



# 2025-2026 STUDENT & PARENT HANDBOOK SACRAMENTO CREEK RANCH BARN

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## VISION & MISSION STATEMENTS

*Our vision is to produce a generation of compassionate, highly skilled, lifelong learners who value their individuality and the uniqueness of others, and are driven to cultivate positive change in our world.*

*Our mission is to provide individualized educational options where students and teachers engage in playful, exploratory learning by creating a culture of collaboration in a safe, diverse, multi age environment. Our students are encouraged to build knowledge through hands-on, interdisciplinary activities and display resilience in the face of new challenges.*

**High Rockies Community School Office Hours**  
are from 7:30 a.m. to 4:30 p.m. Monday through Thursday.

**Emergency Phone: (719) 257-3476**

# *A Welcome from Your Head of School*

Dear High Rockies Families,

We are thrilled to welcome you to the High Rockies Community School (HRCS) family for the 2025–2026 school year—our very first year as a Colorado public charter school! This milestone builds on the incredible learning, growth, and community connections we developed during our pilot year, and we’re excited to carry that momentum forward.

At HRCS, learning happens everywhere. Through our *outdoor, place-based, and interdisciplinary approach*, students develop curiosity, resilience, and strong connections to the people and environment of our beautiful mountain home. This year, you can expect your child to take part in meaningful projects, explore the outdoors in all seasons, and gain the academic and life skills to thrive.

We are especially excited to share our partnership with the Mountain Area Land Trust at Sacramento Creek Ranch. This beautiful ranch serves as our primary learning space, with diverse outdoor environments for daily instruction, field science, and exploration. Until our renovated barn facility is ready for indoor use, we will make use of other ranch buildings—including the greenhouse, yurt, and garage—so that our students can continue learning in a safe and inspiring setting, no matter the weather.

This handbook is your guide to how our school works, what to expect throughout the year, and how you can partner with us in supporting your child’s learning journey. It includes important policies, procedures, and resources—please read it carefully and keep it handy for reference.

As we begin our first year as a charter school, we are deeply committed to building a strong and supportive community. Open communication is key to that success, so we encourage you to reach out to your child’s teacher, our office staff, or me at any time with questions, ideas, or concerns. Your voice matters, and together we can make HRCS a place where every student feels known, supported, and inspired.

Thank you for joining us on this exciting new chapter. We can’t wait to learn, grow, and adventure together this year!

With gratitude and excitement,

*Laurel Dumas*

## Important Dates at High Rockies Community School 2025-2026

August 27, High Rockies Huddle (Back to School Night)	January 19, MLK Day – No School
September 1, Labor Day – No School	January 29, End of 2nd Quarter
September 2, First Day of School!	February 16-19, Mid-Winter Break – No School
September 26-27, Family Camping Trip	April 9, End of 3rd Quarter
October 13-16, Fall Break – No School	April 13-16, Spring Break – No School
November 6, End of 1st Quarter	May 25, Memorial Day – No School
November 24–27, Thanksgiving Break – No School	June 5-6, Family Camping Trip
December 22–Jan. 1, Winter Break – No School	June 11, Last Day of School/End of 4th Quarter

Access online at <https://highrockiescommunityschool.org/events/> and <https://highrockiescommunityschool.org/events/academic-calendar/>

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# INTRODUCTION

At HRCS, we believe learning should be rooted in the real world, guided by curiosity, and centered on connection. Our program supports the whole child through academic rigor, outdoor exploration, creative expression, and strong relationships. Every aspect of our model—from multi-age cohorts to project-based learning—is designed to reflect the rhythms and values of our mountain communities.

We're guided by the following core program principles:

- **Place-Based Learning:** We connect learning to the unique land, culture, history, and stories of our region. Students explore local ecosystems, landmarks, and traditions, making their studies relevant and meaningful. Lessons take place outdoors, where students can see, touch, and experience the concepts they are learning.
- **Multi-Age Cohorts:** By learning in small, mixed-grade groups, students develop empathy, leadership, and adaptability. Older students serve as mentors and role models, while younger students bring curiosity and fresh perspectives. This structure mirrors the collaborative nature of our wider community.
- **Student Voice & Choice:** Students help shape their learning through inquiry, project-based work, and interest-driven study. By making choices about what and how they learn, students take ownership of their education and build the skills to think critically and creatively.
- **Family Partnership:** We believe families are essential partners in education. HRCS invites parents and caregivers to share their knowledge, skills, and perspectives, and to actively participate in school events, projects, and decision-making whenever possible.
- **Community Connection:** Learning is enriched when it draws on the expertise and resources of the community. We collaborate with local organizations, businesses, and neighbors to create authentic learning experiences that prepare students to be engaged citizens and problem-solvers.

