key. As a courtesy, we ask that parents inform the Principal and the Fifth Grade Team if an additional celebration is being planned.

## **Middle School**

### **Birthdays**

Birthdays are fun opportunities to celebrate a student. To avoid school and social disruption and social issues, please abide by the following guidance:

Birthday treats are allowed only during the student's Advisory time, and must be provided to the whole Advisory. Due to logistical challenges, students should not bring treats for the whole class.

- Parents must email the Advisor before the birthday to discuss arrangements.
- Appropriate treats consist only of cake, cupcakes, cookies, brownies, bagels, or other baked goods. Please ask the Advisor if there are any students who have special dietary needs so that every child receives a special treat.
- Treats must NOT contain nuts.
- Please provide plates, napkins, and eating utensils, as needed, to limit the clean-up required.
- Items requiring refrigeration or a cooler are not allowed.
- Drinks are not allowed.

### **Off-Campus Celebrations**

- Any off-campus celebrations should include no more than 20% of the students in a grade-level class, or else should include the full grade.
- If the celebration does not include the full class, students are not allowed to distribute invitations at school and are discouraged from discussing the event on campus.

### **Continuation & Continuation Parties**

Eighth Grade Continuation is the culminating event of the student Middle School experience and officially marks the completion of the Middle school program. The celebration takes place the week after the last day of school, often on a Tuesday. Families of Eighth Graders are invited to attend. Students are expected to “dress up” for the event, as it is a thoughtful and age-appropriate recognition of students’ achievement and growth during the Middle School years. The school will send out emails well in advance of Continuation to further explain the details of the event. A photographer will take photos during the event.

The Parent Association organizes an entire-class gathering for Eighth Graders prior to Continuation. Details about this event will be sent out in a timely manner by the PA. Beyond Continuation and this entire-class party, we do not encourage additional celebrations, except family gatherings.

## **Upper School**

### **Off-Campus Parties**

Some students and families organize social gatherings, including events before or after major school functions like Prom. Because these gatherings are not organized, endorsed, or sponsored by the school, we typically are not aware of the specifics. However, we strongly discourage large-scale parties that may promote risky behavior or poor decision-making. Of course, our position remains that any student use of alcohol or other substances constitutes misuse, given the legal implications, the potential for harm, and the significant liabilities that hosting families may face.

If your student is planning to attend a gathering hosted by another family, we encourage you to reach out directly to the hosting parent or guardian to ask questions and gather details. As a school community, we always support open lines of communication between families and believe these conversations help promote student safety and well-being.

- **Student Fundraisers**

CA recognizes the generous philanthropic spirit of our families and is mindful to limit solicitation of CA parents. Student fundraisers must be cleared through the division Principals before the written approval process is initiated. To request approval, a written description of the fundraising activity, sponsoring group, anticipated use of funds, and audience to be solicited must be signed by a faculty sponsor and the divisional Principal and submitted to the Advancement Office well in advance of any fundraising announcement. The Director of Advancement and Head of School will then review the proposal and approve or not approve the fundraiser in writing. All approved student fundraisers must receive written approval by a faculty sponsor, their divisional Principal, Director of Advancement, and the Head of School.

All other non-student fundraising ideas must be cleared through the Advancement Office before the written approval process begins. To request approval, a written description of the fundraising activity, sponsoring group, anticipated use of funds, and audience to be solicited must be signed by the individual submitting the request and the organization’s chief executive before being submitted to the Advancement Office. The Advancement Director and Head of School will review the proposal. No fundraising activity which sells

items for, and returns funds to, nonprofits without a direct CA affiliation will be approved, whether student initiated or not.

- **Student Leadership Opportunities**

### Lower School

**Student Council:** The Student Council plays an important role in helping students learn about leadership, responsibility, and teamwork. Members serve as the voice of their classmates, bringing ideas and concerns to the LS Principal and help plan events that build school spirit and community. They help organize spirit days, service projects, and special assemblies, and they lead by example by showing kindness, respect, and a positive attitude. Through their work, Student Council members make a real difference in their school while developing important skills they'll use for the rest of their lives. Representatives from Grades 3-5 are elected in their classrooms and serve a trimester during the school year.

**Mustang Mentors:** Fifth Graders serve as a Mustang Mentor throughout the year. They attend specialist classes with Pre-K students and function as a teaching assistant within the classroom. The specialist classes include: Art, Literacy, Movement, Music, Physical Education, Science, Spanish, and Wonder Workshop.

Serving as a student mentor is a powerful way to practice leadership by supporting and guiding others. It means being a positive role model, offering encouragement, and helping younger or less experienced students navigate challenges. Mentorship builds confidence—not just in the mentee, but in the mentor as well—as they learn to listen, lead with empathy, and take responsibility for the well-being of others. Strong leaders know that leadership is not about being in charge, but about making a difference in someone else's life. By mentoring, students develop important life skills like communication, patience, and collaboration, while also creating a more connected and supportive school community.

### Middle School

**Clubs:** Student and faculty-sponsored clubs are offered on Friday afternoons, during the study hall block. Clubs can be offered by faculty and/or by staff. All student-sponsored clubs must have a faculty/staff member sponsor and be approved by the Principal or Middle School Dean. Participation in clubs is optional. Club sign-up forms will be sent to students' accounts, and they will have the option to sign up for a study hall instead of a club.

**Student Action Committee:** Each fall students elect members of the Student Action Committee, the CA Middle School version of a student government. The Student AC's purpose is to foster collaboration by developing fun and meaningful activities to unite the Middle School and create a stronger community. They plan and run Middle School socials, the Advisory competitions, and the cross-grade Herds program.

**Eighth Grade Leadership Team:** In the spring of Seventh Grade year, students are invited to apply to become a member of the Eighth Grade Leadership Team. Eight to fourteen members are selected by a faculty committee. Members of the team receive leadership

training during regular meetings and act as ambassadors for the school. The team welcomes new students in August, participates in interpersonal problem-solving training for Sixth Graders, participates in Admission panels, and generally helps set a tone of inclusivity and kindness in the division. Leadership Team members cannot also be on the Student Action Committee.

**After-School Extracurricular Competitive Programs:** In addition to our in-school clubs, students may join our Robotics, Future City, and Debate Teams. Each of these programs meets during club time, and also requires significant after-school commitment. Students learn about these opportunities in the fall and should discuss the commitment with their parents.

## Upper School Clubs & Affinity Groups

Students in the Upper School have a number of opportunities to take on leadership roles, including the following:

- Athletic team captains
- C Club: School Spirit Leaders (elections held for Senior leadership in spring)
- CC: Community Council/Student Government (elections held in spring for Grades 10-12; fall for Grade 9)
- CLT: Community Leadership Team: These Seniors (selected via application and interview in the spring of the Junior year) mentor Ninth Graders via Advisory groups.
- CCSL: Culture and Community Student Leaders: Build community around issues of diversity, equity, inclusion, and belonging (selected via application process in spring)
- Club leadership

Existing clubs elect new leaders each spring, and new clubs can be initiated throughout the year.

### a. Clubs

Most students find that involvement in clubs enhances their Upper School experience. New clubs and interest groups are formed yearly, depending on student interest and initiative. Students interested in forming a new club must get a club application form from their Grade-Level Dean, who will decide with the administrative team whether to grant or deny the petition. The petition should describe the club and its mission. Every club must also have a faculty sponsor.

Students may not form clubs for the purpose of practicing a specific religion, but clubs exploring religious identity, e.g., Interfaith Alliance, are encouraged.

### b. Affinity Groups

Believing that affinity and ally groups can be powerful tools for supporting positive identity development, CA allows students to petition for the formation of groups where students who are linked by a common identity can gather and reflect. Affinity groups may also be created by adult leaders, with the support and under the direction of the Office of Culture & Community.

To be approved, affinity or ally groups must meet these criteria:

- have a proposal for a group that is not already being offered;

- have a drafted mission statement at the time of proposal;
- have an adult moderator who has agreed to attend each meeting and act as the adult liaison for the group;
- commit to meeting for the expressed purpose of self-reflection, mutual support, and to intentionally explore how the proposed group might be supportive allies to students in the broader community who do not share their identity.

Any student wishing to start an affinity or ally group should contact the Culture & Community Coordinators. All affinity and ally groups must support CA's mission.

### **c. Clubs, Affinity Groups, & Funding**

With the exception of HOPE and Horizons, clubs may not host fundraisers. Clubs may host drives or the collection of goods or services, as long as the proceeds are going to a nonprofit that engages in community work. The Student Investment Fund, by its nature, is allowed to work with donors to receive funding support.

Club leaders may apply to Community Council for funding for a club-related project or activity. Application forms can be found on the student hubs.

## ● **Sustainable Campus Projects Initiated by Students**

There is a Campus Sustainability Plan that covers all aspects of campus life, including recycling, energy consumption, driving and parking, food service, and technology. Student initiatives are encouraged; students who develop a “green” idea should discuss the matter with their Advisors or classroom teachers. Any project that affects the campus and/or physical plant needs to be approved by the Head of School.

## ● **Town Halls, Town Meetings, Assemblies, & Class Meetings**

### **Lower School**

Town Meetings are all-Lower School student/teacher gatherings that are held monthly. At Town Meeting, there are birthday recognitions, announcements, class performances, reports from the LS Library, community-building activities, and information supporting the theme of each Lower School year. Parents do not attend Town Meetings unless they are invited to a specific performance.

### **Middle School**

Middle School Town Meetings take place at least once a month, serving as a community space for announcements, student performances, guest speakers, Advisory competitions, and other community-building activities. These meetings provide opportunities for student leadership and play a crucial role in fostering and sustaining a sense of community.

### **Upper School**

Gatherings such as Assemblies, Class Meetings, or Town Halls are held periodically throughout the year. Many of these are devoted to the opportunity to watch other members of our community perform. Gatherings may also deliver vital information regarding the school's functioning.

On occasion, we are also fortunate to be able to welcome visiting speakers and performers; we aim to offer an array of voices, meaning that speakers do not represent the school's official position on any given matter. We work to ensure that speakers' opinions don't undermine our school's values as articulated in the mission statement.

Every student in the Upper School is expected to arrive at assembly promptly and to observe mature, supportive, and appropriate audience behavior throughout the lecture or performance. No food or drinks are permitted in these venues during assemblies, and audience members should have cell phones turned off and put away.

Furthermore:

- Students who do not have classes before assembly are still required to attend Assemblies, Class Meetings, and Town Halls.
- Students cannot leave campus during Assemblies, Class Meetings, and Town Halls.
- All absences from Assemblies, Class Meetings, and Town Halls must be excused by a parent, guardian, or school administrator.
- Our expectation is that students give all speakers the appropriate respect and attention that we would give any guest at CA, which includes no talking or cell phone use during the presentation. Once they have arrived, students are expected to remain for the duration of any presentation.

## ● Traditions

Colorado Academy celebrates a variety of beloved traditions throughout the year that foster a strong sense of community and connection. Some of these are celebrated campus-wide and others are division-specific. Each event plays a special role in bringing our school community together in joyful and memorable ways.

Some Lower School traditions include the Halloween Parade, the Day of Service, the Peace Parade, and the Head of School Bike Parade during Homecoming. Students also look forward to the Head of School vs. Kindergartners 100-Yard Dash on Giant Relay Day, the 5th Grade Carnival, and the Ultimate Buddy Meetup—just to name a few.

Some Middle School traditions include Seventh and Eighth Grade Fall Overnight Trips, MS students running stations at the Homecoming Carnival, Advisory Ultimate Frisbee Tournaments, MS Socials, Spring Kickball Tournament, Interim, Eighth Grade Capstone Projects, and the Middle School Relay on Giant Relay Day.

Some Upper School traditions include the first day of school when Seniors greet all new students costumed in the “theme” for the year; students and faculty not stepping on the CA crest in the front lobby as a show of respect for the school; Senior-Kindergarten Buddies; and the Giant Relay Race in May.

Senior-Specific Tradition Guidelines:

The Upper School does not sanction or endorse a skip day for Seniors, meaning that any activities or plans the students have or made for a skip day are outside the scope of school planning or supervision. As we would whenever a student is absent, CA will notify parents/guardians and guardians that their student has not shown up for school.

Should Seniors elect to decorate the Upper School for the first day of school or in the spring, they must follow these guidelines or face disciplinary action:

- Pods and offices are off limits.
- Activities or events should not significantly interfere with the school's operation or the running of classes (parking, desks, etc.).

- Activities or events should not target specific individuals.
- Activities or events should not take resources from other divisions or create a strain or create more work for the maintenance staff.
- Activities cannot include live animals.
- Liquids, including water, may not be used for decor or activities inside of buildings.
- Activities can not happen while AP exams are running.
- In keeping with CA's sustainability efforts, materials used should all be recyclable or re-homeable, as in they can be donated or given away for reuse.
- Students in charge of decor and activities are also responsible for all clean-up, recycling, and rehomeing of materials, both indoors and outdoors.
- The Senior Dean and Upper School Principal are the adults responsible for planning and approving all decorations.

## III. Students: Health & Wellness, Mental Health, Academic Support, & Other Services

### A. Health & Medical Forms

Colorado Academy is committed to student health and safety. The school endeavors to follow accepted practice protocols and applicable state statutes and laws. Health forms are a requirement of attendance at CA and must be completed prior to the first day of school in August. Please ensure that all forms are submitted in a timely way through the SchoolDoc portal.

### B. Emergency Medical Care

The school will attempt to contact parents regarding student illness or injury occurring during the school day or as part of any school program. In circumstances that warrant immediate attention, school representatives and qualified medical personnel will make decisions regarding medical treatment as they deem necessary, including transportation by ambulance to a medical facility. Parents are responsible for the financial obligation related to such emergency medical treatment.

Parents must ensure that emergency and health information is kept up to date. Please remember, it is most important that the school have current home, work, and cell phone numbers for parents/guardians, childcare providers, or others (relatives, friends, or neighbors) who routinely assume temporary care of the student if the student's parent(s) cannot be reached.

### C. Illness/Injury

If a student arrives at school with a fever or develops a fever during the day, it will be assumed that the student is contagious per state guidelines. The student will be taken to the Health Office, and parents will be called to pick up the student within one hour. Students must be free of a fever (without the help of medication) for at least 24 hours before returning to school, or if a doctor prescribes antibiotics for a student's illness, the student must be on that medication for 12 hours before returning. We require that students who experience diarrhea, nausea, or vomiting the night before remain home from school until that event is at least 24 hours in the past (without the help of medication). It is in the best interest of students not to send them to school if they are ill or if they have a fever.

Students who become ill or injured during the school day should report to the applicable division office immediately. The school can provide basic first aid, and there is a cot for a sick student to rest. Upper School students who need access to the Health Office as a place to rest should check in with the Upper School administrative assistant or a Counselor. Parents/guardians may be asked to pick up a student if the student needs to miss more than one class due to illness. Therefore, parents or emergency contacts will be notified and a determination made as to whether the parent will pick up the student or allow them to drive home.

## Concussions

If a student suffers a concussion, either through an on-campus activity or in activities away from school, it is the responsibility of the parent/guardian to ensure that the student is seen by a healthcare professional experienced in evaluating for concussion. If a student sustains a concussion through an off-campus activity, parents/guardians must notify the school, so that school professionals can help monitor the student closely. With proper permission, CA faculty and staff can confer on their observations and share those observations with the family and other professionals involved in the student's recovery.

A qualified healthcare professional must make decisions about a student's readiness to return to school and athletic activities based on the number, type, and severity of symptoms experienced by the student. The healthcare professional should also offer guidance about when it is safe for a student to return to school and appropriate levels of cognitive and physical activity, and parents are asked to share that information with the school, coaches, and trainer. If the child is a student-athlete, Colorado State Law requires a healthcare professional to sign off before an athlete is cleared to play. Parents must submit this to the school's Athletic Trainer and the school's divisional counseling staff or Dean. Colorado Academy strongly recommends that the athlete complete the six-step "Return to Play Protocol," whether with a physician or a CA Athletic Trainer.

Short term accommodations may be put into place by the Principal or Dean as the student recovers.

## D. Medications at School

Medication will be administered by the school nurse, health assistant, or other school designee only when the following requirements are met. For purposes of this policy, the term "medication" includes both prescription and non-prescription medication. The term "non-prescription medication" includes, but is not limited to, over-the-counter medications.

1. Medication shall be in the original properly labeled container. If it is a prescription medication, the student's name, name of the medication, dosage, how often it is to be administered, and name of the prescribing health care practitioner shall be printed on the container.
2. The school shall have received written permission to administer the medication from the student's health care practitioner with prescriptive authority under Colorado law.
3. The school shall have received written permission from the student's parent/guardian to administer the medication to the student. Preventative measures such as use of sunscreen or bug spray require parent/guardian authorization prior to use.
4. The parent/guardian is responsible for providing all medication to be administered to the student (including over-the-counter medication).
5. A parent/guardian is requested to be personally responsible for the delivery of student medications to and from school, and should hand them directly to the health assistant or divisional administrative assistant.
6. Any unused medication will be available for pick-up at the end of the school year by the parent/guardian. Any medication not picked up by the last weekday in June will

be discarded. Unused medication will not be sent home with students.

7. Prior to the start of each school year, parents must submit necessary medical information and authorization forms through the SchoolDoc portal. All medication forms must be renewed annually, as health needs can change. It is essential that parents submit this information prior to the first day of school in August and upon any significant diagnosis or change in a student's health.
8. Medical marijuana or similar cannabinoid-based medication with psychoactive properties, or drugs that are illegal under federal law, will not be allowed on campus, at school-sponsored events, or on school field trips, even if prescribed to students and adults. Non-psychoactive preparations of medical marijuana, such as CBD taken for seizure prevention, will be permitted on overnight school trips on a strict case-by-case basis, only if the individual in question is posed a significant health risk by not receiving the cannabinoid medication. The cannabinoid medication will be treated as a controlled substance, and as such must remain in the care of a CA faculty member or a third-party vendor. Any cannabinoid medication being considered for school use must contain less than 0.3% THC (dry weight), in accordance with the 2018 Farm Bill. Violations of this policy will be subject to disciplinary consequences.

## E. Self-Administration of Medication

Students may be granted the privilege to self-administer routine medications on a case-by-case basis in consultation with divisional Principals, the school nurse, parents, and the student. Approval will be granted based on a number of factors, including a student's age, level of responsibility, and demonstrated skill level necessary to use the medication. An individual healthcare plan must be on file for medications related to asthma, allergies, or anaphylaxis, and the plan must address carrying and self-administering emergency medication. Upper School students may be allowed to carry and self-administer one day's dose of prescription or non-prescription medication with the proper documentation. Medications shall be confiscated and self-administration privileges shall be revoked if the student shares medication with others, inappropriately self-administers, or otherwise fails to demonstrate their responsibility as determined by divisional Health Office staff. For all students self-carrying emergency medications, back-up medications will be required and kept in the divisional Health Office.

## F. Medications: Field Trips & School-Sponsored Off-Campus Trips

The school's medication policy applies to all travel trips. Medications shall be packaged and labeled with the name of the student, medication, route, dosage, time to be given, and any special instructions. Staff members delegated by the school nurse to perform this task shall be permitted to administer medications and shall document all medications given.

In some instances students do not take medication during a regular school day but will need to take medication while on an overnight school trip. Parents are responsible for the completion of the appropriate medication authorization form before a student will be permitted to participate in the travel trip.