To support a safe and respectful learning environment, our school culture is grounded in 4 Agreements:

## **Mutual Respect | Attentive Listening | Right to Participate/Pass | Appreciation**

These agreements are more than rules—they are shared values that guide how we treat ourselves and each other. HRCS staff and teachers model these behaviors daily, use consistent language across learning spaces, and teach the agreements explicitly through experiential activities and real-world situations. They help create a school culture where every child feels seen, valued, and safe to explore and grow.

As we begin our first year as an official public charter school—building on the learning and relationships from our pilot year—we look forward to growing and defining HRCS together. This handbook is your guide to life at our school. Inside, you'll find details on expectations, routines, policies, and values that help our community thrive. We encourage you to use it as a resource throughout the year and to reach out with questions, ideas, and feedback. Together, we are creating something meaningful for our students, families, and community. Let's get started.

# NON-DISCRIMINATION STATEMENT

In compliance with Titles VI & VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, the Americans with Disabilities Act, the Genetic Information Nondiscrimination Act of 2008, and Colorado law, HRCS does not unlawfully discriminate against otherwise qualified students, employees, applicants for employment, or members of the public on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry, family composition, or need for special education services. Discrimination against employees and applicants for employment based on age, genetic information, and conditions related to pregnancy or childbirth is also prohibited in accordance with state and/or federal law. Harassment, if it rises to the level described in state law, is a prohibited form of discrimination.

The Board has adopted policies to handle discrimination complaints in alignment with federal and state law. Board-approved policies can be found here:

- [HRCS Nondiscrimination/Equal Opportunity Policy](#)
- [HRCS Harassment and Discrimination Investigation Procedures for Students](#)

For complaints about discrimination or harassment as it pertains to HRCS, see contacts below:

## Compliance Officer

Laurel Dumas  
PO Box 802  
Fairplay, CO 80440  
[laurel.dumas@highrockiescommunityschool.org](mailto:laurel.dumas@highrockiescommunityschool.org)  
(719) 257-3183

## Americans with Disabilities Act (ADA), Section 504 Coordinator

Laura Noto  
PO Box 802  
Fairplay, CO 80440  
[laura.noto@highrockiescommunityschool.org](mailto:laura.noto@highrockiescommunityschool.org)  
(719) 394-8163

## Title IX Notice

The school does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admissions and employment. The school's Title IX policy and grievance procedures can be found here:

- [Sex-based Harassment Investigation Procedures](#)

To report information that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the board policy. Inquiries about the application of Title IX may be referred to the school Title IX Coordinator, the [Department of Education's Office for Civil Rights](#), or both. **HRCS Title IX Coordinator:** Shannon Gossard [sgossard@vaocollaborative.org](mailto:sgossard@vaocollaborative.org) (970) 412-0706

## Outside Agencies

Complaints regarding violations of Title VI, (race, national origin), Title IX (sex, gender), Section 504/ADA (handicap or disability), may be filed directly with the Office for Civil Rights, U.S. Department of Education, 1244 North Speer Blvd., Suite 310, Denver, CO 80204. Complaints regarding violations of Title VII (employment) and the ADEA (prohibiting age discrimination in employment) may be filed directly with the Federal Office of Equal Employment Opportunity Commission, 950 17th St., Suite 300, Denver, CO 80202, or the Colorado Civil Rights Commission, 1560 Broadway, Suite 825, Denver, CO 80202.



# NOTIFICATION OF RIGHTS

## **Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records:

1. The right to inspect and review the student's education records within 45 days after the day the High Rockies Community School receives a request for access. Parents or eligible students who wish to inspect their child's or their education records should submit to the Head of School a written request that identifies the records they wish to inspect. The Head of School will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the School to amend their child's or their education record should write the Head of School, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent:
  - a. School officials with a legitimate educational interest.
  - b. Other schools to which a student is transferring.
  - c. Specified officials for audit or evaluation purposes.
  - d. Appropriate parties in connection with financial aid to a learner.
  - e. Organizations conducting certain studies for or on behalf of the school.
  - f. Accrediting organizations.
  - g. To comply with a judicial order or lawfully issued subpoena.
  - h. Appropriate officials in cases of health and safety emergencies; and
  - i. State and local authorities, within a juvenile justice system, pursuant to specific State law.
4. HRCS may disclose appropriately designated "directory information" without written consent, unless parent or guardian has advised HRCS to the contrary in accordance with HRCS procedures. The primary purpose of directory information is to allow HRCS to include information from your child's education records in certain school publications. Examples include: the annual yearbook, naming your child's project in a learning showcase or event, or other recognition lists. If you do not want HRCS to disclose any or all of the types of information designated as directory information from your child's education records without your prior written consent, you must notify the Head of School at HRCS in writing by the first day of school each year your child is in attendance. HRCS has designated the following information as directory information: learner's name, grade level, and photograph.
5. HRCS shall provide all learner records, including discipline records to a school to which a learner transfers, and no parental permission shall be required for the same. Parents/guardians have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA.