- **Special Rules & Clarifications for Student Medications on Travel Trips**
  - a. Chaperones and Interim vendors can only administer medication to students if we have current medication permission forms signed by both the parent and the student's healthcare practitioner with prescriptive authority under Colorado law.
  - b. Parents must provide the medication in the original packaging. If it is a prescription medication, the student's name, name of the medication, dosage, how often it is to be administered, and name of the prescribing healthcare practitioner shall be printed on the container. If your child needs to continue to take a prescription medication prior to trip departure and after you turn medications in to the school, remove a portion of the medication to leave at home and turn in an appropriate quantity for the trip duration in the original packaging.
  - c. Lower and Middle School students will not be allowed to carry their own medications during off-campus trips. Medications will be kept in the possession of either the CA staff or third-party vendor.
  - d. Upper School students are expected to self-carry their own medications (except controlled substances), self-manage those medications, and self-administer them in accordance with the self-carry medication policies.
    - The documentation requirements for parent and doctor signatures must still be met.
    - Parents are required to inform the school prior to the trip departure what medication their child will be carrying, plus submit the required documentation as noted in a. above.
    - The prescription label must have: student name, drug name, dosage, time for administering, name of health care provider, and current date.
    - Students are not permitted to self-carry or self-administer controlled substances, including stimulants such as ADHD medications, narcotic, and psychotropic medications. All controlled medications must be kept in the possession of either the CA staff or third-party vendor.
    - Medication will be confiscated and self-carry privileges will be revoked if the student shares medication with others and/or is unable to safely comply with the self-carry guidelines. Any violations of this policy will result in discipline, which may include dismissal from the school.
  - e. Medications must be turned in five school days prior to the trip departure date. The trip leader will not accept medications on the day of the trip departure.

## G. Health Information Sharing

Student health-related information, including, but not limited to, information relating to contagious diseases, drug treatment, testing, medical, and mental health records will be shared with school personnel, volunteers, and vendor representatives, on a need-to-know basis. This information may also be shared by the school with the Colorado Department of Health, other health professionals, or law enforcement personnel, to meet the medical or safety needs of the student and the community or the school's legal responsibilities.

The school will maintain appropriate administrative, technical, and physical safeguards to

protect the security of all health-related information within its care or custody. While the school endeavors to safeguard the confidentiality of student medical information, we must also balance matters of privacy and confidentiality with safeguarding the interests and well-being of our students and our community. The school will endeavor to notify the student and/or parents/guardians in advance in the event of a disclosure required by law.

## H. Food Allergy Policy

The school recognizes that food allergies, in some instances, may be severe and even life threatening. The foods most likely to cause allergic reactions are peanuts, tree nuts, dairy products, eggs, sesame, soy, wheat, fish, and shellfish. Although most food allergies produce symptoms that are uncomfortable, persons with severe allergies to the above-listed foods can suffer more serious consequences. **The school requests that parents not send snacks or lunches to school that contain sesame, peanuts, tree nuts, or nut oil products.**

The school cannot guarantee that a student will never experience an allergy-related event while at school or on a school-related activity or trip, but we are committed to student safety, and therefore have created this policy to reduce the risk that children with allergies will have an allergy-related event.

For children with severe allergies, the child's family is responsible to notify the school, in writing, of the allergies. Working in conjunction with the family physician, the family should submit written protocols for the student. The school nurse will work with parents to implement reasonable protocols in the form of an Allergy Healthcare Plan.

The school will endeavor to avoid serving food with nuts, but cannot guarantee that products with nuts will never be present, as we cannot monitor products brought to school by students, sold at athletic events or special student sales, products brought for potlucks or celebrations, or served on off-campus trips. Therefore, persons with severe food allergies must carefully monitor their food in these situations.

The school organizes various trips and programs and contracts with various vendors to support Interim, exchange, or other programs. Vendors may manage allergies in ways that differ from the school's approach. In some instances, these vendors may limit a child's participation in appropriate cases. In these cases, the school would provide an alternative experience for the child.

## I. Immunizations

In accordance with guidelines from the Colorado Department of Public Health and Environment ("CDPHE"), Colorado Academy will collect immunization records for all students.

Students may be suspended if their immunization records are incomplete. The school utilizes the Colorado Immunization Information System ("CIIS") to help maintain current immunization records. Immunization information from the State of Colorado can be accessed at [coloradoimmunizations.com](http://coloradoimmunizations.com). By Colorado State law, schools are required to **calculate immunization and exemption rates** for their enrolled students and make that information available for parents upon request.

## J. Communicable Disease and Contagious Illness

CA administrators monitor communicable disease and contagious illness activity in the community and will follow federal, state, and local public health guidelines. We will communicate any impact that these guidelines have on school operations, including our ability to maintain in-person learning. If students are ill, please keep them home and seek medical attention. *See also, Illness/Injury, above.*

## K. Mental Health & Other Counseling

### ● Philosophy of the School Counseling Program

The school counseling program considers the development of the whole student: physically, cognitively, psychosocially, and ethically. School Counselors employ a developmental approach that aims to address the general stages and tasks that most individuals experience as they mature from childhood to adulthood. It centers on the development of positive self-concepts formed through experience and education. It further recognizes that feelings, ideas, and behaviors are closely linked and are learned. The developmental model is systemic: It recognizes the interrelationships among the student, family, school, and community, as well as the ramifications of changes in any one of those systems.

The general objectives of the school counseling program are to aid students to meet the challenges of modern life armed with knowledge of their physical, social, intellectual, and emotional development; become knowledgeable about educational, occupational, and social opportunities; learn decision-making skills, and combine these insights into personal plans of action.

### ● Overview of the School Counseling Program

The School Counseling Department is designed to support the mission of the school as well as consider the physical, cognitive, and psychosocial changes in students, which shape behavior. School Counselors are available to speak with students—individually and in groups—to help facilitate educational and emotional support, on an as-needed basis. In addition, CA may require a student to meet with a school Counselor to address any emotional, behavioral, or psychosocial concerns. School Counselors are part of a robust team of faculty and administrators who collaborate to support the student and their personal and educational experience at CA. As part of this collaborative approach, school Counselors may share information obtained from students and their families with other school personnel on a need-to-know basis; likewise, Counselors may share information learned from the student with their parents/guardians on a need-to-know basis. More information about the school’s confidentiality policy is located below.

The School Counseling Department provides a counseling program which strives to assist our students in meeting the challenges of modern life, particularly through individual and group counseling, as well as through consultation and collaboration with parents, teachers, administrators, and community resources. The School Counseling Department has four school-based mental health professionals available to serve students in all three divisions. Students and/or parents can schedule appointments with the school Counselor in their division. Meetings may be initiated by the student (by scheduling a meeting with the Counselor in their division) or the school, depending on the needs of the student or as is

determined, by the school, to be in the student’s or school’s best interest to best support the student. In cases where the needs of the student warrant the involvement of an outside professional (e.g., psychologist, psychiatrist, occupational therapist, speech and language therapist, or tutor), an appropriate referral will be made.

School Counselors strive to help all students meet their needs by providing a wide range of support, intervention, and response services. While most meetings with the school Counselor are self-initiated, meetings with students are also arranged in response to requests from parents, faculty, and/or other students who report concerns. All students may meet with the school Counselor on an “as needed” basis, as various issues arise over the course of their schooling; however, ongoing counseling is generally not provided in the school setting.

School-based counseling mental health services are intended to be limited in duration and scope, often oriented towards immediate problem solving or crisis intervention. If initial meetings with a student indicate that more intensive, ongoing counseling is needed, the student will be referred to an outside professional. School Counselors also endeavor to make themselves available to parents/guardians who would like to meet to discuss their child or to inquire about external resources and strategies for the parents/guardians to utilize when supporting their child. Students and parents should be aware that our school’s philosophy is that conversations with school Counselors will not be treated as confidential when there is a “duty to warn”, such as when a student is demonstrating suicidal or homicidal ideation. “Duty to warn” also applies to suspected abuse.

## ● Duty to Warn

CA is invested in the well-being and safety of the entire school community. Whenever the school is made aware of any student, faculty member, or staff member who is at risk or if their safety or health is in jeopardy or threatened, the school will respond accordingly to endeavor to protect the safety and welfare of the individual(s) at risk, as well as the school community.

Confidentiality is important to the counseling relationship: In order to build rapport and maintain an atmosphere of trust, students should be able to disclose their thoughts, feelings, and actions to Counselors without fear of disclosure, except, of course, in cases in which the welfare of the student may be at risk or in danger.

Under this “danger or harm to self or others” rule (duty to warn), exceptions to or extensions of the confidentiality must be made by school Counselors to disclose pertinent information to parents and or other adults. School Counselors inform students each school year of the limits of “confidentiality” and “duty to warn” and the possible necessity for consulting with other professionals, privileged communication, and legal restraints. The guiding principle for this disclosure is always the welfare of the student who may be at risk for harming themselves or others, and when there is a concern about the student’s ability to function well physically, cognitively, and/or emotionally within the school; or when legal requirements compel disclosure.

The Counselor will remind the student of the non-confidential nature of the communication and, in appropriate circumstances, will encourage the student to communicate with the student’s parents or other adults regarding the circumstances disclosed. The Counselor may also directly inform the parent and/or administration of sensitive communications to find ways to help the student and/or family. In addition, the

Counselor may be required to report such communications to law enforcement or child abuse authorities when the nature of the communication reveals the immediate or imminent risk of harm to the student or others, or a violation of the child abuse laws.

The School Counseling Department also provides the CA community with a wide range of health and wellness programming consisting of the following topics:

- Substance Abuse Prevention
- Human Sexuality
- Mental Health
- Safety
- Life Skills
- Healthy Living
- Learning Differences
- Study Skills, Time Management, and Career Exploration
- Suicide Prevention

## L. Academic Accommodations

### ● Accommodation Plan Policies & Process

The following policy statement is intended to clarify the process by which Colorado Academy will respond to the particular needs of students with documented disabilities. A student with a qualified disability must be determined to: (1) have a physical or mental impairment that causes a substantial limitation on the student's ability to learn or limits other major life activities; or (2) have a record of such an impairment; or (3) be regarded as having such an impairment.

In general, the school's policies with respect to learning disabilities are designed to be consistent with those published by the Educational Testing Service (ETS), The College Board, and ACT in their consideration of accommodations for various standardized tests, including college entrance examinations.

Some of a student's educational needs may be met using accommodations. Accommodations do **not** involve modifying the material content, but do allow students to receive information or to demonstrate what they have learned in ways that work around their impairment, thereby making the student more likely to fulfill school expectations.

The purpose of an accommodation plan is to make changes in the standard delivery of academic services for students with learning disabilities who have special academic needs. A formal accommodation plan, if one is adopted, will address recommendations made by the evaluator after testing is completed, which will be enacted by the school. In appropriate cases, recommendations for outside help, including tutoring, may be made. In all instances, the cooperation of the student and family is required in order to provide the best learning experience for the student.

#### **Sample Accommodations Provided at Colorado Academy**

With appropriate documentation from an evaluator, the accommodations listed below may be provided to students with a documented learning disability. The accommodations listed here are examples only; the list is not exhaustive:

1. Allowing for extended time on tests, quizzes, and in-class assignments

2. Giving preferential seating
3. Providing a testing area with minimal distractions
4. Assisting with note taking
5. Unless spelling is being evaluated, not deducting for spelling
6. Unless calculations are being evaluated, allowing use of a 4-function calculator
7. Utilizing audio books
8. Taking World Language pass/fail
9. Allowing the student to type for class notes, written assignments, and written assessments, OR allowing the student to have the option of handwritten class notes
10. Allowing the student to circle answers directly on a multiple-choice test instead of using a Scantron sheet

## Purpose

Accommodation plans do not compensate for diminished effort in the classroom, and they do not compensate for a student's inability to meet basic expectations and complete the school's academic program. The presence of a learning disability does not constitute sufficient reason for a student not to complete assigned homework nor to turn in work after the deadline.

While accommodations for learning-disabled students, including those recommended by an outside professional, will generally be considered, accommodations will not be made in every situation. Colorado Academy reserves the right to decide which accommodations are warranted and which accommodations, if any, will be implemented by the school, taking into account, among other factors, the school's resources, philosophy, mission, performance expectations, and academic curriculum, as well as the needs of the student diagnosed with a learning disability and those of other students.

The implementation of an accommodation plan and the establishment of accommodations under such a plan should not be construed as, and do not represent a commitment by Colorado Academy to maintain the plan or any accommodations for any period of time, or to implement similar plans, or establish similar accommodations for the same or other students in the future.

Colorado Academy reserves the right to continue or discontinue any accommodation plans and/or any accommodations made under such plans. In situations where the school decides that it cannot meet the educational or other needs of a student, the school reserves the right to counsel the student and their family to seek a more appropriate learning environment.

## Implementation

Before the school will consider implementing an accommodation plan, the student's parents/guardians and a qualified outside professional evaluator must contact the divisional Learning Specialist and provide valid documentation of a diagnosed learning disability. To be considered "valid," the following six conditions must be met in the documentation:

- 1. The evaluation must be conducted by a qualified professional.** The name, title, and professional credentials of the evaluator, including information about licensure and certification, must be included in the report. “Qualified professionals” generally include clinical and educational psychologists, neuropsychologists, learning disabilities specialists, and medical doctors with specialized training in the assessment of learning disabilities in children and adolescents. Use of diagnostic terminology indicating a specific learning disability by someone whose training and experience are not in these fields will not be considered acceptable. It is not appropriate for professionals to evaluate members of their own families. It is also not appropriate for an individual to be tested by someone who has any kind of prior (personal or business) relationship with the individual or the individual’s family. The divisional Learning Specialist at CA can also provide referrals for testing/evaluation.
- 2. Testing must be current.** While learning disabilities are presumed to be lifelong challenges, the severity of the condition may change over time. As such, an assessment/evaluation must be completed and updated every three-five years in order to be considered and remain “valid.” Similarly, re-testing or updating any testing concerning the student’s disability should be discussed with the Learning Specialist.
- 3. The assessment must be comprehensive.** Presenting problems and developmental history, including relevant educational and medical history, must be included. For assessments of learning disabilities, tests of aptitude and cognitive ability (such as an IQ test), measures of academic achievement, and measures of information processing must also be included, and evidence that alternative explanations were ruled out must be provided. For ADHD, the report must document evidence of early impairment; evidence of current impairment (including presenting problem and diagnostic interview); evidence that alternative explanations were ruled out; results from valid, standardized, age-appropriate assessments; and the number of applicable DSM criteria and description of how they impair the individual. Tests used must be reliable, valid, and standardized for use on the individual’s population. When appropriate, assessments should also include classroom observations, questionnaires, and/or checklists completed by the student’s teachers. The following is an example of documentation required by the College Board to justify accommodations: “Psychoeducational evaluations, including both test scores and narrative. Standardized test scores, including standard and scaled scores. Use national norms to support both the diagnosis and functional limitation. Summary of the student’s developmental, educational, and/or medical history.”
- 4. Actual test scores must be included for all measures given.** There must be measured evidence of a difference between “ability” and “achievement” in order to document a learning disability. The difference between overall ability (as measured by IQ tests) and achievement (as measured by academic achievement tests and measures of information processing) is often referred to as a “discrepancy score.” To receive an accommodation for extended time on school tests, at least one standard deviation difference between IQ and achievement scores (as measured by all subtests tapping that particular skill) is required. The divisional Learning Specialist will review all evaluation reports and determine whether accommodations are appropriate based on the data presented.
- 5. A specific diagnosis for learning disabilities must be included in the report using criteria from the Diagnostic and Statistical Manual of Mental Disorders (DSM) and a**

**numerical diagnostic code must be given.** Vague diagnoses, such as “academic problems,” “learning disabled,” or “other health impaired” alone are not enough to support the development of an official accommodation plan.

6. **Each recommendation provided must be accompanied by an appropriate rationale.** The impact of the learning disability on a major life activity, as well as the degree to which this impacts the individual must be documented. This is particularly important with requests for extended-time testing on college entrance exams, since students do not automatically meet qualifications by The College Board and ACT merely through the diagnosis of a learning disability or attention-deficit hyperactivity disorder. Reviewers from the testing boards need to see specifically why extra time will allow a particular individual to more accurately portray their abilities on the standardized tests.

After an appropriate evaluation is completed and a report is received, the divisional Learning Specialist will typically meet with the student (when age appropriate), and their parents to discuss the student’s diagnosed learning disability. If the school determines that an accommodation plan is warranted and appropriate, the divisional Learning Specialist will develop and draft an official accommodation plan, which can typically take up to two to four weeks to complete. After the plan is drafted and approved, a copy/record of the official accommodation plan will be given to the parents/guardians of the student, the student (Upper School only), and a copy will be retained by the divisional Learning Specialist as well.

All students receiving approved accommodations in the classroom will have their official learning plans reviewed annually by the Learning Specialist in their division. The Learning Specialist will notify the student’s Homeroom Teacher or Advisor, division head, dean (MS/US only) and teachers about the student’s specific learning needs and accommodations to be implemented in the classroom.

### **Standardized Testing Accommodations (ACT / PSAT / SAT/ AP)**

If an US student with approved accommodations would like to apply for accommodations on the college entrance exams (PSAT, AP, SAT, and ACT), the student must contact the US Learning Support & Testing Coordinator at least one month in advance of the assigned application deadline, in order to complete and submit the paperwork requested by the College Board and ACT. CA’s College Office will provide timely reminders.

## ● **Student Disability Accommodations**

We understand that there may be circumstances in which a parent may request that the school provide an adjustment or accommodation for a student’s medical needs or physical disability. As the range of requests have grown over the years, the school believes that it is appropriate at this time to outline the school’s policy and general guidelines for addressing such requests.

### **General Policy**

In general, it is our school’s policy to provide reasonable accommodations to ensure full and equal access to a CA education by students with disabilities unless those accommodations would result in an undue burden or a fundamental change to our educational environment or mission. We also ask parents to realize that, given the size of our school and our available resources, we may not be able to provide all requested accommodations.

## Request & Documentation

For any type of accommodation (including administration of medication at school), the parent must contact the school nurse to discuss the need. The school nurse will then advise the parent of the type of medical documentation needed, which generally will state the student's diagnosis, how the condition limits the student, the recommended accommodations, and the length of time that the accommodation(s) will be needed.

## Release for Communications with Physician

Sometimes, the documentation received from the physician may raise questions or be unclear as to the recommendations. For that reason, the parent(s) must sign a Release of Information form, permitting the school to contact the medical professional, when necessary. In addition, if there is any cost associated with the physician's cooperation (e.g., to answer a set of questions, etc.), the parent must agree to bear the cost.

## Assessment of Request

Once the parent's request and medical documentation have been received by the school, appropriate persons within the administration will meet with the parents to clarify information and to discuss whether the school will be able to implement the accommodation requested. The school may advise the parent that the school will allow a particular accommodation, but the full responsibility for doing so will rest with the parent. For example, if the student needs to be tested or have certain types of medicines administered during the day that the school or nurse believes are beyond the scope of the school's means and/or ability to accommodate, the school may allow the parent to make arrangements to visit the campus for the purpose of testing and administering.

## Limitations on Requests

Please understand that the school is not a medical facility and does not have the personnel, training, or equipment to handle certain types of medical procedures best left to the student, parent, or physician. Examples of accommodations made for students include appropriate classroom locations, extended time on tests, use of computers, and/or dispensing of medication.

- **CA Policy for Disclosure of Information in the College Application Process Regarding Disabilities**

Under the Americans with Disabilities Act, it is up to the discretion of the parents (and the student when they reach the age of 18) to determine whether or not they will disclose a physical, learning, or psychological disability in their college applications. The Colorado Academy College Office, administrators, or teachers will not disclose such information without the written permission of the parents and/or student.

The College Office will provide advice as to when it may be appropriate and/or advantageous to disclose such information, but ultimately that decision of disclosure rests with the family. If a student takes the standardized tests with extended time, there is no indication on his/her score reports sent to colleges that this was a "Nonstandard Administration." If asked directly by the college about extended time testing or a disability and a release form is not on file to discuss a disability, we will refer the college directly to

the family.

- **Mental Health Support**

### **Academic Accommodations for Mental Health Care**

The school makes reasonable accommodations for medical care, which can include changes to how the school manages student schedules or academic expectations. These accommodations are generally put in place when a student is struggling to meet the requirements of our academic program because they are managing an active medical or mental health situation. The school may ask for details regarding a treatment plan or an active medical or mental health situation in order to determine the appropriate accommodation.

Generally, medical accommodations are intended to create space for an increase in care that's significant enough to impact the amount of time or focus the student can dedicate to their studies or time to study. As part of the process to determine reasonable accommodations, the family must complete a release of information that allows the Counselor to share observations with the student's care team. The school will only make academic accommodations while the student is engaged in and following their treatment plan. Academic accommodations for medical reasons are short term, with re-evaluations for extensions determined by the school. While medical leaves or partial medical leaves activate many medical accommodations, accommodations can be made for less intensive treatments.

### **Mental Health Support & Absences**

Students are encouraged to seek mental health support from our Counselors and will be excused from class during the time they are meeting with a Counselor. If a student needs a mental health day, they should contact the school Counselor and have their parent/guardian excuse them for the day. In most cases, a student taking a full mental health day will be off campus, but in rare circumstances, they may be on campus in a supervised location.

### **Mental Health Support & Emergency Care Received Outside of School**

Colorado Academy endeavors to support the mental and emotional health of its students. For this reason, students who receive emergency care for a mental health issue are asked to report the care to their Counselor.

### **Safe2Tell & Reporting**

If a member of the CA community is aware of any student who may be a danger or threat to themselves or others, they are required to immediately notify the student's divisional school Counselor, who will respond, as appropriate, to the at-risk student to endeavor to preserve their safety and well-being, or to protect the school community. Additionally, anonymous reports may be made by using [Colorado's Safe2Tell system](#).

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- **Students at Risk**

### **Mental Health & Wellness Policy and Procedures for Individuals at Risk**

Colorado Academy is invested in the well-being and safety of the entire school community. Whenever the school is made aware of any student, faculty member, or staff member who is at risk, or if their safety or health is in jeopardy or threatened, the school will respond accordingly to endeavor, to protect the safety and welfare of the individual(s) at risk, as well as the school community.

If a member of the CA community is aware of any student who may be a danger or threat to themselves or others, they are required to immediately notify the student's divisional school Counselor who will respond, as appropriate, to the at-risk student in order to endeavor to preserve their safety and well-being. In the event that an emergency situation occurs on campus, all faculty and staff will adhere to the safety guidelines and procedures provided in the *CA Emergency Procedures Handbook*.

### **Collaboration with CA Administrators**

Collaboration with the Head of School, division heads, and Deans of students is integral to the process of developmental counseling. It is not the role of a school Counselor to define and implement discipline measures, nor the role of other administrators to design counseling interventions. School Counselors bring to the team knowledge and skills specific to human development and psychological behavior; theories relative to the formation of self, family dynamics, substance abuse, eating disorders, mental disorders, learning disorders, safety, life skills, etc., with the underlying theories and tested interventions in support.

Administrators bring a different set of skills and body of knowledge to the team. Our goals are common: the overall well-being and safety of the students we serve and the desire to provide structures and measures by which the students can respect themselves and others, develop their uniqueness, and learn and grow to be successful academically and personally. Appropriate consultation and collaboration between school Counselors and administrators to this end is not in violation of the ethical principles pertaining to confidentiality. All professionals in a school are directed and obligated to handle confidential information in a professionally appropriate manner.

All professions working in a school community must subscribe to the law of the land, specifically as related to disclosure (duty to warn), privileged communication, and as mandated reporters, legally and ethically held responsible to report suspected cases of misconduct, child abuse, or neglect to the proper authorities.

### **Confidentiality/Confidentiality with Minors**

Members of the school community commit themselves to maintaining professional tact and discretion with regard to any confidential information they receive. The right to privacy is a very important personal right, but it is not absolute. The guiding principle for extending a student's or another faculty member's confidence is where there is concern ("duty to warn") about an individual's ability to function academically, emotionally, physically, and/or mentally within the school environment. A Counselor may be required to report such communications to law enforcement or child abuse authorities when the nature of the communication reveals the immediate or imminent risk of harm to the student or others,

or a violation of the child abuse laws.

The privacy rights of minors belong legally and inherently to parents or guardians. School Counselors, as well as other adults in the school, have a legal obligation to the parents or guardians of the minor students that they counsel or teach. Professional School Counselors recognize that they have a primary responsibility and ethical obligation to keep an individual's information confidential and protect an individual's privacy. Confidentiality is important to the counseling relationship: In order to build rapport and maintain an atmosphere of trust, students should be able to disclose their thoughts, feelings, and actions to Counselors without fear of disclosure, except, of course, in cases in which the welfare of the student may be at risk or in danger.

Under this "danger or harm to self or others" rule (duty to warn), exceptions to or extensions of the confidentiality must be made by school Counselors to disclose pertinent information to parents and or other adults. School Counselors inform students each school year of the limits of "confidentiality" and "duty to warn" and the possible necessity for consulting with other professionals, privileged communication, and legal restraints. The guiding principle for this disclosure is always the welfare of the student who may be at risk for harming themselves or others, and when there is a concern about the student's ability to function well physically, cognitively, and/or emotionally within the school; or when legal requirements compel disclosure.

Students and parents should also know and understand in advance that, whenever a student's ability to function academically, physically, emotionally, or psychosocially is or may be in jeopardy, extension of confidentiality through consultation with the Head of school, division head, Deans of students, and/or the parent is warranted.

Faculty and staff are cautioned about entering into confidential relationships with students, including the use of journals. Students should be informed by teachers that information revealed to them either verbally or through a written process which raises concerns about their health or well-being, a danger to themselves or others, cannot be held in confidence and will be shared ("duty to warn") with the school Counselor in their division.

Members of the school community commit themselves to maintaining professional tact and discretion with regard to any confidential information they receive. However, as described above, confidential information may be disclosed to other school employees, including the Head of School, division heads, Deans, school Counselors, others outside of the school community such as outside professionals, or law enforcement, parents/guardians, in limited but compelling situations, as determined by the school, including, without limitation, in cases of health and safety emergencies (e.g., when students or others are in imminent danger of harm); when there is concern about an individual's ability to function academically, emotionally, physically, and/or mentally within the school environment; or when legal requirements demand that confidential information be revealed.

The school will endeavor to communicate to students, in age-appropriate language about the confidential nature of counseling communications and also about the limited nature of that confidentiality, as outlined in this policy. Similarly, it is important for parents and others in the school community to understand and honor this confidentiality policy, to maintain the integrity of the counseling program for the benefit of CA students.

If a student's, faculty and/or staff member's health or safety is at risk, or if they jeopardize the health or safety of others in the community, or if their behavior or presence poses an immediate or continuing threat or disruption to the educational process of the

school, the division Principal and Head of School shall be notified so that appropriate action may be taken. After consulting with the divisional school Counselor and Principal, the Head of School shall have the authority and discretion to require therapeutic measures for the individual at risk, in order to preserve the welfare and safety of the school community, including but not limited to the following, singularly or in combination with others:

1. A clinical assessment/evaluation or written letter/documentation provided to the school Counselor by an outside professional mental health clinician referred by CA, confirming that the individual at risk is no longer a threat or danger to themselves or others, is able to return to school without threatening or disrupting the daily educational process at CA, and is able to appropriately manage and maintain their own daily functioning and learning in the school environment;
2. A parent/guardian- and student-signed CA release/exchange of information form (ROI), authorizing communication between the outside mental health professional or physician treating the individual and the division's school Counselor;
3. Recommended or mandated ongoing counseling/therapy, treatment plan, and/or prescribed medication, determined by the outside mental health professional or physician treating the individual in consultation with the divisional school Counselor; and,
4. A mandated drug test and/or substance abuse counseling/treatment plan.

Nothing herein, including the at-risk individual's adherence to the above-referenced guidelines or other measures imposed by the Head of School pursuant to this policy, shall limit the rights of CA and the Head of School to exercise and resort to other disciplinary measures, including dismissal from CA.

## IV. Student Conduct: Policies & Expectations

### A. Purpose & Goals

Our goal is to maintain a secure, challenging, and nurturing school environment in which students develop a strong sense of integrity and respect for others. In order to promote this goal, students are expected to be honest, use appropriate language, and have appropriate interactions with others.

Students are held to a high standard of integrity and are expected to appropriately seek help and report problems when circumstances arise. We encourage students to seek help and report problems on their own without parental involvement as much as possible.

The standards of student conduct are designed to provide students with guidance to help them meet the goals and expectations of our community. The list of rules and policies should be read carefully. Violations can result in serious consequences, up to and including suspension or dismissal from the school. Students may also be held responsible for any damage or harm that they cause to individuals, property, and/or the school community at large.

The policies and standards apply any time a student is enrolled in the school, including when a student is off campus; is participating in or attending a school-sponsored event on or off campus; is officially representing the school; is traveling on behalf of the school; and during school breaks, including Summer Break.

In addition, the school regards any behavior prejudicial to the best interests of the school, whether at the school or elsewhere, as sufficient grounds for a disciplinary response.

Consistent application of disciplinary policies is sought, although each situation is evaluated on its individual merits.

The policies and rules outlined in this Handbook should not be read as an all-inclusive description of the school's standards, which are based on honesty, respect, trust, and safety. Any behavior that constitutes a breach of these school values may be treated as a major school rule violation.

Students are expected to comply with school standards and rules, and they are also encouraged to discuss with their fellow students, teachers, or administration any issues or infractions of school standards and rules, toward the purpose of caring for one another in a spirit of kindness and of what is best for each person in the school community.

### B. General Conduct

Colorado Academy believes the quality of one's character is learned, and regular practices of those actions that define good character are essential to developing the whole child. All members of the school community are expected to treat one another with civility, respect, tolerance, and humility; each is expected to take responsibility for their actions, ensuring

that an individual's behavior enriches our school and the broader community. Students are expected to respect school property and the personal property of other people.

We strive to develop self-awareness in students and aspire as a school to serve the greater good. Parents play an important role for their children by modeling respect for education, for faculty and staff, and for the school. CA's character and conduct work with students is age-appropriate and based on best practices. The underpinnings of that work with students of all ages are honesty, kindness, respect, responsibility, citizenship, and safety. In addition, students and parents, whether as participants or spectators, are required to show good sportsmanship and courtesy at all school-sponsored events (on and off campus). Any person showing unsportsmanlike, disruptive, or disrespectful conduct may be asked to leave the event, may not be allowed to attend future events, and may be subject to separation from the community.

## C. Disruption of Positive Learning Environment

Colorado Academy is committed to ensuring that every member of the community can work and learn in an environment free from harassment, hazing, or unwanted behavior. To this end, Colorado Academy prohibits unwelcome verbal or physical conduct (or requests) that have the purpose or effect of unreasonably interfering with an individual's performance or which creates an intimidating, hostile, or offensive learning environment. Anyone found to have acted in violation of this expectation will be subject to appropriate interventions, re-direction, or disciplinary action, which could include separation from the school.

The school also prohibits students from engaging in individual activities or behaviors that result in the disruption of the learning environment for other students, even if the student causing the disruption is engaged in an activity that may have otherwise been approved for that individual. Examples may include a student who is given the task of decorating for Senior Prank but then blocks a classroom entryway, or a student who is excused to depart from class early but then does so in a way that distracts or upends the learning environment for the students who remain behind.

## D. Behavior in Classrooms, Hallways, & Walkways

Students are expected to behave in ways that are appropriate to a shared learning environment. Students are to refrain from talking in class or other required gatherings except as permitted, are to use a reasonable tone of voice, and should exhibit orderly behavior at all times. Students must exercise good judgment in traveling from place to place, which includes watching for obstacles, not walking with items in the student's mouth, not walking while viewing an electronic device, not playing in the corridors, not blocking entrances or walkways, etc. No unsupervised or unapproved overnights are allowed on campus and no structures or installations can be built on campus without expressed permission from the Head of School.

### ● Upper School Common Areas/Student Lounge Areas

Common areas are available throughout the school for students to gather, study, and relax during free periods. Students must be aware that their behavior in these areas must not disrupt or interfere with classes or meetings. In these spaces, students should refrain from excessive noise, blocking hallways and stairways, eating or drinking, public displays of affection, and obscene language. Students may use personal music devices with headsets

in these spaces. Sticks, balls, and other athletic equipment may not be used in Upper School lounges, classrooms, or hallways. Students are responsible for cleaning up after themselves. Furniture may not be removed from student areas for any reason. Disrespectful use of lounge areas can result in the loss of lounge privileges.

### ● **Restricted Areas: Upper School Students**

Most of CA's large campus is open to Upper School students to use throughout the day.

During the school day, all US students (except those exercising their off-campus privileges) must remain on campus. For safety reasons, the parking lots and school property across Pierce Street are considered off-campus. Students may not access any areas of the buildings that are normally off-limits to them:

- Boiler room and all mechanical areas
- Roof areas
- Locked spaces
- Kitchen
- Storage areas
- Faculty/staff offices
- Slater Field or Newton Field across Pierce Street, unless the student is under the direct supervision of a teacher or coach
- Innovation Lab, unless the student is under the direct supervision of a teacher
- Any surrounding private property

Since CA is a Pre-K through Grade 12 campus, Upper School students are asked to be sensitive to the age-specific considerations of the younger students who use the many facilities on campus. Upper School students should not visit the Middle School or Lower School buildings during the school day unless they have permission.

The gym is a teaching space for students in Grades Pre-K to Grade 12 and is only open to US students during posted "open" hours.

## **E. Clean-Up Duty**

As part of our ongoing desire to promote a healthy and proactive community, students are assigned to do community clean-up during the school year. On an on-going basis, students are required to tidy up student lounge spaces and locker banks, pick up trash, clear backpacks from hallways, take recyclables and compostables to the appropriate bins, clean up after themselves in the dining room after lunch, and return any dishes or plates in the school back to the dining room.

## **F. Cooperation with School Staff**

Students and parents are expected to be honest with, cooperative with, and respectful towards school staff at all times.

## **G. Truancy**

A student is truant if they are absent from school without the permission of a parent or guardian or leaves the school grounds once they have reported for classes without proper school personnel authorization. In case of truancy, the parent or guardian will be notified immediately, and the student will be subject to disciplinary action.

## H. Child Abuse Reporting

All CA employees are mandatory reporters under the Colorado child abuse reporting laws. Please understand that we must take our obligations seriously, and if we assess that a situation requires it, we will make a report to child abuse authorities of situations that we reasonably suspect constitute abuse or neglect. Depending on the circumstances, we may not be able to communicate with parents about the report until authorized by child abuse authorities to do so. We ask for your understanding as we endeavor to protect the children under our care.

## I. Child Safety from Sexual Offenders & Predators

According to the National Center for Missing and Exploited Children (NCMEC), sexual abuse perpetrators are commonly people the parents/guardians or children know, and these people may be in a position of trust or responsibility to a child and family. This could include individuals in the child's family, or a coach, Counselor, or teacher.

Because of our concern for student safety, all employees are screened through the school's criminal background review process. Although the school performs such screenings on employees, the school cannot attest to an employee's future conduct, or to the background of the various parents or other adults whom their child may associate with away from school and whether on or off school property.

To keep their children safer, parents should talk openly to their children about safety issues. Parents should know their children's friends and be clear with their children about the places and homes that their children visit. Children should be taught that they have the right to say no to any unwelcome, uncomfortable, or confusing touching or actions by others and to get out of those situations as quickly as possible.

Parents have a responsibility to report any suspicious behavior or concerns about student safety to school administrators and officials.

If parents see a stranger on campus, not wearing a visitor ID, they must immediately call security at the number listed on the back of the Parent ID.

## J. Appropriate Student/Teacher Relationships

Appropriately supportive relationships between students and teachers foster learning. It is the student's as well as the teacher's responsibility to respect boundaries appropriate to this academic relationship. Communication should be limited to school hours and to established means of CA official communication (such as CA email or Google Messages). Students should refrain from texting or communicating with teachers using social media. Similarly, 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 school administrator or one of the school Counselors.

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 school Counselor or

administrator of the division.

Some behaviors that should not occur and which should be reported are listed below. An employee or volunteer should not:

- Call students on their cell phones or at home for matters outside of school, co-curricular, or extra-curricular activities.
- Touch students or their clothing in non-professional ways or inappropriate places, or touch a student with aggression or in frustration.
- Make personal comments (about a student's clothing, hair, personal habits, etc.).
- Send emails, texts, or notes to students of a personal nature.
- Flirt or ask a student on a date.
- Visit students to "hang out" in their hotel rooms when on field trips, or sporting events, or when the student's parents are not at home.
- Ask students to sit on the adult's lap.
- Tell secrets, or tell the student not to repeat something that is a secret.
- Swear or make inappropriate sexual, racial, or ethnic comments.
- Invite students to visit the adult's social networking profile or become a "friend" on a social network.
- Tell inappropriate jokes.
- Date or engage in sexual or romantic relationships with students.

## K. Criminal Activities

A student engaging in conduct that is defined under law as a serious misdemeanor or felony (whether charged by law enforcement or not) is grounds for dismissal. Violations of law that occur off campus during or after the school day, will be subject to review under school rules. 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.

In the case of offenses that occur at the end of the school year, the school may require discipline to be served during the summer. Transcripts and other reports pertaining to the student's academic standing will be withheld until the completion of the assigned discipline. In terms of ongoing investigation, any student refusing to participate in a school or police investigation will likely be dismissed. All decisions involving suspension or dismissal are subject to the final approval of the Head of School and the division Principal.

## L. Destructive Acts

Students and parents should govern their actions by the values of respect for self, persons, and property. Thus, any destructive actions, including setting fires, causing damage to property, stealing property, harming others, threats to harm others, or similar conduct is prohibited.

## M. Displays of Affection

Students are prohibited from inappropriate displays of affection, such as kissing, fondling, sexualized hugging or touching, or other such behavior, anywhere on campus, on school buses, or at a school-related event.

## N. Sexual Activity

Sexual activity, including intercourse and other sexual acts, between students is prohibited at Colorado Academy and at all school events (both on campus or off). Sexual activity on campus and at school events represents a violation of the trust of the community, impacts our learning environment, and is inappropriate. We know sexual activity can occur among adolescents. We also know that many behaviors in which they engage can put them at risk for a variety of mental and emotional issues, unintended health outcomes, and potential legal ramifications. Violations of this policy, even in cases of effective mutual consent, may result in both parties being expelled or facing disciplinary consequences from the school.

## O. Sexual Assault

Sexual assault is unwanted, non-consensual, sexual contact ranging from sexual touching to penetration. Sexual contact includes any intentional sexual touching, however slight, with any body part or object, by any person upon another person. Sexual touching includes intentional contact with the breasts, buttocks, groin, or genitals, or touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts; or any other intentional bodily contact in a sexual manner. People can be assaulted by someone they know—a friend, a classmate, a family member, or an intimate partner. All members of the Colorado Academy community are expected to conduct themselves in a manner that does not infringe upon the rights of others. We believe in a zero-tolerance policy regarding sexual misconduct.

## P. Sexual Assault Incidents

Any such incident of sexual assault as described above occurring on school property or at a school event must be immediately reported in accordance with the Harassment and Bullying Policy. Should the school become aware of allegations of sexual misconduct between students, the school will do its best to investigate and, depending on the circumstance and what is required by state law, may report the incident to law enforcement authorities. Investigating claims of sexual assault, particularly cases that are off campus and not related to school events, is beyond the school's ability to investigate and will be referred to authorities. Any allegation of sexual misconduct and/or assault, whether on campus or not, or whether proven or not, might result in the alleged perpetrator or others encouraging or assisting the perpetrator being suspended or dismissed from Colorado Academy. The Head of School has the discretion, in their sole judgment, to remove any student at any time whose behavior violates the standards of Colorado Academy. When an allegation of misconduct is brought to the administration's attention, and a student is found to have violated this policy, serious sanctions will be used to reasonably ensure that such actions are never repeated.