The name and address of the office that administers FERPA are:

**Family Policy Compliance Office**

U. S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901

**Parents' Right to Know**

As a parent of a student at HRCS, you have the right to know the professional qualifications of the classroom teacher who instructs your child. This is a requirement for all districts that receive Title I funds. Federal law allows you to request certain information about your student's classroom teacher. The law also requires the school to give you this information in a timely manner upon request. Listed below is the information about which you have the right to ask for regarding each of your student's classroom teachers.

- Whether the Colorado Department of Education (CDE) has licensed or endorsed your student's teacher for the grades and subjects taught.
- Whether CDE has decided that your student's teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major; whether the teacher has any advanced degrees, and, if so, the subject of the degrees.
- Whether any teachers' aides or similar paraeducators provide services to your child and, if they do, their qualifications.

Please contact the Head of School if you would like to receive any of this information.

**Public Records Requests / Colorado Open Records Act (CORA)**

HRCS follows the Colorado Open Records Act (CORA), which allows the public to request access to certain school records. While many documents are already available on the HRCS website, families and community members may submit a written request for records not posted online. Some records—such as those containing private student or family information—cannot be shared by law. Requests must be clear, specific, and sent directly to the school's Custodian of Records. HRCS responds within three working days (or up to seven in special cases). The first 25 pages are free, and the school does not charge for the first hour of staff time spent gathering records. Additional pages or time may have a fee. Records can be viewed by appointment during school hours.

For more details, including contact information for the Custodian of Records, please see the full [HRCS Open Records \(CORA\) Policy](#).



# GENERAL SCHOOL INFO & STUDENT SERVICES

## Arrival & Dismissal

High Rockies Community School is in session Monday through Thursday, from 8:00 a.m. to 3:45 p.m. Families can find important dates—such as breaks, holidays, and conference days—on our [HRCS Academic Calendar](#).

### Arrival

Students may arrive as early as 7:45 a.m. and begin each day with Outdoor Active Time. Upon arrival, students should head directly outside to join their group. A staff member will be on duty to supervise Outdoor Active Time and greet students.

To support a smooth start, families may use our “kiss and go” zone, where staff will assist students with exiting vehicles, saying goodbyes, and placing backpacks and gear in designated storage areas. Families who wish to park and stay to visit with teachers or students during Outdoor Active Time are welcome, but should use designated parking areas and leave space for the turnaround. If a student has a scheduled meeting or check-in with a staff member, they may enter the building with permission.

### Dismissal

School ends at 3:45 p.m. Students will finish their day with Outdoor Active Time and be released from the outdoor space. If you need to pick up your child early during Outdoor Active Time, please check in with the staff member on duty before taking your child. Students will be dismissed directly to:

- Their parent/guardian or authorized pickup adult
- An after-school program or scheduled activity (if applicable)

Once all students have been released to a parent, guardian, or authorized adult, staff will no longer be supervising children on campus. Please ensure prompt pickup and communicate with the school if you are running late. We appreciate your patience and partnership as we all work together to keep arrival and dismissal smooth, safe, and welcoming for our community.

## Assessment & Parent Refusal

At HRCS, we utilize a combination of teacher observations and standardized assessments to evaluate student proficiency and growth. While participation in state assessments is required, parents have the right to opt their child out. We encourage families to review our full [Assessment and Parent Refusal Policy](#) to understand the procedures and implications of opting out.

## Attendance: Absences, Tardies & More

Consistent attendance is one of the most important ways families can support their child’s success at HRCS. Because our place-based, hands-on approach relies on outdoor exploration, fieldwork, and collaborative projects, missed experiences cannot always be recreated through makeup work. Every day offers opportunities to connect with peers and the natural world—your child’s presence matters. For full details, please see the complete [HRCS Attendance Policy](#).