## Q. Dress Code & Appearance

CA expects students to dress in a standard appropriate for a school environment that respectfully satisfies the needs of people from different cultures and generations. The school acknowledges that choice of clothing is deeply personal and a means of self-expression. As a school, we value the voices and choices of individuals, and these are always in balance with the good of the community. We are a school community that includes Pre-K through Twelfth Grade students, as well as adult staff, faculty, and visitors.

Our dress should reflect our respect for our school community and mission. Students should wear clothing that is comfortable and practical for their various learning environments, using maturity and self-regulation to select clothing that will not offend others or violate health or safety codes. All clothing should be in accordance with any guidelines set for a particular activity. Footwear must be worn at all times.

We strongly recommend that all sweatshirts, coats, jackets, hats, mittens, and boots be labeled with the student's name. This applies to athletic wear, as well. At the end of each trimester, we donate unclaimed children's clothing from our Lost & Found to charity.

## Lower School

Lower School students should wear clothing that allows them to safely and comfortably participate in all school activities.

General guidelines are below:

- Clothing should not reference political slogans, drugs, alcohol, gangs, violence, or contain profane and offensive language, graphics, and/or symbols.
- Shirts should be supported by the shoulders. Strapless tops are not permitted.
- Shirts must extend well below the waistline.
- Closed-toe shoes should be worn each day to school, so that students may safely enjoy recess and Physical Education class and participate in athletic and science activities.
- Students may be asked to dress more formally for special events or programs.

Lower School students are required, given typical seasonal weather, from Thanksgiving to Spring Break, to wear long pants or leggings/tights at all times and to wear a jacket or heavy sweatshirt when going outside. The Lower School Principal will communicate the exact dates for each school year outlining leg coverage. On snowy days when there is outdoor recess and sledding, students are required to wear the Big 5: jacket, gloves/mittens, hat, snow pants, and boots in order to play in the snow. Please pay attention to morning weather reports—and err on the side of caution—so your child will not be caught at school unprepared for sudden changes. Except under the most extreme weather conditions, children play outdoors every day, unless excused for medical reasons.

## Middle School

Colorado Academy's Middle School understands that its students' bodies are changing and exist in a variety of shapes and sizes. Valuing inclusion, fairness, and respect for difference in our community, our dress code is intended to enable students to comfortably join the learning community while allowing self-expression. Students are expected to wear clothing that allows them to safely and comfortably participate in all school activities. General guidelines are below:

- Clothing should not reference political slogans, drugs, alcohol, gangs, violence, or contain profane and offensive language, graphics, and/or symbols.
- Undergarments must be covered. Exposed bra straps are permitted.
- Shirts should be supported by the shoulders. Strapless tops are not permitted.
- Footwear must be worn at all times; students who wear open-toed shoes must have a pair of sneakers to participate in athletic and science activities.
- Occasionally, students may be asked to dress differently for a specific purpose, such

as to wear clothing that allows them to participate safely in a science lab or to participate in outdoor activities. Students may be asked to dress more formally for events like Grandparents & Special Friends Day.

We encourage each family to discuss what appropriate dress means for their family.

The Middle School Dress Code is the result of a student-led committee and was approved by the Middle School faculty in the spring of 2024.

## Upper School

The following clothing items are not permitted under the dress code:

- Clothing should not reference political slogans, drugs, alcohol, gangs, violence, or contain profane and offensive language, graphics, and/or symbols.
- Clothing displaying cultural or racial stereotypes
- Clothing with logos or messaging that seeks to intentionally or strategically provoke, put down, poke, or otherwise insult other groups, individuals, or viewpoints.

### Dress Code for *Senior Journal*

Certain CA publications, such as the *Senior Journal*, are intended for both internal and external-to-CA audiences. Student attire for publication photos must adhere to the CA dress code. Additionally, because we cannot know which brands, pop-culture references, celebrities, sports teams, etc. might adopt problematic meaning in the future, attire for these photos should be free from all graphics. All photos must be approved by the Senior Dean, and will be vetted with an eye towards possible misinterpretation. We recognize that predicting future implications is nearly impossible, so the school will always use its mission and core values as the basis for decisions.

## R. Dress Code Violations

Violations will be addressed in an age-appropriate manner in each division by teachers and the Principal.

### Middle & Upper School

If an adult becomes concerned that an item of clothing is either undermining the spirit of the dress code or not following the guidelines set above, that adult will ask the student to see the appropriate Dean. The Dean or Principal will be the final judge of appropriate dress in these situations and hear any disputes or questions the student might have. Repeated violations of the dress code will result in receiving appropriate school consequences. At the beginning of the school year and as necessary, students are reminded of dress code expectations.

## S. Drugs, Alcohol, & Tobacco

Students are prohibited from possessing, using, selling, or purchasing any alcoholic beverages, drugs that are illegal under State or Federal laws, and/or other mind-altering substances (including synthetic salts, nicotine products, or other substances) on or off school property or at school-related activities. The use or possession of tobacco products, including electronic cigarettes or vaporizers, is not permitted on campus or at school-related events.

The CA campus is a substance-free zone, meaning that students can and will be held responsible for introducing banned substances to school grounds, regardless of intent, even if these substances are not immediately in their possession (such as substances in their cars, backpacks, or lockers).

Off-premises possession, use, sale, or purchase of mind-altering substances and off-premise alcohol abuse is also prohibited and subject to school discipline. “Medical Marijuana” or any cannabinoid-based medication, or drugs that are illegal under Federal law prescribed to students and adults, will not be allowed on campus or on school field trips.

Parents are not permitted to use, possess, or be under the influence of any alcoholic beverages, drugs that are illegal under State or Federal law, and/or other mind-altering substances on school property or at school-related activities, including, but not limited to, school dances, athletic events, and arts performances.

## ● Testing

Students may be required to submit to urinalysis drug screens, blood alcohol tests, breathalyzer tests, and medical examinations under the following circumstances: (a) when a student is suspected of attending school or school-related activities with intoxicants or mind-altering substances in their system; (b) when a student suffers an injury or is involved in an accident while at school; (c) when a student is placed under disciplinary contract and such screenings or examinations are terms of the contract; or (d) when use comes to the attention of the school.

The presence of 0.02% alcohol or the presence of any other intoxicants or mind-altering substances in the body is a violation of this policy. Refusal of a student (directly or through a parent/guardian) to undergo testing or to cooperate fully with any of these tests (including signing consent forms or providing testing results promptly to the school) is also a violation of school policy and will result in serious consequences, up to and including dismissal.

This policy does not prohibit the proper use of medication under the direction of a physician, although the use of medical marijuana is prohibited in all circumstances. This policy prohibits the misuse or abuse of medication. Students who are taking prescription or nonprescription drugs must notify an administrator in the school office of this fact when they report to school. Students must not share any self-carried medications with any other student or person.

## ● Consequences

In addition to determining the appropriate disciplinary action pursuant to the school’s disciplinary rules, the school reserves the right to impose the following additional or different requirements as appropriate for the circumstances: dismissal from school; determination of possible legal action; required professional counseling approved by the administration; removal from all elected or appointed positions of leadership in the school; required random and/or regularly scheduled drug and/or alcohol testing at a school-approved local clinic or doctor’s office for a time period and at intervals to be determined by the school’s administration.

- **Adult Alcohol, Drug, & Tobacco Use on Campus**

For those over the age of 21, use of alcohol, drugs (including marijuana), and tobacco is forbidden on campus. The only exception for alcohol use on campus is for school-sponsored events, organized for parents, alumni, or staff during which alcohol is served. Being under the influence of alcohol or drugs on campus poses potential safety threats to the school community. Parents suspected of being under the influence will be asked to leave campus and might face disciplinary sanctions from the school.

## **T. Fights or Physical Altercations**

Fights and physical “horseplay” of any kind are prohibited and may lead to disciplinary consequences for all of the individuals involved.

## **U. Dances**

### **Middle School**

Each year, the Student Action Committee (SAC) hosts two Middle School socials. The socials are an opportunity for Middle School students to connect outside the classroom to build community. While the nature of the socials is determined each year by the SAC, the SAC typically hosts one dance and one non-dance event. Socials are chaperoned by CA faculty and staff, and only CA Middle School students are allowed (no guests or parents during the event).

Socials occur in the evening and require a small entry fee to help the SAC cover the cost of the event. Students must be picked up by a parent or guardian at the end of the event. Students will not be allowed to leave early on their own.

Middle School Socials are not opportunities for dating. Students attend solo or with groups of friends. Coupling up for these events is discouraged, and we ask for parent support in not hosting events before or after.

### **Upper School**

Typically, three Upper School-sponsored dances are held each year: Homecoming (for all US grades), Spring Fling (for Grades 10-12), and Prom (for Grades 11-12).

### **Arrival & Departure**

Each event has final arrival times, after which students will not be admitted. Each event has an earliest departure time, before which students may not leave. Once students have left an event, they may not return.

### **Guests & Guest Passes at Dances**

CA students may occasionally invite one non-CA guest to a dance or social event. The guest must be of high school age and complete a guest permission form. The guest form must be returned to the appropriate Grade-Level Dean by 3 p.m. of the Thursday preceding the dance, after which potential guests will be reviewed and approved by the Grade-Level Dean and Upper School Principal. Any guest passes submitted after the deadline will be

denied.

The school reserves the right to decline a non-CA guest. Any student found to be forging signatures on their guest pass will face a disciplinary response.

CA dances are for CA students. The safety of current CA students and their enjoyment of the dance takes precedence over that of guests and the privilege of a CA student inviting a guest. If the school determines that a guest has a history of, is currently, or was suspected of engaging in any behavior that would activate our regular discipline or investigation process, that guest will not be allowed to attend the dance.

School rules apply to both CA students and their guests.

## Substance Use & Dances

Possession of or being under the influence of any controlled substance in any amount (such as alcohol, tobacco products, cannabis, nicotine products, or drugs) is prohibited at dances and social events, and such behavior will be dealt with according to the rules in this handbook. If an incident occurs, the guardians of the student and/or guest will be contacted, and there may be further disciplinary consequences.

## V. Gambling

Gambling—the exchange of goods, money, privileges, services, or anything else of value based on the outcome of a contest (cards, sports, etc.), whether online or in person—is illegal for minors in Colorado and a violation of school rules.

Though gambling is legal in the state of Colorado for those 18 and older, CA does not permit gambling by students of any age.

## W. Harassment/Bullying

The school is dedicated to fostering an environment that promotes kindness, acceptance, and embraces differences among individuals. Therefore, the school will not tolerate any type of harassment or “bullying” against any person for any reason. Harassment includes, but is not limited to: slurs, jokes, comments, teasing, and other offensive conduct relating to race, religion, color, gender identity, gender expression, sex, sexual orientation, national origin or ancestry, or disability. Harassment also includes unwanted, offensive sexual conduct. Bullying includes, but is not limited to: physical or verbal aggression (hitting, kicking, taunting, teasing, threatening, ridiculing, etc.), relational aggression (harming or threatening to harm relationships or acceptance, friendship, or group inclusion), emotional aggression (teasing, threatening, intimidating others), or a pattern of conduct that is intended to coerce, intimate, or cause any physical, mental or emotional harm to another student.

Bullying or harassment can occur via any type of method, including face-to-face communications, phone, text, email, postings on social media, (Facebook, Instagram, etc.), camera phones, or other forms of technology.

Note that CA’s expectations are in keeping with the most recent Colorado State “Kiana Arellano” cyberbullying law, which says an action may constitute cyberbullying when a posting is either direct or indirect, meaning an online posting need not be sent directly to

an individual victim to fall under the statute. Any offensive conduct, on or off campus, on a school bus, or at a school-related event, creates an uncomfortable school environment.

All concerns relating to harassment or bullying should be reported immediately to the division Principal.

We also expect that anyone, whether student, faculty, staff, or family member, who witnesses, or has knowledge of an incident of bullying or harassment, will report the incident to administration immediately. When the school administration becomes aware of harassment or bullying, the situation will be promptly investigated. Any student or adult found to have violated this policy will be subject to disciplinary action, including dismissal from school for serious violations, and could face potential legal consequences.

No adverse action will be taken against any person who makes a good faith report of harassment or bullying. However, students and parents found to have made false or frivolous charges of bullying, sexual, or other harassment will be subject to disciplinary action, including, without limitation, the possibility of suspension or dismissal from the school. Retaliation in any form against anyone for making a good faith complaint under this policy or for participating in an investigation is strictly prohibited. Any retaliation should also be reported pursuant to this policy and is itself a cause for disciplinary action.

## X. Hazing

Although we encourage students to participate in school-related athletics, clubs, associations, organizations, and other groups, the school prohibits all forms of hazing. “Hazing” means any activity by which a person endangers the health or safety of or causes a risk of bodily or emotional injury to an individual for purposes of initiation or admission into or affiliation with a student organization or team. Hazing includes, but is not limited to, calculated exclusion or isolation of a group member for the purpose or that has the effect of marginalizing that student in harmful ways; forced and prolonged physical activity; forced consumption of any food, beverage, medication, or controlled substance, whether or not prescribed, in excess of the usual amounts for human consumption, or forced consumption or facilitating or otherwise tricking a student into ingesting anything without their explicit knowledge and affirmative consent of any substance not generally intended for human consumption; forced haircuts, tattooing, or piercing; and prolonged deprivation of sleep, food, or drink.

A student violates this policy whenever they engage, assist, or attempt to engage or assist in the planning or committing of any hazing activity, whether on or off school property. Each student is also responsible for immediately reporting any hazing activity or plans for any hazing activity to their division Principal. The failure to make such a report is also a violation of this policy.

All forms of hazing run contrary to the values of this school. When the school administration becomes aware of any actual or planned hazing activity, the situation will be promptly investigated. Hazing is also strictly prohibited in team sports. Any student found to have violated this policy will be subject to disciplinary action, including dismissal from the school for serious violations. No adverse action will be taken against any person who makes a good faith report of hazing activity.

## Y. Honesty & Dishonesty

Dishonesty in any form, including stealing, lying, cheating, falsifying notes, and/or academic dishonesty, is inconsistent with school standards. Dishonesty is considered a

fundamental breach of our community's expectations. A student's dishonesty in connection with an investigation of misconduct will compound the disciplinary response, regardless of the severity of the original violation.

## Z. Civil Discourse/Language

CA has an educational approach designed to expand thinking, invite voices, and celebrate nuance. As such, we welcome civil discourse, engagement, and respectful disagreement. Discourse must always reflect the school's mission statement and core values. Therefore, students may not introduce speech that negatively reflects on people because of their racial, religious, ethnic, sexual, or gender expression or identity.

In addition to speech, clothing and decor that seeks to intentionally or strategically provoke, put down, poke, or otherwise insult other groups, individuals, or viewpoints violates school policy.

Students and parents are prohibited from using profane, obscene, bigoted, or other types of offensive language or gestures on campus or at school-sponsored events.

### Civil Discourse Policy: Balancing Expression and Learning

As a learning community committed to expanding thinking, inviting voices, and celebrating nuance, we recognize that current global and social conflicts are weighing heavily on our students. We know that young people are seeking language to process, grieve, celebrate, and advocate for their positions. We also know that, as a school, we have a responsibility to ensure that dialog remains civil, respectful, and aligned with our core values.

In alignment with these values, the school encourages open and reasoned dialog that breaks down barriers and promotes understanding across racial, religious, cultural, socio-economic, and other divides, and avoids language or behavior that may cause harm or division. Antagonism, hostility by way of insults, demeaning or discriminatory language, mockery, *ad hominem* attacks, uncontrolled emotion, or threats will not be tolerated.

We distinguish between **expressing viewpoints** and **maintaining a productive learning environment**. While we firmly support students' right to express their personally held perspectives, we will **prioritize civil discourse**. We recognize that students may make mistakes—there is a meaningful difference between unintentionally hurtful speech or attire made in the pursuit of learning versus deliberately divisive gestures. The school will consider both intent and impact when evaluating expression that undermines our community's civil discourse.

### What this Means in Practice

Speech or expression that disrupts civil discourse will not be tolerated. Using inflammatory or emotionally charged language without careful consideration creates division rather than understanding.

**Although political attire, propaganda, and paraphernalia directly representing political parties or candidates are prohibited**, students may express personal beliefs on specific issues, even when these issues might align with positions held by political parties.

**Critical conversations should take place in structured environments** such as advisory discussions, facilitated forums, or classroom dialogs. These settings provide space for nuance, evidence-based discussion, recognition of varied lived experiences, and emotional support.

**Students should exercise caution regarding social media use.** Digital communications that affect our learning environment fall under the same expectations for civil discourse as in-person interactions. Any expression online or via easily distributable methods (such as texts, recordings, etc.) that brings divisiveness into our campus community will also be subject to these standards.

**Clothing, expression, or messaging designed to provoke or insult others remains prohibited.** Communication that targets specific groups with the intent or effect of demeaning one group in an effort to elevate another or antagonize others disrupts our learning environment and is not permitted.

### What is Open for Debate, and What is Not

It is important to recognize that some questions remain in the realm of active debate and national conversation, while others are matters of settled historical fact. We want to create space for students to engage in complex and evolving issues with curiosity and respect. At the same time, students should feel empowered to speak confidently on historical truths that have long been considered settled matters.

For example, it is not controversial to state that **denying women the right to vote was unjust** or that **discrimination and harassment based on race, religion, sexual orientation, and other identity markers was and is a violation of civil rights**. These are historical facts that reflect our shared values as a CA community. However, current geopolitical conflicts, questions of policy, or debates about justice and accountability require more nuance and sensitivity.

In these more contested spaces, we ask students to approach conversations with humility, a willingness to listen, and an awareness of the impact their words have on others. This approach allows us to foster both intellectual freedom and civil discourse within our community.

### The Path Forward

We believe that learning to navigate difficult conversations is essential to democratic citizenship. We want our students to be able to express what they believe in, while also practicing empathy and care for those with differing perspectives. Students should always ask themselves: “What is my purpose in using this language? What conversation am I trying to create?”

## AA. Leaving School Campus

It is a serious infraction for any student to leave campus without authorization. Students who do so are subject to disciplinary consequences, and may be required to submit to a drug or alcohol test.

- **Upper School Off-Campus Privileges**

Ninth Grade students have no off-campus privileges, even if they are of legal driving age. Only when they have been excused by parents/guardians are they allowed to leave school for an appointment or to another off-campus obligation.

Sophomores, Juniors, and Seniors who are licensed and in good standing may drive their cars to and from school, consistent with Colorado law regarding passengers. Furthermore, Sophomores, Juniors, and Seniors may leave school for lunch or another brief period during the school day when they do not have class or other curricular obligations (which include Town Halls, assemblies, Advisory, and class meetings). They may not take students in Ninth

Grade off campus during the school day. All students in Grades 10, 11, and 12 must follow the [Off-Campus Privilege guidelines](#) and their parents must fill out the [Off-Campus Privilege Permission and Waiver form](#).

Poor behavior in the parking lot, or violation of on-campus driving rules or off-campus privilege guidelines result in disciplinary consequences, including loss of on-campus driving and parking privileges.

See also, [Driving Privileges/Parking/Off-Campus Privileges During the School Day](#).

Violation of Colorado Law regarding passengers in the car (*see below*, “Parking & Driving”) will result in a loss of off-campus driving privileges.

School rules are in effect when students are using their off-campus privileges during a school day.

## BB. Deliveries to School

Students may not order items to be delivered to campus during the school day or during drop-off and pick-up times, including food items from services like DoorDash or Grubhub. Upper School students may have food delivered after 4:00 p.m., but deliveries must go to the Athletic Center and students are responsible for organizing pick-up from the Athletic Center.

## CC. Gift-Giving Among Students

Giving gifts, which is essentially a private act between two friends, becomes a public act when done in a school community. This can lead to both awkwardness and hurt feelings. We discourage students from exchanging gifts at school, and if students choose to do so, it should be done as privately as is possible.

Some MS and US Advisories have gift exchanges in the week before Holiday Break. Students may not spend more than \$15 total for the gifts for that week, and we ask parents to support us in enforcing this guideline.

## DD. Lockers/Personal Property

Lockers are the property of CA. Students exercise control over their locker from other students, but not from the school and its officials. The decision to search student property is never taken lightly, and will only happen when the school is concerned about the safety of students or any community members, or when done with the intent to prevent possible harm or risk to self or others.

Given this, the divisional Principals and their designees, as well as law enforcement officials, have the right to open and/or search lockers, as well as personal property that is brought to campus, without notice or consent. Personal property includes automobiles, backpacks, clothing and cell phones. School and law enforcement officials have the right to seize items. The school will not be held responsible for lost or stolen items. See also, [Inspection Policy](#).

### Lower School

Each year a locker is assigned to each student in the Lower School. This space is intended for the storage of books, boots, and clothing. Students are not allowed to place decorations on the outside of their lockers. Decoration on the inside of the lockers is

limited to shelving units and magnetic stickers. The homeroom teachers will give further guidelines.

## Middle School

Students are provided with lockers with built-in combination locks, and care of the lockers is each student's responsibility. These lockers are provided to allow students to securely store items while at school and should be used to prevent items from going missing. Lockers are of ample size, and all belongings must be kept in them. No backpacks or clothes are allowed in or outside of classrooms, in the breakout areas, or in the lobby or hallways. Large items (e.g., cellos, oversized sports equipment bags) should be stored on the shelves in the main lobby or other specifically designated areas.

Students should not write on lockers or apply stickers that cannot easily be removed. Celebratory covers on a locker (e.g., birthday) must be removed after one week. Lockers should be closed and locked at all times.

Storage of backpacks or clothes is not allowed outside of classrooms, in the breakout areas, or in the lobby or hallways. Middle School students may store sports equipment and large music instruments in their gym lockers, or for some sports, in the designated cubicles in the Middle School building. These cubicles should not be used for clothing or backpacks. All other personal items should be stored in the student's locker.

Many students put shelves into their lockers to assist with keeping organized. Three-tiered shelves measuring 32"H x 11-1/4"D x 13"W fit in the Middle School lockers. The actual locker dimensions are 58"H x 13.25"D x 14.75"W.

## Upper School

All Ninth Grade students are assigned lockers. Students in Grades 10-12 may apply to their class Dean to be assigned a locker. Lockers are provided with combination locks, and care of lockers is each student's responsibility. No decorations are permitted, inside or outside the locker. Backpacks may be taken into classrooms or placed in the cubicles in the hallway; sports equipment and musical instruments may also be stored in the hallway cubicles.

Athletic equipment must be stored in the gym. When that is not possible, students may store large athletic equipment (golf bags, hockey sticks, lacrosse sticks) in the entryway of Knowles Lecture Hall.

## EE. Property & Responsibility toward Other Students

- Because CA is a Pre-K through Grade Twelve institution, older students are asked to behave as role models and to be sensitive to the age-specific considerations of younger students who use the many facilities on campus.
- Upper School students should not visit the Middle School or Lower School buildings during the school day unless they have a specific class in those buildings.
- Students are asked to be conscious and caring of our school environment.

- Indoor and outdoor common areas are the gathering places for students and, as such, are subject to regular and often heavy use. It is our collective responsibility to maintain and use these spaces responsibly.
- Care for property and privacy must also extend to the school's neighbors. The CA campus is surrounded by private property, all of which is off-limits to CA students.
- Use of athletic fields and school property across Pierce Street is restricted. Students may only use the field under the direct supervision of a teacher or coach.
- The operations facility is off limits to students.
- Students must abide by restrictions for those spaces set aside for faculty use. This includes faculty desks in classrooms. Faculty work areas (pods), individual faculty offices, and the workroom are off-limits to students. If a student needs a copy, printout, use of the microwave or refrigerator, or to put something in a teacher's mailbox, the student should ask an adult to accompany them into the workroom.
- Students at Colorado Academy do not have open access to the CA swimming pool.
- Lower and Middle School students may use the swimming pool only if their classroom teacher or the P.E. staff supervises them. Because the pool is an outdoor pool, it is only open for swimming during part of the fall and spring seasons. Classroom teachers will notify parents if their classes are going to use the pool, so that students can bring swimsuits and towels to school.
- Swimming or wading in Woody's Pond is prohibited.

## FF. Pets & Animals on Campus

Pets and animals, other than ADA service animals, are not allowed on campus between 7:00 a.m. and 4:00 p.m. and should generally be left at home for health and safety reasons; this includes the main campus, all athletic fields, the Dos Chappell Trail, and the REDI Lab. Pets should not be in attendance during the school day, or at special occasions, such as Homecoming or Giant Relay Day. No matter how gentle and beloved, we do not want a dog, cat, ferret, bird, hamster, or any other animal introduced into a classroom, hallway, or play area where a child may have severe allergies or fears that may be triggered by the presence of animals.

At other times, animals are allowed on campus, subject to the following rules:

- Animals must be always kept physically restrained (e.g., on a leash).
- Owners are responsible for cleaning up after their animals.
- Owners are personally liable for all incidents involving their animals including, but not limited to, property damage, personal injury, fights with other animals, and severe allergic reactions.
- Animals left unattended in vehicles for periods longer than five minutes must be reported to the Safety & Security team. If an animal is found in a vehicle on campus, the Safety & Security team will first attempt to locate the owner. Law enforcement may be called if the situation calls for emergency action, and Colorado law protects individuals who cause damage to vehicles to protect or save animals locked in cars. CA is not responsible for damage to vehicles that fall under this protection.

## GG. Use of Unmanned Aerial Vehicles or Drones on Campus

Colorado Academy prohibits the use of unmanned aerial vehicles or drones flying over school property, except with the advance consent of the Head of School and notification of division heads and the Director of Security. Use of drones operating over Colorado Academy property must comply with all FAA requirements and guidelines.

## HH. Plagiarism, Cheating, & Academic Infractions

All work that students complete for which they receive credit must be their own. A student who asks or allows another person to complete or submit the student's work is responsible for the actions of the other person.

Plagiarism is the presentation of the words, ideas, concepts, images, or works of another as one's own. It is the act of presenting another person's ideas, words, or organization of content and facts without acknowledging the source, regardless of the presenter's intent.

Material (in whole or paraphrased) taken from a primary or secondary source without following standards of conventional attribution, and/or without appropriate reference citation, is considered to be plagiarized.

Plagiarism includes, but is not limited to, direct quotation from original sources without attribution or citation, paraphrasing original sources without attribution or citation, using an online translator to translate material for a World Language course in ways not permitted by the World Language Department, submitting work as your own that another individual has created, and submitting the same work in two or more courses without teacher permission.

Cheating is obtaining (or attempting to obtain) something by dishonest or deceptive means. Disciplinary action for plagiarism may include receiving a failing grade, being put on academic warning or academic probation, being suspended or dismissed from the school, or other consequences.

The concept of plagiarism is explained and discussed in all grades, and thus, the student should be well qualified to make the necessary judgment to avoid erroneously representing someone else's work as their own.

Acknowledgment of sources serves two purposes: First, it honors those who have created the material and who have rights of authorship; second, it allows the reader or listener to find these sources if they wish to explore the topic further.

CA teachers are skilled at making a distinction between poor citations—in which students make small formatting errors that imperfectly attempt to give proper credit to outside sources—and “missing” or “false” citations—in which acknowledgment is completely missing or faulty to the point of presenting someone else's work or language as a student's own, which constitutes plagiarism. “False” citations may also include labeling a citation as source text material when the material does not appear in the source text.

Good scholarship requires that students be aware that online and AI searches for quotations may produce hallucinated quotations or quotations with incorrect page numbers, both of which, if included in an essay, are false citations.

Both inadvertent and intentional plagiarism will be treated as academic infractions.

Although the preceding items lay out how plagiarism and cheating typically manifest, broadly speaking, the school defines academic infractions as anything that gives one student an unfair advantage over that student's classmates, whether those efforts are intentional or not. Given this, if the school determines that a student has engaged in actions that would have given or gave a student an unfair advantage over their classmates, the school will consider this an academic infraction and respond in a way consistent with our school practices.

## ● **Plagiarism & AI**

Submission of work that uses or is edited or aided by unauthorized or uncited Artificial Intelligence (AI) technology as one's own work is considered a violation of CA's academic integrity policies.

Teachers may provide specific guidance, requirements, or prohibit the use of AI on specific assignments. When used appropriately, AI can be used by students to support classroom learning under the following guidelines:

- Referencing and validating: Students take full responsibility for AI-generated materials as if they had produced them themselves. Ideas must be attributed, and facts must be true.
- Students are expected to develop their own understanding and knowledge of the subject matter and demonstrate their mastery in their own voice. The use of AI tools as a learning aid should be used for reference purposes only and are not to be used as a substitute for original ideas and/or thinking.
- Students should always verify the information gathered from AI tools for validity and accuracy, just as one would with Wikipedia or any other informational resource.
- AI such as *ChatGPT*, *Bard*, *Dall-E*, *Photomath*, and any future artificial intelligence and large language model aids are tools. They should be treated as we would treat Google Search Engine and the like, to be used intentionally and thoughtfully.
- Openness: AI use should be open and documented. AI tools can be used to explore ideas, play with knowledge, and help one study. But students need to be open about this and document their use of these aids.
- As with any other use of sources, students should cite their work if they have used these tools in any way that might inform their work. This includes, but is not limited to, generating outlines, examples, or whether used as a portion or total of submitted work. If possible, students should use an annotated bibliography that describes in detail how they used an AI tool.

Citation Resources: [MLA Style Center](#)

Citation Examples:

“Sample Policies.” *Educational Leadership in the Age of AI*, sites.google.com/theatlis.org/aisummit/home. Accessed 15 May 2023.

Substack. “The Sentient Syllabus Project.” *Substack*, substack.com/profile/119013714-the-sentient-syllabus-project. Accessed 15 May 2023.

## ● Upper School: Academic Infractions

### Academic Infractions

Academic infractions and cheating include the following:

- Giving or receiving assistance before, during, or after a test or major assessment. This includes giving details of a test to a student who has not yet taken the test, sharing drafts of labs or papers without explicit teacher permission, using cell phones or other unapproved devices during testing situations without permission, or seeking the details of these assessments before taking the test.
- Using notes during a test/quiz, or accessing websites or tools including AI not explicitly approved by the teacher that provide information which would give that student an unfair advantage (e.g., Translator, Sparknotes, ChatGPT); or being found with material in a testing situation that if used, would give the student an unfair advantage (cheat sheets, notes, etc.).
- Breaking the norms or rules of a testing environment, or otherwise compromising the conditions in which the teacher is administering the test. This includes texting during a test, speaking with other students during a test, or accessing material or support during a testing situation.
- Inappropriate collaboration on projects, reports, or homework. This includes sharing homework with another student or using another student’s homework to prepare one’s own. Unless explicitly approved by the teacher, students are not allowed to share their work with other students who are still completing their work.
- Submitting work that is not one’s own, including work that has been enhanced by AI, unless given permission by the teacher to use AI tools.
- Teachers expect that students have personally word-processed and edited the work handed in, unless specifically informed otherwise. Creation, editing, researching, or organization of the material by someone other than the student, including AI bots, is considered an academic infraction.

#### a. Consequences for Academic Infractions

A student who plagiarizes, cheats, or commits another academic infraction will be reported to the Grade-Level Dean. The student will meet with the Grade-Level Dean to discuss the incident. Assignments that meet the definition of academic infractions, cheating, or plagiarism will receive a zero grade. Zeroes as a consequence are not eligible for a teacher’s policy of “dropping the lowest grade.”

Students with an academic infraction—even if that infraction is not plagiarism—will also be asked to meet with the US Librarian as a preventative measure to discuss plagiarism. Because plagiarism is an academic infraction that can occur without intent, the extra education on plagiarism is designed to prevent a future, unintentional, academic infraction.

For information on reporting academic infractions to colleges or other secondary school programs, please see “Discipline/Disclosure of Information Regarding Discipline.”

### **b. Multiple Academic Infractions**

In addition to the Grade-Level Dean, the Upper School Principal, Advisor, and parents/guardians will be informed. The Grade-Level Dean, in consultation with the Upper School Principal, may also assign other consequences, if merited.

- A first academic infraction is usually only reported within the school.
- A second infraction is reportable to colleges.
- A third incident is grounds for dismissal from CA.

## **II. Pornography**

The possession, viewing, or distribution of pornography on campus, in either electronic or hard copy form, is a violation of school rules. The school reserves the right to determine what material is considered pornographic and to enforce appropriate disciplinary consequences.

## **JJ. Technology**

### **● Cell Phone & Personal Electronic Device Use Policy**

Use of cell phones during the school day is restricted. Student cell phones are subject to the Technology Acceptable Use Policy, including the provisions relating to the school’s right to inspect any cell phones brought onto campus. In testing situations, teachers may require that students remove certain technology from their persons, including smart watches, phones, or other devices.

### **Lower School**

Cell phones should not be brought to school by a Lower School student. Cell phone use is absolutely prohibited throughout the school day by a Lower School student. If a child needs the use of a cell phone after school, the family should contact the LS Principal to discuss the request in further detail.

There is no need for personal electronic devices (iWatches, Smart Watches, game consoles, Kindles or other electronic readers, iPods, AirPods, laptops, etc.) to be brought to school. Students may not wear a Smart Watch during the school day. If such devices are brought in for a specific teacher-approved classroom purpose or are used on the bus ride to and from school (with the permission of the LS Principal and parent), they must be securely stowed in a locker and not used while at school. Colorado Academy is not responsible for loss or damage to any personal device.

Our expectation is that children use technology appropriately in accordance with school values and policies. This means that children are expected to be respectful, kind, honest, and responsible in their technology use. If a student misuses a device (whether personal or school-owned), the school reserves the right to take any necessary steps, including, but

not limited to, confiscation of the device, meeting with the Principal, and disciplinary action up to and including detention, suspension, or expulsion.

### Middle School

While Middle School students may bring cell phones on campus, the school does not allow students to use mobile phones, electronic games, or music players at school between 7:30 a.m. and 3:30 p.m. While at school, we want our students' focus to be on learning and each other, without the distraction of electronics. These devices must be turned off and securely stored in the student's locker from the time they arrive in the morning to the time they depart in the afternoon. Students may not use cell phones for any reason during the school day. If used at an inappropriate time or without permission, the devices will be confiscated and an appropriate consequence given. The school cannot be responsible for the loss, damage, or theft of any of this equipment. Students should not use their phones to store homework, recordings, or photos required for class, as they will not be able to access them during the school day.

If a student has their phone out during the school day, it will be taken to the Middle School Dean's office for pick-up at the end of the day. If a student consistently struggles to meet phone expectations, they will be asked to check their phone in with the Middle School Dean or Principal at the start of the school day for a period of time. These consequences ensure that the student is able to follow the school expectations.

Parents, your child's attention is their key to success. If you text or call your child during the school day, you are pulling their attention away from their learning. If your child responds, they are not abiding by the school expectations. Please help us keep your child engaged in our rich educational and social environment.

While we understand that each family has their own needs and reasons for providing a child a cell phone, smart phones have been tied to many negative outcomes to a child's healthy development. Therefore, we recommend that families wait until Eighth Grade to give their child access to a smartphone.

Students should have a personal pair of headphones for use with their iPad. Headphones may only be worn with the expressed permission of the teacher and only during class time. Students may not wear headphones between classes, at breaks, or lunch.

### Upper School

While Upper School students may bring cell phones on campus, the school reserves the right to restrict use of devices during designated periods of time. Students are required to follow the parameters that are established for their particular grade level. All mobile device use of any kind is prohibited during testing or assessments, Assemblies, Town Halls, or Class Meetings, unless specified by an instructor or meeting leader.

To help maintain the integrity of the discussion-based classroom and to support students in avoiding distraction, students must stow their mobile devices (as directed by their teacher or Advisor) at the beginning of each class period, study hall, and Advisory. Students may use mobile devices only at the direction of the teacher and may collect their mobile devices at the end of the class period, study hall, or Advisory.

Students may use iPads and laptops in the buildings to complete schoolwork. While at school, students should refrain from playing video games or streaming media of a violent nature or media that undermines our school values, as indicated by the mission statement. In the lounges, students should use headphones when accessing media, so as not to disrupt others in a shared space.

### Dining Hall—Cell Phone-Free Zone

CA requests that students refrain from using their cell phones whenever they are in the Dining Hall.

## ● Technology Acceptable Use Policy

### Purpose

The purpose of providing access to computers, iPads, and other technology in labs, libraries, classrooms, and other spaces is to support the educational mission of the school. The purpose of the Colorado Academy network and its connection to the internet is to support research and education by providing access to unique resources and the opportunity for collaborative work. The use of such resources should be limited to those activities that support the school's educational objectives.

### Scope

All persons using electronic devices such as computers, iPads, cell phones, or other technology on school property, over the school's systems, or at a school-related event are required to abide by these policies.

### Privilege

The use of the school's systems is a privilege and not a right. Inappropriate or illegal use of the school's systems or of the internet, as determined by the school administration, may result in the revocation of access privileges, confiscation of devices, and possible disciplinary responses, including dismissal from the school.

### Personal Responsibility

Colorado Academy will take reasonable steps to ensure that student use of technology resources is appropriate; however, appropriate technology use is ultimately the responsibility of the student, and in general, requires efficient, ethical, and legal utilization of all technology and network resources. If a student brings any personal electronic devices to school (cell phones, laptops, iPads, etc.), the student does so at their own risk. The school will not be responsible for the theft, damage, or loss of such devices. All technology should be used in a responsible, ethical, and legal manner.

### Internet Access

Access to the internet is available on Colorado Academy's network. On such a global network, it is impossible to control access to all materials and controversial information. The school believes that the valuable information and interaction available via the internet outweighs the possibility that users may procure material that is not consistent with the educational goals of the school. In the Lower School, students may not use the internet without the supervision of an adult.

## Content Filtering

The school provides content filtering on devices accessing the internet through the school's network only. The school does not provide content filtering on any devices, including school devices when they are off campus. The primary purpose of content filtering is to reduce accidental viewing of inappropriate material. Therefore, we expect users to act responsibly in their searches and to immediately disengage from any materials that are inappropriate and to report the situation to the faculty member or administrator in charge of the activity. Purposely obtaining explicit material will be considered a violation of school rules.

## Appropriate Behavior

Students may not use their school accounts or electronic devices in any way that is a violation of the law, harassing, or disruptive to the educational environment, including accessing, publishing, displaying, or printing any obscene, threatening, offensive, inappropriate, or illegal material. In addition, students should not send text messages to other students during class or use their devices, text messaging, or school accounts in any other way that violates a school rule or policy. Please see sections above on Harassment & Bullying for additional information on appropriate behavior.

## Photographs & Recording

In support of a fair and equitable learning and working environment, CA prohibits the use/misuse of technology in a way that unduly violates individual privacy. Accordingly, using certain types of concealed or visible recording devices (e.g., smart glasses, USB cameras, or pen cameras, etc.) is prohibited. Students may not capture, record, or transmit an image or video of any person without their permission or create a facsimile of that person for any purpose. The use of any recording equipment at any time in a locker room, bathroom, or locations in which inappropriate or privacy-violating images could be obtained is strictly prohibited. Video or audio recordings of classroom activities, students, or teachers is prohibited, unless express permission is given by the teacher for such activity.

Additionally, any photograph, image, facsimile of a person, or video shared on social media, AirDrop, or on similar device-to-device transmission, that has the effect of harassing, sexually harassing, or embarrassing a member of the CA community is prohibited, regardless of whether those media were created on school grounds or at a school-sponsored event, and regardless of whether they were created with the intent to harass or embarrass.

The creation of fictitious representations of any member of the CA community in either video or audio (often referred to as "deep fakes") will likely end in dismissal, regardless of intent. Taking another person's likeness and using it in ways that might be damaging or untruthful is a violation of the school's mission.