## School Hours and Reporting Absences

- Student hours are 8:00 a.m.–3:45 p.m., Monday–Thursday. Students must arrive prepared for outdoor activities, as the day begins with Outdoor Active Time.

- To report an absence, families must notify the school by 8:30 a.m. by calling or texting us at voice or emailing [registrar@highrockiescommunityschool.org](mailto:registrar@highrockiescommunityschool.org) on the day of the absence. Include the student's name, date, reason for the absence, and expected return date.
- If a student needs to leave early, families must notify the school in advance. Students must be checked out by a parent or guardian with the student's teacher.

### **Excused vs. Unexcused Absences**

Absences are excused for: illness or injury, mental or behavioral health needs, prearranged serious appointments or obligations, religious observances, family emergencies, funerals, court appearances, verified work-study programs, and therapy or legal appointments.

- Additional absences may be excused at the discretion of the Head of School.
- Unexcused absences occur when a student misses school or leaves class without permission and without a valid reason.

### **Makeup Work, Tardies, and Early Departures**

- Students with excused absences will be given reasonable opportunities to recover essential content and demonstrate learning. They should meet with teachers promptly to plan makeup work, which must be completed within a reasonable timeframe.
- Makeup work may be allowed after unexcused absences or suspensions.
- Students are expected to arrive on time and stay through the end of the day. Excessive tardiness or early departures disrupt the learning community and will be addressed in partnership with families.

### **Truancy and Chronic Absenteeism**

- A habitual truant is a student age 6–17 with 4 unexcused absences in a month or 10 unexcused absences in a year.
- A student is chronically absent if they miss 10% or more of the school year for any reason (excused or unexcused).

Families will be contacted if patterns of absences, tardiness, or early departures develop. HRCS will work with families to create support plans, which may include attendance contracts and connections to additional staff or resources. Chronic absenteeism may impact academic progress and, in severe cases, could result in grade retention.

### **Withdrawal and Dropout Prevention**

If a student is absent for an extended period without notice and the school cannot reach the family despite multiple outreach attempts, the student may be coded as a dropout beginning the first day of the extended absence.

- Before this happens, HRCS will attempt direct outreach and invite families to meet with staff to discuss solutions.
- If still unresponsive, HRCS will send written notice within ten consecutive school days encouraging the student's return and outlining available supports.

### **Additional Notes**

- Attendance plans and decisions for students with IEPs or 504 Plans will be coordinated with their support team.
- Students serving in-school suspension will be counted as present if they remain on campus and complete required work.

- If HRCS moves to remote or hybrid instruction, details about how daily attendance will be tracked will be shared at that time.

Accurate attendance also affects school funding, particularly during the state's October Count window. Your help in ensuring daily attendance and prompt reporting is essential.

## **Accidents**

Any accidents that occur in the school building, on school grounds, or at any school-sponsored event must be reported immediately to the Head of School, along with a Student Accident/Illness Report.

## **After School Program**

The [Boys and Girls Club of the High Rockies](#) operates each day after school and occasionally sponsors special outings on non-school days. Please call the Club at (719) 836-9019 for information and registration. Students who are enrolled in the Club may take the Club van after school with parent permission. Parents are responsible for keeping track of club closings and for having back-up plans for student pick up.

## **Bullying Prevention & Education**

At HRCS, we are dedicated to fostering a safe, respectful environment where all students feel valued. Bullying—including verbal, physical, social, or online actions meant to harm or exclude—is not tolerated. To prevent bullying, we use the Tribes Learning Community model, which emphasizes the 4 Agreements: Attentive Listening, Mutual Respect, Appreciation (No Put-Downs), and the Right to Participate or Pass. Social-emotional learning is woven into daily lessons, and restorative approaches are used to address conflicts and repair harm.

If your child experiences or witnesses bullying, they should speak with a trusted adult, and families are always welcome to contact the school directly. Our Bullying Prevention Coordinator, [Laurel Dumas](#), investigates reports and provides support, with restorative justice partners or external investigators involved if needed. HRCS tracks incidents, reviews them regularly to strengthen prevention, and shares updates with families through newsletters. For more details, please see the full [HRCS Bullying Prevention and Education Policy](#).

## **Calendar**

High Rockies Community School operates on a September through June schedule. The [HRCS Academic Calendar](#) aligns with our place-based approach, allowing time for seasonal learning, family connection, and meaningful breaks. A detailed calendar is shared with families at the start of each year and is always available on our website.