## Internet Safety

Students should never give out personal information (address, telephone number, name of school, address of school, date of birth, Social Security number, credit card number, etc.) over the internet. Students also should not meet with someone whom they have contacted online without prior parental approval. Safety is the responsibility of the parent and student. The school is not liable in any way for irresponsible acts on the part of the student.

## Software & Licensing

The school may provide access to certain software depending upon applicable licenses. Commercial software is copyrighted, and each purchaser must abide by the licensing agreement published with the software. The use of illegally obtained software is strictly prohibited. The school will not, in any way, be held responsible for a student's own software brought to school for personal use.

## Network Access/Passwords

Each student (dependent upon grade level) is provided a personal login to access the school's electronic resources, such as the internet and Google Workspace. Students should be aware that the school does not guarantee the functioning of the school's systems or devices, and work may be lost.

Accessing the accounts, files, or communications of others without appropriate authorization is prohibited. The school reserves the right to monitor network usage and to limit or block access for any user who uses excessive amounts of network resources or bandwidth. Attempting to impair the network or to bypass restrictions set by the Technology Department, circumvent any security or filters, or obtain another user's password or rights to another user's directory, files, or email is a violation of school rules and in many cases is also a violation of the law.

Taking advantage of a student who inadvertently leaves a computer or device without logging out is prohibited. Using someone else's password or posting a message using another's log-in name is a form of dishonesty, just as is plagiarism or lying, and will be treated as a violation. Students should guard their password. They are responsible for any activity done on the school's system under their password.

## Email Accounts

CA provides students from Fifth through Twelfth Grades with an email account designed for school-related communication and collaboration, e.g., contacting and receiving information from teachers, submitting homework and assignments, transferring files to and from school, etc. "Global" email blasts, invasive, or offensive emails are forbidden. Emails are not private and may be monitored by network administrators.

## Creation of Third-Party Accounts

The school reserves the right to create, provide, and manage accounts for students with third-party services for educational purposes such as Apple, Google, Microsoft, and other companies. Parents acknowledge their consent for Colorado Academy to provide personal identifying information for their child, such as first name, last name, email address, username, and other details as required to create and maintain these accounts. Parents further release the school from any claims and liabilities that may arise out of or in connection with the use of these accounts and/or software.

## Classroom Use, Tests, & Exams

Teachers may choose at their discretion to prohibit the use of any electronic device during a particular lesson or activity for a specific student or group of students. Any student found to have an electronic device in their possession and turned on during a test or examination without permission from the teacher will be presumed to have used the device to cheat and will receive a zero for the test/examination. All teachers reserve the right to ask students to remove all cell phones from the room during such periods.

## Copyright

Students must abide by all copyright laws and use proper citation for information, images, sound and video files, AI-assisted information, or other data retrieved online or found elsewhere. Plagiarism will not be tolerated.

## Printing

There is a print quota system. Each Middle and Upper School student will be issued an ample number of pages per month printing credit.

## Computer Care

Members of the school community may not abuse, tamper with, or willfully damage any technology equipment, or use technology for other than appropriate work. Students may not install any software on school computers. Any intentional acts of vandalism will result in discipline, and students will be held responsible for replacement or repairs.

## School's Right to Inspect

The school reserves the right to inspect all electronic data and usage occurring over the school's network or on school property, without prior notice. The school also reserves the right to access student email accounts, text messages, and information available on the internet and to discipline students for any violation of these guidelines. The school may also inspect user directories for inappropriate files, remove them if found, and take other appropriate action if deemed necessary. The school also reserves the right to inspect any personal electronic devices brought onto campus, including cell phones. In such cases, students must provide any passwords to inspect the device upon request by a school administrator. The student should not assume that any messages or materials on their device or the school's systems are private or that deleted messages, data, or information are necessarily removed. *See also, Inspection Policy, below.*

## Disclaimer

Colorado Academy's technology, network, and internet system is to be used for educational and professional purposes. All activity on systems and networks may be monitored, logged, reviewed by system administrators, or discovered in legal proceedings. In addition, all data created, stored, transmitted, or received on school computers and networks may be subject to monitoring. There is no expectation or assurance of privacy or warranty of any kind, either expressed or implied, or that all services provided through this system will be error-free or without defect. CA does not guarantee the functioning of any device, server, or the network, and it is not liable for any service interruptions or inconvenience, including lost data sustained in the use of any computer, iPad, or other hardware or software.

## ● Social Media, Social Networking, & Off-Campus Policies

Social media encompasses a broad array of online activity, including social networks, anonymous sharing sites, messaging, and other similar online or internet communications.

### Use at School or a School-Related Event

Students should not access social media and/or social networking sites while on school property or at a school-related event unless directly related to an academic assignment.

### Use Away from School Property

It is not our intention to regulate a student's personal online activities when not on school property or at a school-related event. Please understand, however, that the school

reserves the right to regulate certain activities that might impact a student's relationships with other students or employees of the school. All students should ensure that they are familiar with the school's conduct policies to avoid any online communications that might violate those policies.

For example, students should ensure that their online activities do not violate a school policy regarding bullying or harassment, or other similar policies pertaining to how students interact with each other. If a student posts or says something online that makes another student feel uncomfortable, threatened, or harassed in any way, the activity may result in an investigation and possible discipline.

Students should also be aware that teachers and administrators may periodically check such social media and other sites and may determine that off-campus behavior violates the school conduct code by making disparaging or negative comments about the school, administration, or faculty members in a manner that is disruptive to the school's educational mission or activities.

Students should not be "friends" with any faculty member or other adult member of our community (except the student's parents) on any social networking sites. Any violation of this prohibition must be reported to the administration immediately.

In addition, postings on social networking or other internet sites of or regarding students engaging in inappropriate behavior (such as drinking, smoking, sexual actions, etc.) are prohibited. Students should be aware that electronically transmitting sexual images of themselves or others (whether to adults or to other minors) is an illegal activity, and the school reserves the right to act on this type of behavior, including reporting to legal authorities.

Students are not permitted to use the school's name, logo, trademark, or service mark in online activities without the explicit permission of the school administration. Students are not permitted to create websites or social networking profiles to rate teachers, discuss aspects of the school, or otherwise disclose information online that the school would find offensive or inappropriate if posted in the school's publications. Finally, students are not permitted to disclose any confidential information of the school, employees, students, or parents.

What a student publishes on personal online sites should never be attributed to the school and should not appear to be endorsed by or originating from the school.

## ● **Borrowing Equipment from the School**

Colorado Academy may provide technology equipment, such as a laptop, iPad, camera, charger, or accessory to a student on a temporary basis for their lawful use to assist with their academic work. This use by the student is intended for academic purposes only.

Students and their parents must sign a property rental agreement and are responsible for returning equipment in good working order and exercising care in preserving any borrowed equipment, components, cords, or other accessories while in their possession. The school may request the immediate return of any borrowed equipment at any time for any reason.

During the term of use, students are responsible for the cost of repair or actual replacement costs resulting from any damage due to misuse, abuse, or loss that is not caused by normal wear and tear (including, but not limited to, theft or breakage) as determined by the school.

- **Viruses & Malware**

Every effort is made by the school to keep our system virus-free. Even with the best techniques, however, computer viruses and malware can be transmitted to and from any computer. The school is not responsible for the transmission of any virus or malware or for damage suffered from a virus or malware.

- **1:1 Device Learning Program**

### **Purpose**

CA's 1:1 device learning program enhances our existing curriculum and supports a variety of learning styles, providing portability and an equitable platform for all students.

### **Use**

The use of the device (and all electronic devices while at school) is subject to the Technology Acceptable Use Policy. Parents are responsible for appropriately monitoring device usage while at home or after school hours.

### **Content Filtering**

The school does not provide content filtering on any devices, including school devices, when students are off campus. Appropriate monitoring and supervision is the responsibility of the student's parents and/or guardians.

### **Ownership**

For Grades Two through Eight, Colorado Academy provides iPad devices and necessary licensing. For parent responsibilities and iPad specifications, please see the iPad program details on the CA website.

#### **Grades 2-8**

- Colorado Academy will provide an iPad for students in Second through Eighth Grades. Only students in Fifth Grade in the Lower School may take their iPad from school to home.
- Students must use the school-provided iPad.
- Students are only permitted to download apps with the permission of a teacher or the Technology Department.
- Families are responsible for purchasing an iPad case with an integrated keyboard for Grades Five through Eight.

#### **Grades 9-12**

For the Class of 2026: Families must provide an iPad case that provides protection for the iPad. Colorado Academy will provide the iPads, styluses, and necessary licensing for all required iPad apps. Additional instructions will be provided to students for any necessary preparation before the start of school. Students will keep their iPads until the end of Grade Twelve, when the devices will be returned to the school.

For the Classes of 2027, 2028, and 2029: Students are required to bring a Mac laptop to school. CA strongly recommends obtaining AppleCare+ for all laptops. Please see the CA 1:1 Device Program on the CA web site for additional information.

### **Damage**

For school-owned iPads, Colorado Academy will cover the repair costs for any defects in material and workmanship, when used in accordance with Apple's published guidelines (limited warranty). In the event of accidental damage, Colorado Academy will repair or replace the iPad for a fee of \$50 billed to the family. In the event of loss, theft, or damage that is not covered (as determined at the sole discretion of Colorado Academy), families will be billed for the replacement or repair cost of the device or accessories as determined by the school.

For laptops that are purchased through the school, Colorado Academy may be able to assist with the repair or replacement of devices. The cost, maintenance, and any repairs to laptops are ultimately the responsibility of the family for all laptops.

### Apps & Textbooks

A license for all necessary iPad apps will be provided by the school at no additional charge. For laptops, software licenses are dependent on specific class requirements and may be the responsibility of the student's family. The cost of textbooks and e-textbooks is the responsibility of the student's family.

### Loaner Devices

Since devices are an integral part of the Colorado Academy curriculum, students who are in the process of having their device repaired may request a temporary loaner device. The device may not have the same capabilities as the student device.

## KK. Valuables & Personal Property

Bringing valuable items to school (e.g., laptop computers, cameras, etc.) requires responsibility on the part of the student. Students are advised to take precautions with personal property and are discouraged from bringing valuables or large sums of money to school. A student bringing a valuable item should keep it under lock or supervise it at all times; make sure it is labeled with the student's name. Phones, other electronics, and any item of value should be stored in a locked locker. Money is not necessary or appropriate at CA, unless the teacher requests it for some special project. Students whose possessions are missing should report their loss to a member of the school staff. The school will not be held responsible for lost, damaged, or stolen items, cash, or personal property.

## LL. Weapons, Threats, & Disruptive Items

The school takes all threats seriously, even when students make comments in jest, on the internet, by text, or away from school, toward or about another student, employee, or the school. Unless authorized in writing by the Head of School or otherwise required or permitted by applicable law, the school prohibits the possession of any weapon, including, without limitation, any firearm, imitation firearm, pellet gun, or any other type of gun or firearm, knife, sword, Taser, crossbow, or other dangerous weapon, ammunition, or fireworks on campus, on any school-sponsored off-campus trip or excursion, or in any school bus. Any such item may be confiscated and, if appropriate, turned over to law enforcement. This policy applies to students, faculty, staff, applicants, alumni, parents, substitutes, and anyone else, other than on-duty law enforcement personnel, who enters the campus or attends any school-related event, regardless of whether the individual has a valid permit to carry a firearm.

In addition, any pictorial depictions of weapons or verbal or written comments that the

administration determines in its discretion appear to be threatening in nature will result in disciplinary consequences.

Students are not allowed to have items at school that pose risks to themselves or others or will disrupt some aspect of the school day (e.g., skateboards, 'Heelys', bikes, roller blades, snowboards, matches, lighters, slingshots, water pistols, electronic games, etc.). If in doubt about whether something is allowed, we expect students to ask a teacher, a Dean, or the Principal; students are expected to exercise good judgment about such matters.

Middle and Upper School students are welcome to ride their bicycles, skateboards, and scooters to school. All bicycles, skateboards, and scooters must remain parked during the school day; helmets may be stored in lockers.

## V. Student Discipline: Policies & Procedures

### A. Discipline Procedures

Each disciplinary situation will be handled at the school's discretion in accordance with the school's rules, policies, and practices, as well as legal considerations. The school will take into consideration the welfare of the community, the learning of the individual student, and the reputation of the school. Parents will be informed promptly by phone and/or email if the matters being investigated result in disciplinary action towards their child.

Disciplinary matters, or incidents in violation of school rules and regulations, will be handled initially at the most immediate or classroom level. However, depending on the circumstances, divisional Principals, in consultation with the Head of School, will make disciplinary decisions that are final.

A range of consequences is possible depending upon the situation and will vary based upon the age of the particular student. The school examines each disciplinary situation in its individual context and will therefore not always appear to be consistent. Disciplinary decisions are made with the intent to handle issues discreetly, and are not typically reported to the school community. However, non-consensual disclosure of personally identifiable information from education or disciplinary records is possible if the school has determined it has a legitimate issue at hand.

Corporal punishment is expressly prohibited in accordance with Colorado State Law.

### B. Discipline Process

The school strives to treat students fairly with the goal of having students learn in a way that is also consistent with the best interests of the school and other students. While there are procedures that are followed when there is a discipline issue, the school reserves the right to alter procedures at its sole discretion. Disciplinary decisions in all divisions are made by the appropriate adult, given a particular situation. Sometimes this is the classroom teacher or Principal. Decision-making is in consultation with the Head of School, as appropriate.

### C. Investigations

Students are expected to cooperate in investigations. Students are expected to be honest, but honesty is not necessarily a mitigating factor, and students' own statements may be used against them. Failure to cooperate with an investigation may be cause for disciplinary action.

The school will typically investigate issues and question students without a parent present and will not seek parental permission. This helps us move quickly to resolve issues.

Parents will be informed promptly by phone and/or email if the matters being investigated result in disciplinary action towards their child.

If a student refuses to participate or cooperate at any stage of an investigation, or is unable to do so for whatever reason, including without limitation, pending criminal charges, the school reserves the right to take action, including proceeding without a statement from the student, or to require the student to withdraw from school. If deemed necessary, the school reserves the right to engage an independent investigator.

## D. Inspection Policy

The school reserves the right to inspect and conduct a search of any place or item on the school campus or at a school-related event including, but not limited to, a student's person, locker, book bag, backpack, purse, clothing, vehicle, computer, phone, or personal electronic devices. Inspections and searches may be conducted on a routine or random basis or as deemed necessary. Students must provide any passwords or other access required to inspect such places or items upon request by a school administrator. Inspection of electronic devices includes laptops, iPads, phones, cameras, cloud storage sites, smartwatches, and any other electronics, including the contents of the same (texts, emails, photos, images, address books, etc., whether such message or information was sent over the school's network or via any personal account such as Yahoo, AOL, Gmail, etc., or social media account).

Further, school and law enforcement officials have the right to seize and permanently retain property disclosed by an inspection or search which is considered potentially harmful, dangerous, hazardous to health, illegal, or inappropriate, or the possession of which is a violation of the school's rules, community standards, and/or local, state, or federal law.

## E. CA Policy for Disclosure of Information Regarding Discipline in the College Application Process

Colorado Academy's policy regarding disclosure of disciplinary records is that the school will notify colleges when an infraction results in suspension for any length of time, or when there is an expulsion from Colorado Academy. Additionally, a first academic infraction is not usually reported to colleges, but a second academic infraction is reportable to colleges. This includes incidents that occur during a student's Senior year after college applications have been submitted. The school administration reserves the right to exercise discretion in cases of major disciplinary infractions and to report those to colleges, even though the incident may NOT have resulted in suspension or expulsion and may be a first infraction.

Incidents of discipline that result in less than a suspension are normally not considered by CA to be a major disciplinary action and thus are not automatically disclosed. While disciplinary cases are in process, no disclosure will be made. Students should work with their College Counselor (who will collaborate with their Dean) on reporting information during and after the application process. Colorado Academy will not share copies of communication and reporting with families. Information shared is typically brief and factual, and colleges rarely ask for additional details.

If a student withdraws from Colorado Academy to avoid disciplinary action, we reserve the right to report the infraction to colleges. Colorado Academy also reserves the right to report infractions to other secondary schools and Post-Grad Year schools or programs. We do not report disciplinary action that may have occurred at a previous school.

In the event of a disciplinary action (or withdrawal) that has occurred after a student has submitted the college or school transfer application, the student must update colleges and provide Colorado Academy with a copy of the updated letter. This reporting must take

place in written form to the college within ten days after the consequence has been imposed, or the withdrawal has occurred. Similarly, the school will update the information to the college or school.

Colorado Academy's obligation to report incidents to a college normally ends on the day of graduation. However, the school will exercise discretion for all incidents, based on the severity of the issue.

## F. Reporting of Infractions to Secondary Schools

If requested on the original application, students and parents are responsible for immediately reporting to other schools to which the student may be transferring (1) disciplinary matters for which a consequence has been given; and (2) circumstances under which a student was withdrawn from school to avoid the possibility of a disciplinary infraction. The student and/or parent must also provide CA with a copy of the letter or other information disclosed. It is important for the student and parent to realize that, if information is requested on the original application, CA will also inform the school/program of such an incident.

In the case where a disciplinary action (or withdrawal) has occurred after the school transfer application has been sent, the same process must be followed. In other words, if the original application asked for information on disciplinary infractions, the student should update the information in their application if it later changes and provide the Colorado Academy with a copy of the updated letter. Similarly, CA will update the information to the school. This reporting must take place in letter form to the school within ten days after the consequence has been imposed, or the withdrawal has occurred.

## G. Disruption of Positive Learning Environment

Colorado Academy is committed to ensuring that every member of the community can work and learn in an environment free from harassment, hazing, or unwanted behavior. To this end, Colorado Academy prohibits unwelcome verbal or physical conduct (or requests) that have the purpose or effect of unreasonably interfering with an individual's performance or which creates an intimidating, hostile, or offensive learning environment. Anyone found to have acted in violation of this expectation will be subject to appropriate interventions, re-direction, or disciplinary action, which could include separation from the school.

The school also prohibits students from engaging in individual activities or behaviors that result in the disruption of the learning environment for other students, even if the student causing the disruption is engaged in an activity that may have otherwise been approved for that individual. Examples may include a student who is given the task of decorating for Senior Prank but then blocks a classroom entryway, or a student who is excused to depart from class early but then does so in a way that distracts or upends the learning environment for the students who remain behind.

## Lower School

It is the ultimate goal of the Lower School discipline policy to inspire and educate children to be self-disciplined. To that end, we attempt to provide clear articulation of community expectations, a variety of arenas with age-appropriate parameters in which to practice self-discipline, and a fair and consistent response pattern to student behaviors. As an educational institution, our first responsibility is to teach and to provide opportunities for learning, and that philosophy and expectation for learning extends beyond the academic realm into the social realm. Students must work to respect the rights of others in the community, and the emphasis of the discipline philosophy ensures that cultivating the respect for self and others is a high priority.

Our primary responsibility at the Lower School is to teach those students who are willing to learn. What distinguishes our school, in part, is the combination of creative, quality instruction and genuinely interested and motivated learners. At an independent day school like CA, this scenario describes the vast majority of classroom experiences. Realistically, though, there may be a few students who, despite a clear articulation of classroom expectations, for a variety of reasons on any given day, are not willing or able to function effectively in the classroom. They have either failed to prepare adequately for class and are therefore unable to contribute constructively, and/or they exhibit unacceptable and disruptive behavior during the class. These students obstruct learning in the classroom and threaten the ideal scenario described earlier. The school has a strategy for dealing with those few students that at once supports the notion of the ideal classroom and addresses the specific needs of those students having difficulties.

If a child is disruptive in class, the teacher will address the behavior as they deem appropriate to create an environment for learning within the class. We hope that calling attention to the behavior in an immediate and constructive manner will extinguish the behavior. If, however, the behavior continues, a teacher may separate the child from their peers within the classroom or excuse the child from the class so that an effective learning environment may be recaptured.

In each case that a child is dismissed from class for interfering with a lesson, the Principal, the teacher, and the student will meet to discuss the situation that precipitated the dismissal. If that behavior persists, or if other behaviors occur that inhibit the teacher from teaching those students who are interested in learning, the parents will be contacted and a meeting with the student, parents, and the appropriate school personnel will be scheduled. If the behavior continues, the student may be suspended for a period of time. Appropriate strategies will be implemented to benefit each individual situation.

## Middle School

The Middle School grades are a time of tremendous change and growth, which can include poor decision-making and mistakes. The Middle School faculty work to help students learn from and grow through their mistakes. Our discipline policy is part of an overall plan to help students live out the values of the school and meet our general expectations for conduct. Teachers employ empowering language to acknowledge students' efforts to make good choices. Teachers recognize when students are kind to each other, respectful to adults, and follow behavior expectations. Comments such as, "Thank you for helping your

classmate” or “I noticed that you said thank you to the volunteers in the lunchroom” help reinforce positive behavior. Teachers strive to create a classroom environment that meets student needs for relationship, autonomy, exploration, and novelty. Teachers help students practice classroom routines so that they better understand expectations in the learning environment.

When students are not able to follow classroom behavioral expectations, teachers redirect them with verbal or non-verbal cues, sometimes asking students to redo or fix a mistake on the spot or take a break. Teachers may conference with students about their behavior and coach their growth. At the discretion of the teacher, students may be asked to repair any harm they have done to the community or to a relationship, be it a relationship with a student, teacher, or staff member. They may be asked to meet with their classmate, teacher, or staff member, and/or act in service to class by helping a teacher to clean or prepare classroom materials. These consequences are intended to help a student understand the impact of their behaviors.

When students fail to live up to the school’s values and behavioral expectations and/or detract from the ability of teachers to maintain a productive learning environment, teachers may engage the Middle School Dean and/or Middle School Principal to support the student’s growth. The Middle School Dean and/or Middle School Principal will work with the student to understand the student’s actions, help that student rectify their behavior, and repair any harm done to the community. Based on the determination of the Middle School Dean and/or Middle School Principal, further consequences may be put in place, which may include meetings with parents/guardians or more formal disciplinary consequences, as described below. We seek to partner with parents/guardians with any disciplinary situation and notify parents/guardians when situations arise.

#### **a. Infraction**

When a student violates behavioral rules or expectations, a teacher may give the student an infraction, a recorded notification of the violation. Each infraction will be addressed based on its merits, with consequences appropriate for the infraction. Should students receive multiple infractions, the student may be subject to additional disciplinary action at the discretion of the Principal or Middle School Dean.

#### **b. Behavior Contract**

If a student’s behavior persistently undermines the ability of teachers and staff to maintain a productive learning environment, and/or violates the school’s conduct expectations, a student may be placed on a Behavior Contract. Contracts are tailored to each individual situation, though each makes clear to the student expectations for their behavior, supports put in place to help the student, descriptions of any loss of privileges, and consequences if the student fails to live up to the terms of the contract. Behavior Contracts can be a consequence on their own or be part of additional consequences.

#### **c. Probation**

A student on probation or one who has received a warning letter from the school is in jeopardy of being dismissed if found guilty of a major offense. Students on probation

lose privileges (such as participating in Student Action Committee, participating in off-campus Interims, etc.). Note: A student does not need to be on probation previously to be dismissed by the school.

#### **d. In-School Suspension**

Students are required to be on campus at a designated area but are not allowed to attend class or events. Students still have the responsibility to submit all class work and to arrange to make up examinations. In-school suspensions can also occur after school and during weekends and require substantial service work by the student.

#### **e. Service to the School**

Some consequences involve service to the school or larger community. Duration and type of service is determined by the school administration. Service consequences are not reported on transcripts for school transfer.

#### **f. Out-of-School Suspension**

Students are banned from all school activities, including classes, and are to remain at home. Students still have the responsibility to complete and timely submit all class work and to arrange make-up examinations. Suspensions must be reported on transcripts for school transfer.

#### **g. Expulsion/Dismissal from the School**

Students may be dismissed from the school for serious first offenses; repeat infractions (even if not related); conduct resulting in harm, damage, or disruption to the educational environment; parent or family member causing disruption to the school or the school's educational mission; non-payment of tuition or fees; not meeting academic requirements; or not meeting attendance requirements.

In addition, the school may report to the appropriate governmental authorities any actions that appear to violate law.

#### **h. Non-Disciplinary Breaks from School**

At times students may be sent home while incidents are investigated and appropriate disciplinary consequences are determined, or if the Dean or Principal feels that being at school in the short term is not in the best interest of the student. These non-disciplinary breaks are meant to be in support of the student and may require student reflection. A student who is asked to take a non-disciplinary break has not necessarily received a formal disciplinary consequence from the school.

### **Upper School**

In the Upper School, disciplinary matters will be referred to Grade-Level Deans, the Upper School Principal, and in some cases, the Head of School. Parents/guardians will be informed of any disciplinary incidents and consequences, with the exception of matters that require basic behavioral redirection or small responses commensurate to small infractions.

It is the school, not the offending student, those impacted, or CA families that determine the appropriate school response for a behavioral infraction.

Multiple disciplinary cases can be grounds for a behavioral probation and contract hold, and / or dismissal from CA. The Head of School, in consultation with the Upper School Principal, may modify or deviate from our discipline guidelines if, in their judgment, it is in the best interest of the student or the school community to do so.

## ● **Disciplinary Consequences**

Disciplinary consequences can take multiple forms, depending on the situation, and some situations may call for a combination of consequences. Examples of consequences used at CA include, but are not limited to, the following:

### **a. Dismissal**

Dismissal may be the result of multiple disciplinary cases or a single disciplinary case, depending on the severity.

### **b. Loss of Leadership Positions**

Students in leadership roles carry the extra responsibility of being role models for others in the community. Behavioral infractions may result in loss of leadership roles including CC, C-Club, CLT, CCSL, Affinity Group Leadership, Sports Captaincy, and Club Leadership. These losses of leadership are often in conjunction with other disciplinary responses.

### **c. Loss of Privileges**

For a temporary period, students might lose specific privileges, which include, but are not limited to, the loss of:

- a free period (to be spent in study hall or another assigned location)
- access to campus spaces (the library, the grade-level lounge, etc.) except when directed otherwise by an adult
- access to a dance
- access to sports practices or games
- access to travel
- parking privileges
- off-campus privileges

### **d. Probation**

Students may be placed on behavioral probation as the result of multiple disciplinary cases or a single disciplinary case, depending on the severity. A student on behavioral probation will be given a set of expectations outlining the standards they must adhere to in order to remain in good standing at CA. Violation of the contract can result in loss of privileges, suspension, contract hold, or dismissal. Behavioral probation is often multi-year, meaning that students will be expected to meet established expectations for the duration of their time at CA.

### **e. Redirection**

Many minor discipline situations can be resolved in the moment when an adult asks a student to make a different choice and change their behavior.

### **f. Reflection**

Students may be asked to complete reading, writing, or viewing assignments followed by writing and/or discussion with the Grade-Level Dean in order to reflect on their choices.

### g. Repair

Often students will need to repair harm they have caused to another through an apology.

In the case of property damage, students may be asked to repair or help repair damage or to reimburse another for repairs.

### h. Suspension

Elevated disciplinary situations may result in a suspension. The Upper School Principal, with the support of the Head of School, will use precedence, school policy, and impact of the situation to determine what actions are suspendable. Families should assume the Advisor is also notified of the suspension unless told otherwise, but teachers are typically not notified of the suspension. All suspensions are reportable to colleges.

Suspension begins as soon as it is assigned and cannot be deferred. Students will be allowed to make up academic work they miss on a day or days they are serving a suspension, but they may not participate in extracurricular activities while suspended.

### i. Work Duty

At times students will be asked to give back to the school through a work duty or set of work duties assigned by the Grade-Level Dean.

## ● Off-Campus Behavior

The school does not wish to unnecessarily involve itself in a student's off-campus behavior. However, the school's rules and regulations apply at all times a student is enrolled in school, including when a student is participating in or attending a school-sponsored event on or off campus; is officially representing the school; is traveling on behalf of the school; and during school breaks, including Summer Break. The school reserves the right to take action to the extent that off-campus behaviors impact the individual's ability to continue at school or affect other students' or employees' experience on campus.

We expect students to avoid all types of behavior that may be harmful to their or others' body, self-esteem, or health. As examples, off-campus internet and social media activity, criminal activity, sexual activity, use of drugs, alcohol, or tobacco, may result in a student receiving disciplinary action, up to and including dismissal from school.

## ● Attendance at CA Events after Discipline-Related Withdrawal

If a student is asked to leave the school, withdraws given behavioral concerns, or withdraws mid-year, they must ask for permission to attend CA events. For dances that require a guest pass, they need a current CA student as their host and should follow the guest pass procedure outlined under "Dances." Note that students who have left for behavioral concerns will not be approved to attend dances. For events like graduation and athletic events that do not require a guest pass, former CA students must reach out to the Upper School Principal and/or Head of School with the request, and permission must be granted in writing.

## VI. Students: Risk Management, Safety, & Security

CA cares about student well-being and has a variety of systems in place to manage risks. However, students and parents understand that participating (whether simply attending, observing, or actively participating) in CA year-round educational, instructional, recreational, and/or adventure activities associated with academic programs, curricular or co-curricular activities, or otherwise (including, but not limited to, Interim, Outdoor Education, Travel & Exchange, Service Learning, athletics, and physical education), includes risks. These activities can take place on or off CA premises in Colorado or in other locations in the United States, and/or in foreign countries.

In choosing to attend CA and participate in this variety of activities, students learn, have fun, and can experience valuable personal growth. However, students and their families should understand that these activities involve inherent and other risks that can result in student injury or other loss. As a result, safety and risk management considerations are an important part of CA programming. At CA, we endeavor to manage risks, knowing we cannot eliminate risks or assure student safety. Importantly, CA families should understand that students play an important role in CA's risk management efforts. At school, during global travel trips, or otherwise, students share in the responsibility for their own well-being.

As part of enrollment, the student's parents/guardians will review and sign the [Colorado Academy Acknowledgement & Assumption of Risks and Release & Indemnity Agreement](#) and, in the process, review the Colorado Academy Inherent & Other Risks List. CA directs that both parents and students review each of these documents for information about the activities and associated risks of CA activities, and student and parent responsibilities.

Campus safety and security is maintained by a highly trained and experienced internal team with military and/or police backgrounds. The Safety & Security team is comprised of the Director, Administrator, after-hours Security Guard, and several Armed Security Guards.

Through the use of manned gates, live cameras, campus-wide patrols, badge access doors, weather/emergency sirens, and security software, the team provides vigilance for the campus. The Safety & Security team is also responsible for conducting drills, managing parking/traffic, visitor management, vehicle information, badge production, video data, access data, and training for students, staff, and faculty.

Colorado Academy follows the Standard Response Protocol (SRP) for student safety developed by the "I Love U Guys" Foundation. The SRP is based on these response actions:

- Hold
- Secure
- Lockdown
- Evacuate
- Shelter

## A. Reporting & Participation

Campus safety is everyone's responsibility. If you see anything suspicious or have concerns about a safety or security issue, please report any information immediately to the Safety & Security Department ([security@coloradoacademy.org](mailto:security@coloradoacademy.org)) or call 303-914-2250 or any CA employee.

## B. Communication in an Emergency

In an emergency, families may be contacted via email, phone, and/or text message (if they have opted in). Families must keep the school informed of telephone changes in case of emergency. The school has access to an automated messaging system which can send messages via phone and/or text. Tests of this system are performed each year.

## C. Drills

The school holds drills throughout the year in Standard Response Protocols (SRP) to accustom students, staff, and faculty to the proper procedures in the event of an emergency. These may include fire, secure, lockdown, evacuate, and shelter drills. These drills help to mitigate risk and prepare for various safety and security events and their contingencies.

## D. ID Badges

All students, faculty, staff, substitutes, authorized guardians are required to wear official CA badges that coordinate with their classification whenever on campus. Permanent identification badges can be issued by completing the [Badge Request Form](#) located on the Safety & Security resource page via the CA portal. All adults on campus must wear their ID badge at all times. Individuals with non-access badges, such as parents and trusted visitors, will be required to wear their badges at all times while on campus. If you see someone unknown to you on campus without visible identification, please notify Safety & Security immediately. Only Middle and Upper School students are issued Student ID badges, which allow them to enter secure school buildings.

## E. Parking/Automobile Security Stickers

All vehicles needing access to the campus must first register their vehicle(s) with Safety & Security via the [Employee Vehicle Registration Form](#) or [Guardian Vehicle Registration Form](#). The school issues unique vehicle stickers to CA families at the beginning of each school year. These stickers are used to identify authorized vehicles that are allowed to enter the campus. Stickers should be clearly visible and located on the upper, driver's side of the vehicle below any windshield tinting. If a vehicle does not have a CA sticker, CA badges can be shown to the main entry gates to gain access.

The Welborn Lot, Smith Center, and Newton Field Lot are reserved for parent/visitor parking unless reserved for special events outlined in the CA calendar or email communications. As a parent/guardian, we ask that you park in one of those lots when visiting campus during school hours. While this may be inconvenient at times, it is necessary so that emergency vehicles are able to access our campus quickly and easily.

Please do not park in color-coded lots provided for faculty and staff.

Accessible parking is provided next to the Lower School Circle and adjacent to all other major building entrances.

If you want to go inside the Lower School building, please park in a visitor spot. Please do not exit your car during drop-off (7:50-8:00 a.m.) or pick-up (3:20-3:30 p.m.) times during the day. Parallel parking to visit the Lower School is allowed in the pick-up lane along the north side of the Lower School only between the hours of 9:00 a.m. and 2:30 p.m.

Sophomores and other new student drivers will be given a special sticker to identify them to Security once they have completed their [vehicle registration](#). These drivers will use the main gates to access the Dos Chappell lot. Upperclassmen will use the student lot gates via a programmed transponder, which will be provided after completing their [vehicle registration](#).

## F. Visitors to Campus

All visitors must have their host complete the [Visitor Log Form](#). All visitors must use the main gate Welcome Center. A Safety & Security member will direct them to the appropriate location to complete the check in process. Visitors must wear a temporary ID badge for the duration of their visit to the school. If you see someone unknown to you on campus without a visible identification badge, please notify Safety & Security immediately.

When parents, grandparents, or friends of the family wish to visit the Lower School, please notify the Lower School in advance. In addition, we ask that they report to the Lower School Office and sign in before visiting classrooms or other student spaces. When possible, they should be introduced to school faculty or staff by a parent or another adult whom we know.

## G. Weather Alerts

CA has weather emergency procedures that are outlined in internal school documents. CA subscribes to a weather alert system that allows the school to monitor lightning and other approaching severe weather events. The school uses an outdoor siren system and internal communication system to notify those on campus of approaching severe weather.

Parents/guardians will also be notified by text (if they have opted in) of events such as lightning delays during afternoon pick-up. If the school is in a weather delay, please adhere to the weather hold and do not attempt to pick up your child.

## H. Inclement Weather Policy

The school is committed to being open every scheduled school day. In the event of severe weather, parents/guardians are responsible for deciding whether to send their students to school. It is the parent's/guardian's responsibility to notify the school if the student will not be attending.

In the event of a school closing, information about school closings will be emailed, phoned, and texted to parents/guardians if they have opted in. In addition, closing information will be posted on the school's website and social media confirming the school closure.

When weather conditions permit, CA may elect for a 2-hour weather delay to allow for safe transportation to school. If a 2-hour delay is called, CA will notify families by 5:30 a.m., via email, text, phone, and CA website. Families dropping off their children should

not arrive at the CA Campus earlier than 9:50 a.m. Drop-off will occur 9:50-10:00 a.m. Buses will conduct their regular routes on exactly a two-hour delay. For example, if the pick-up time is normally 6:45 a.m., buses will instead pick up two hours later at 8:45 a.m., etc. Any bus tardiness due to traffic and/or road conditions will be excused. Any buses arriving before 10:00 a.m. will hold students on the bus until the 10:00 a.m. drop-off time to ensure adequate student supervision. Before-school care will not be offered. CA will offer a credit for those who would otherwise be charged for before-school care on a late-start day. It's anticipated that after-school activities will take place as scheduled; any cancellation decisions will be made later in the day.

The school schedule on a 2-hour delay is as follows:

- **Lower School:** The school day schedule will begin at 10:00 a.m. for Lower School students in Pre-K through Grade 5. Students should report directly to their classroom, as specialist classes scheduled prior to 10:15 a.m. will not meet.
- **Middle School:** The school day will begin at 10:05 a.m. for Middle School students. Students should report to their Advisories.
- **Upper School:** The school day will begin at 11:00 a.m. for Upper School students in Grade 9 through Grade 12. Students should report to Advisory; regular classes will begin at 11:30 and follow the normal schedule.

School will not be dismissed early in the event of bad weather, except in unusual circumstances. Once again, it is up to parents/guardians to dismiss their student early by calling the office.

## I. Video Surveillance

The school uses video surveillance to assist in promoting safety and security on its property for the benefit of its employees, students, volunteers, and visitors. Therefore, all people on campus are advised that they will be subject to video surveillance while on school property. All employees and persons who are on or about the school property will be subject to the terms and provisions of this policy.

There are video cameras located throughout the campus for remote security monitoring. The vast majority of cameras on campus are not monitored in real time. As a result, employees and other persons on the school's campus should not have an expectation that they are under continuous surveillance when they are in the range of a camera, and should not rely upon the presence of a camera to protect them from harm or to alert others to a dangerous situation.

Video monitoring will be conducted in a manner consistent with all existing school policies, including the school's non-discrimination policy, its sexual harassment policy and other relevant policies. Cameras will not monitor individuals based on characteristics of race, ethnicity, sex, sexual orientation, gender identity, gender expression, disability, or other classifications protected by the school's non-discrimination policy. Video monitoring of the facilities is limited to uses that do not violate the standard of a "reasonable expectation to privacy" as defined by law.

All video that is recorded is for school use only. Video will not be used for such things as family custodial issues, student conduct review, or for any purposes other than campus security. Information obtained through video monitoring will be used exclusively for security and/or law enforcement purposes. Video will not be made available to anyone

other than the school administration without a subpoena or a law enforcement request or in the discretion of the Head of School.

## VII. Parents: Policies & Expectations

### A. Comportment & Support for School Policies

At Colorado Academy, we believe that a positive and constructive relationship between the school and a student's parents or guardians or other person associated with the student is essential to the fulfillment of the school's mission and responsibilities to students. We recognize that effective relationships are characterized by clearly defined responsibilities, a shared commitment to collaboration, and open lines of communication, mutual respect, and a common vision of the goals to be achieved.

To assist in creating the most effective relationship, Colorado Academy expects that parents, students, and others associated with a student ("family member") will observe these guidelines.

CA understands and appreciates that parents and guardians may employ different means to meet CA's expectations and their responsibilities. Nevertheless, if any family member engages in behavior, communication, or interaction on or off campus, that is disruptive, illegal, intimidating, overly aggressive, or reflects a loss of confidence in or disagreement with the school's policies, methods of instruction, or discipline, or otherwise interferes with the school's safety 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.

The school may also place restrictions on a family member's involvement or activity at school for other reasons that the school deems appropriate. Any determination under this policy shall be in the school's sole discretion. The school also reserves the right to dismiss a student immediately or refuse re-enrollment of a student if the school, in its sole discretion, believes the actions of a family member, on or off the school's property, make a positive, constructive relationship impossible, or otherwise might interfere with the school's accomplishment of its mission and/or educational goals.

To maintain the security of our premises and systems, to respect the privacy of community members, and to promote the freedom to share ideas, Colorado Academy prohibits students, parents, and/or guardians from making any audio or visual recording of its employees, unless the employee first consents to being recorded. Recordings of student performances are permitted, and parents/guardians should be aware that audience members may record student performances.

Colorado Academy is committed to ensuring that every member of the school community can work and learn in an environment free from harassment, hazing, or unwanted behavior. To this end, Colorado Academy prohibits unwelcome verbal or physical conduct

(or requests) that have the purpose or effect of unreasonably interfering with an individual's performance or which creates an intimidating, hostile, or offensive learning environment. Anyone found to have acted in violation of this expectation will be subject to appropriate interventions, re-direction, or disciplinary action, which could include separation from the school.

The school also prohibits students from engaging in individual activities or behaviors that result in the disruption of the learning environment for other students, even if the student causing the disruption is engaged in an activity that may have otherwise been approved for that individual. Examples may include a student who is given the task of decorating for Senior Prank but then blocks a classroom entryway, or a student who is excused to depart from class early but then does so in a way that distracts or upends the learning environment for the students who remain behind.

As members of the CA community, parents agree to:

**1. Share in the School's Vision:**

- Support the mission of the school.
- Understand and support the school's philosophy, policies, and procedures.
- Support the school's disciplinary process and understand that the school's authority in such matters is final.
- Be supportive of the school's commitment to a diverse and inclusive community.
- Abide by guidelines for parents of student-athletes, [please see \*Physical Education & Athletics under School Procedures & Services\*](#).
- Acknowledge that the payment of tuition is an investment in the education of the student, not an investment of ownership in the school.
- Support the school's emphasis on sustainable practices.

**2. Provide a home environment that supports the intellectual, physical, and emotional growth of the student:**

- Create a schedule and structure that supports a student's study and completion of homework requirements.
- Be aware of the student's online activities and social media, and use of computers, television, iPads, smart phones, and video games.
- Encourage integrity and civility in the student.
- Be a role model, especially when it comes to behavior at school and at athletic events.
- Encourage the student's participation in events that promote high standards; actively discourage participation in events that can lead to illegal or unwise behavior.
- Become informed about the facts surrounding alcohol and drug abuse and abide by the following:
  - Do not serve alcohol to other students or allow young people to bring alcohol and/or drugs into your home.
  - Do not sponsor or condone student activities outside school with limited or no adult supervision.
  - Support the educational drug and alcohol abuse prevention programs that are part of CA's extensive health and wellness program.

**3. Participate in the establishment of a home/school & school community**

**relationship built on communication, collaboration, and mutual respect:**

- Provide a home environment that supports positive attitudes toward the school.
- Treat each member of the community with respect, assume good will, and maintain a collaborative approach when conflicts and challenges arise.
- Help build and maintain a positive school environment by not participating in or tolerating gossip.
- Maintain tact and discretion with regard to confidential information. In cases when students or others are in imminent danger of harm, when there is a compelling reason for doing so, or when legal requirements demand that confidential information must be revealed, information may be disclosed to the Head of School, division Principals, school Counselors, Deans or administrators, outside professionals, or law enforcement officers.
- Respect the school's responsibility to do what is best for the entire community, while recognizing the needs of an individual student.
- Seek to resolve problems and secure information through appropriate channels (i.e., teacher/Advisor/Counselor, Dean, division Principal, Assistant Head of School, Head of School, in that order).
- Acknowledge the value of the educational experience at CA by making regular and timely school attendance a priority and scheduling non-emergency appointments outside the classroom day.
- Support the school through volunteerism and attendance at school events.
- Financially support the school to the best of one's ability.
- Share with the school any religious, cultural, medical, or personal information that the school may need to best serve students and the school community.
- Understand and support the school's technology policies.

**4. Follow the below expectations, which we believe will result in a positive and cooperative relationship:**

- As a part of our joint role to help students grow and mature, parents are expected to encourage their students to address perceived inequities appropriately and independently, including reporting if necessary.
- Parents are encouraged to allow students to learn to advocate for themselves.
- Students must learn to seek help from an adult on campus for academic, athletic, or other assistance. We have resources for your student for this purpose, including the student's Advisor, mentor, or other person located on campus.
- For the safety and security of the school community, parents/guardians/all caretakers are required to wear a school ID badge while on campus. These may be obtained from the Safety & Security Office in the Smith Center. Likewise, all cars regularly coming to campus should display a CA "vehicle permit," also available in the Safety & Security Office. Vehicle registration is required yearly.
- When parents contact the school without the student's knowledge ("John doesn't know I'm calling, but ..."), the school will need to address the issue directly with the student. We cannot promise you that we will maintain confidentiality about your phone call. Refer to expectation number one.
- The school will typically investigate issues and question students without a parent present. This helps us move quickly to resolve issues.
- Although your student's issue is important, concerns take time to address.

- Please be patient and do not call repeatedly for an update.
- Please refrain from enquiring about discipline imposed on other students. We would not disclose any discipline of your student to others and expect that you understand the same principle applies to other students.
  - Neither the teachers nor the school will provide a daily email, text, or call regarding the student's progress or difficulties. We will communicate with you through appropriate school channels if we believe there is a concern that you should address with your student.
  - Parent requests for specific teachers are inappropriate and are not considered when student placement is made. Our faculty and Principals put much professional thought and effort into placing students into classes or Advisory sections. We consider a variety of factors as we place your child. Factors include, but are not limited to, gender, social, emotional, academic, and behavioral needs. If you have specific concerns, please contact the division Principal.
  - All communications between the parents and any person at the school must be professional, cooperative, and appropriate. If we cannot have this type of relationship, this may not be the right school for your child.
  - Limit use of the *CA Directory* to only appropriate family and student contact. Misuse of the directory and other publications could make a positive and constructive relationship with the school impossible.

## B. Dual Households

In order for CA to most effectively communicate with parents and support each student, it is important for teachers and administrators to be aware of children who spend time in dual households. Please be sure to communicate to CA about primary caregivers in the event of an emergency, and whether special co-parenting arrangements exist. If there are court-ordered guidelines regarding visitations, picking up a child from school, parent involvement in field trips or other issues, please include the school in your communications loop. These situations can be stressful for parents and confusing for children, and your help in minimizing the school's phone calls to you for clarification is very important. Unless otherwise ordered by a court, each parent for whom the office has current contact information will receive grade reports, as well as other informational mailings and electronic communications during the year. When possible, divorced parents are asked to schedule conference time together instead of scheduling separate conferences.

## C. Legal Disputes

In the event that CA becomes involved in a private dispute among parents of a student or regarding a student—whether through requests for information from court investigators, document production requests, subpoenas to testify, or other circumstances which take CA personnel away from their primary role—parents must reimburse the school for those costs, which may include, but are not limited to, attorneys' fees, substitute teacher expenses, the cost of copying documents or providing records, and travel expenses.

## D. Parent Association

CA values a strong and open working relationship with the parent community. All CA parents are members of the CA Parent Association (PA). There are no dues. The PA plays a key role in building a strong community. The PA supports the school's educational programs

and promotes community through monthly meetings, as well as informative, social, and fundraising events. The GET INVolved event, held on the first day of school, is an excellent opportunity to learn about all of the PA's activities throughout the year. There are parent activity clubs and numerous volunteer opportunities available. Officers and contact information are listed in the *CA Directory*, and information and event dates can be found on the CA website; upcoming events and meetings are published in the weekly *CA Today* newsletter.

Throughout the year, parents will hear from their divisional PA Vice-Presidents and individual classroom representatives (in Lower School) or class representatives (Middle & Upper School), as they communicate important information to parents about upcoming divisional and all-school events.

## E. School/Family Communication

Parents must keep the school informed of changes to telephone numbers and email addresses at work or at home in case of emergency. If parents are going to be away from home for an extended length of time, they should communicate with the classroom teacher/Advisor and school nurse where they can be reached, as well as information about who will be responsible for the child and how they may be reached in case of illness or other emergency. A note to the classroom teacher/Advisor can be helpful for a student who may be anxious during a parent's absence.

Permanent address and phone change information should be communicated to Chris Barnard, Development Operations Manager, 303-914-2510 or [chris.barnard@coloradoacademy.org](mailto:chris.barnard@coloradoacademy.org).

The CA website ([coloradoacademy.org](http://coloradoacademy.org)) is your source for updated information and includes individual teacher pages and student homework assignments, important reminders, event registration, an up-to-date school calendar and directory, blogs from the Principals and Head of School, and a variety of media galleries. The CA website is viewable on mobile devices.

We encourage you to log in to the CA website to find information that pertains specifically to you and your child, as well as your child's class and division. Classroom teachers often post information, photos, and news on their classroom web pages. Middle and Upper School teachers post syllabi and units of study on their class-specific web pages that are accessible to students in the class. By checking the website each week, you will find updates posted by the Head of School, division Principals, the Parent Association, and more. The divisional Principals send monthly newsletters to families with updates and news from the division, and information is sent out via Parent Association class leads as well.

Also, news stories and photographs from Colorado Academy are posted frequently and can be found in CA's online newsroom under the NEWS tab on the homepage of the website or by going to <http://news.coloradoacademy.org>.

In addition, CA utilizes social media platforms for more frequent communication (Facebook, X, YouTube, Instagram). All-school communication comes directly to your email box each Friday morning with *CA Today*, a weekly electronic newsletter designed to help

you prepare for the week ahead. This publication previews the coming week and highlights important news and activities. Each month, the online school newsletter, *On Campus*, is published and delivered to you via email. And twice each year, you will receive CA's magazines, *CA Catalyst* (in the winter) and *The CA Journal* (in the summer), which highlights alumni and class notes, financial reports, and feature articles.

## Lower School

### Class Lead Updates

The Principal sends updates to the classroom Class Lead representative to distribute to the class. These updates include communication relating to upcoming events in a grade level or the Lower School.

### Parent Coffees

Grade-Level Parent Coffees are held in the fall and spring hosted by the Principal and Counselor. Coffees are essential parent education events focusing on the developmental growth of Lower School students.

### Parent Communication with Teachers

As needed, parents can be in touch with teachers and administrators by email (preferred) or by using the school phone extension. We do our very best to be back in touch within 24 hours. In a true emergency, please reach out to the Lower School Office.

## Middle School

### Monthly Parent Newsletter

Each month, the Principal sends a Middle School newsletter with key announcements and dates.

### Parent Coffees

Grade-Level Parent Coffees are held in the fall and spring, and the Principal may host additional coffees at times throughout the year. Coffees are essential parent education events focusing on the developmental growth of Middle School students. Each meeting has time devoted to sharing PA news and is a wonderful time to meet other parents in the grade. We offer a Zoom option, unless the event features student participants. These events are announced in the monthly Middle School Newsletter and placed on the school calendar once scheduled.

### Parent Communication with Teachers

As needed, parents can be in touch with teachers and administrators by email (preferred) or by using the school phone extension. We do our very best to be back in touch within 24 hours. In a true emergency, please reach out to the Middle School Office.

In general, we invite communication, as we work in partnership and alliance to help your child grow into an excellent human being. If you do not know whom to reach out to, please reach out to your child's Advisor, the Middle School Dean, or the Middle School Principal.

Teachers and administrators strive to keep parents appropriately up to date on what is happening in the Middle School. That said, one of our goals for Middle School-age children is to help them develop increased personal responsibility. This means that our first move

will be to work with the child and then, if necessary or appropriate, include the parent in the conversation. Should something happen at school that crosses the threshold of significance, we will certainly be in touch with parents so that we can work together.

## Upper School

The Principal sends a monthly Newsletter to parents/guardians spotlighting events and timely news for the Upper School division. Each Grade-Level Dean also sends communications to families that are grade-specific or related to certain grade-specific events.

### ● **Contacting Your Child During the School Day**

In order to maintain an appropriate classroom environment, classroom interruptions should be limited to emergencies. Please do not text or call your child's cell phone during the school day, as doing so distracts them from learning. Please do not ask the office to relay messages to your child. Please communicate with your child before or after school. In the event of an emergency, the division Administrative Assistant will be able to support families. This should be done prior to school.

To contact a child during the school day, please call the division Administrative Assistant:

- Lower School: 303-914-2555
- Middle School: 303-914-2567
- Upper School: 303-914-2519

If a true emergency occurs, then the office should be notified. Messages sent within two hours of the end of the day may not be received by the student, as they could be located in a variety of places on campus. Teachers will check their individual voice and email messages, but often not until the end of the day.

**To be connected to a teacher's classroom extension, call the CA main switchboard at 303-986-1501.**

### ● **Back-to-School Night**

#### Lower School

Back-to-School Night is the primary vehicle for disseminating information about a particular classroom. It is an important opportunity to spend an hour with your child's primary classroom teacher. Issues such as developmental expectations of the grade level, curriculum, textbooks, assessment procedures, and ways of communication are discussed. These meetings take place on an evening early in the school year.

#### Middle & Upper School

Back-to-School Night is a valuable opportunity to meet your child's teachers, follow their daily schedule, hear from the Head of School and divisional Principal, and learn about the depth and variety of what your child will be learning during the school year. Back-to-School Nights occur on a week night in late August or early September.

### ● **Parent/Teacher Communication & Conferences**

Colorado Academy values two-way communication and provides a variety of formal and

informal opportunities for communication during the course of the school year. While the school works hard to provide timely information about student progress, there may be times when parents will want to talk to teachers, administrators, Counselors, or coaches outside regularly scheduled conference times. The school recommends emailing or calling to set up a time that works mutually. Important communication should not be rushed.

Faculty and administrators try to return parent communication within 24 hours of receiving the initial contact. We do ask that parents respect teachers', Counselors', and administrators' family lives by restricting communication to school hours and by not using home or cell phone numbers unless it is an emergency. If it is an emergency, please contact the divisional office.

The school welcomes and encourages conferences with both faculty and administration. When a family is asked to conference with the school, these conferences are mandatory. Teacher conferences are sometimes arranged when there is a need to examine a student's progress or to discuss problems that may be affecting a student.

Teachers and Advisors work from a standpoint that cooperating and collaborating with parents helps each student achieve success consistent with the mission of the school. Parent/Teacher Conferences provide an opportunity for parents to have a dialog with teachers, and the goal is to provide useful feedback about a student's performance, and, if necessary, to devise a plan that will improve student performance.

## Lower School

The purpose of conferences, which occur three times during the year—August, October, and March—include:

- to develop a connection from school-to-home between the teachers and parents
- to describe in further detail the individual student achievement or behavior beyond what is covered on the report card, to include social emotional development and work habits
- to continue the dialog between the teacher and parent which began at Back-to-School Night
- to allow parents an opportunity to ask questions, raise issues, or respond to any concerns that have surfaced during the marking period

Parents are encouraged to seek information or clarification from the school at any point during the year. Likewise, the school will not hesitate to call parents when it is our opinion that a discussion is necessary and in the best interest of the child or the school.

## Middle & Upper School

In the Middle and Upper School conferences take place twice per year: Fall conferences are Parent/Student/Teacher conferences, during which families meet with classroom teachers. Spring conferences are Parent/Student/Advisor conferences, during which families meet with student Advisors.

Teachers and Advisors work from the standpoint that cooperating and collaborating with parents helps each child achieve success consistent with the mission of the school.

Parent/Teacher conferences provide an opportunity for parents to have a dialog with teachers, and the goal is to provide useful feedback about a student's performance and, if necessary, to devise a plan that will improve student performance. Below are our expectations for these conferences, so that the discussions are productive and helpful:

- Parents and teachers are working toward the same goal, and conferences provide each a chance to share observations and ideas and then work together toward a positive outcome.
- Listening and reflecting are as important as talking and describing.
- Take advantage of teachers' perspectives. They have wisdom gleaned from having worked with, in some cases, well over a thousand different students.
- If your child is having difficulty in a class, the conference is an opportunity to work with the teacher to uncover the cause of the problem, which will often prove different from what one thought initially. Only by working together can teachers and parents achieve a good result, and it is important that a child knows that the parents and teachers are collaborating.
- Remember that information you have received about a class through your child is always tinged with a child's perspective.
- Teachers, also, will want to hear about how things are going at home. Your point of view is important.
- Conferences are also a time to acknowledge what is going well in class and at home.

### ● Conference Sign-Up

Student/Parent/Teacher Conference days are formally scheduled online. The sign-up date is announced in advance before the sign-up system is open. Parents receive a username and password to log in to the conference schedule system. Teachers offer a sufficient number of appointments to accommodate every parent. Parents may schedule conferences for multiple students during the same online session. All conferences occur during the scheduled days. CA strongly supports its faculty in not making special arrangements for conference requests during times outside of these scheduled conference days.

## F. Parent or Student Gifts to Faculty/Staff

Colorado Academy employees are prohibited from accepting from students or parents personal gifts, favors, services, or tickets valued at more than \$100. This policy is established to avoid the implied or actual influence upon an employee's impartial judgment towards students and their parents. However, if parents have sports or entertainment tickets that they cannot use, they can donate them anonymously to the school via the Parent Association, and the school conducts a random drawing from among interested faculty and staff to distribute the gift. Donations are eligible for gift-in-kind recognition.

There are generally no formal or informal group gifts from students/families for teachers at the Winter Break or at the end of the school year. Group gifts from more than one family are discouraged. Group gifts make it more difficult to adhere to these spending limits, and they place parents in the difficult position of collecting money from other parents. While families greatly appreciate what employees do for their children, your

adherence to this policy is very important to the equity and integrity of the school community. Students and families are welcome to express their appreciation to teachers in their own way, but there is no requirement to do so. Please remember that your actions expressing gratitude toward others provide an opportunity to model behavior for your children. A hand-written note of genuine expression is always greatly appreciated.

## G. Parent Involvement in Student Conflict

Disciplinary matters and student issues are handled directly by teachers, administrators, and appropriate staff.

The school will typically investigate issues and question students without a parent present and will not seek parental permission to speak with their child. This helps us move quickly to resolve issues.

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 parents will not take it upon themselves to engage with another student's family in a combative or aggressive manner related to student conflict. Doing so may put a student or family in an intimidating situation and is best resolved, when appropriate, through a school administrator. Please speak to the appropriate school administrator for guidance with any questions about contacting another student or parent about a school-related matter. Loud, angry, or aggressive language or actions will not be tolerated and will be subject to disciplinary consequences.

## H. Payment of Tuition & Fees

The enrollment contract requires the timely payment of tuition and fees. The privileges of the school will be denied to any student whose parent(s) or guardian(s) fail in their financial obligations. CA reserves the right to deny attendance to students whose accounts include overdue balances, and it is the policy of the school that no transcript or other official record may be released where an account carries an overdue balance. Additionally, divorced parents are jointly and severally liable for the full cost of tuition; CA is not responsible for enforcing the individual tuition obligations of each parent under a court order.

## I. Re-enrollment & Contract

The enrollment contract is issued annually to families and students in good standing at the school. Reasons that a student's re-enrollment contract may be withheld may include, but not be limited to, a pattern of low grades, poor work habits, poor conduct, excessive absenteeism or tardiness, failure to meet tuition obligations, or a family member's failure to meet the school's comportment policy. Entrance into the next grade will be based on the classroom performance of the student, observations of the teacher, and appropriate testing. No student is permitted to re-enroll if there is an outstanding account balance from the previous school year. Re-enrollment is not guaranteed and is not a right; rather it is at the sole discretion of the school.

## J. Tuition Refunds

The Colorado Academy enrollment contract includes terms addressing the refund of tuition. Note that the school cannot and will not refund tuition paid or cancel unpaid obligations due to the absence, withdrawal, or dismissal of a student for any reason after a date stated in the contract (usually in the month of April). For this reason, we strongly encourage that families elect to take Tuition Refund Insurance (TRI) prior to the start of the school year. For more information on TRI, please contact the Business Office.

Colorado Academy shall not be liable for any failure or delay in the performance of its duties under the enrollment contract to the extent such failure or delay is caused by a force majeure or other event beyond its reasonable control, including, but not limited to, any fire, act of God, war, government action, act of terrorism, epidemic, pandemic, outbreak of disease, natural disaster, or other major upheaval.

In such an event, Colorado Academy's duties and obligations under this contract may be immediately suspended without notice until such time as the school, in its sole and absolute discretion, may safely resume performance.