## **Cell Phones & Personal Electronic Devices**

At High Rockies Community School, we prioritize a focused and distraction-free learning environment. To support this, students are strongly encouraged to leave personal electronic devices, including cell phones, at home. If a device is brought to school, it must remain turned off or in silent mode and stored out of sight during the school day. Exceptions are made for medical needs, disability accommodations, or explicit staff permission for instructional purposes.

For a comprehensive overview of our policy, please refer to the [HRCS Student Use of Cell Phones and Personal Electronic Devices Policy](#).

## **Collaborative Support Team (CST)**

At HRCS, every student is essentially working from an individualized learning plan. Our multi-age model, small cohort sizes, and place-based approach allow us to respond to students' needs with flexibility and care. When a student needs additional support—whether academic, social, emotional, or behavioral—we come together as a Collaborative Support Team (CST) to problem-solve and create a short-term plan. The process is coordinated by the student's Lead Teacher, along with Student Support Coordinator, [Laura Noto](#). Here's how it works:

- A teacher or staff member notices a concern and connects with the family.
- Classroom-based strategies are tried and monitored over time.
- If more support is needed, the CST meets to develop a plan using the student's strengths and needs as a guide.
- The plan is put into action and reviewed after a set time.
- The team adjusts as needed or considers additional steps such as screenings or evaluations.

This process is part of our MTSS (Multi-Tiered Systems of Support) framework and helps ensure every learner gets what they need to thrive. Families are valued partners every step of the way.

## **Communication**

At HRCS, we believe that parents are essential partners in the educational journey. We encourage regular, open communication between families and staff to support each student's success.

- Non-urgent matters (questions, concerns, or general updates) can be shared via email. Teachers will do their best to respond within one working day.
- Urgent matters should be communicated by text or phone call to (719) 257-3476 and will be attended to promptly.
- Teacher availability: Staff are on campus from 7:30 a.m. to 4:30 p.m. Parents are welcome to connect with teachers during Outdoor Active Time (8:00–8:30 a.m. and 3:15–3:45 p.m.) or after school from 3:45–4:30 p.m.

## **Custody**

If there is a court order that limits the rights of a parent or guardian in matters such as custody or visitation, a copy of that order must be on file with the school. Without legal documentation, the school is not able to enforce custody-related restrictions. If your child will be in the temporary care of a relative or friend, the school must receive written permission from the custodial parent, outlining who is authorized to act on the child's behalf. This documentation is also required in case of an emergency, as hospitals typically require it to provide treatment when a parent is unavailable.

Please also make sure that any authorized caregivers are listed as emergency contacts in the records the school keeps on file. You may update this information at any time by contacting [registrar@highrockiescommunityschool.org](mailto:registrar@highrockiescommunityschool.org).

## **Daily Schedule**

Our school day is intentionally designed to balance academic instruction, outdoor exploration, and community connection. Student hours are 8:00 a.m. to 3:45 p.m., and staff are on campus from 7:30 a.m. to 4:30 p.m. We encourage families to support on-time arrival and consistent attendance to help students fully engage in the rhythm and opportunities of each day.

High Rockies Community School Daily Schedule	
Time	Activity
8:00–8:30	Outdoor Active Time (arrival window)
8:30–8:45	Community Circle
8:45–11:30	ELA & Math Skills Blocks
11:30–12:30	Lunch & Outdoor Active Time
12:30–3:00	Interdisciplinary Thematic Units, Project-Based Learning, Hikes
3:00–3:15	End-of-Day Journaling
3:15–3:45	Outdoor Active Time (dismissal window)

## Dress Code

At HRCS, we encourage students to express themselves while also dressing in a way that supports learning, movement, and safety. Because we spend a significant part of the day outdoors and often engage in hands-on, active learning, students should come to school dressed for the weather and ready to participate fully. Clothing should be:

- Comfortable for sitting, moving, climbing, and learning outside
- Weather-appropriate (layers, waterproof gear, sun protection as needed)
- Free from messaging that distracts from a positive, respectful learning environment

Students may not wear clothing or accessories that:

- Promote drugs, alcohol, tobacco, weapons, or violence
- Include hate speech or derogatory language
- Contain sexually explicit images or language
- Represent gangs or unlawful behavior

If a student's clothing is determined to be unsafe, disruptive, or not appropriate for the day's activities, a staff member will help the student problem-solve. This may include borrowing gear, calling home for a change of clothes, or finding an alternative solution. Students will not be shamed for their clothing, and we will always address concerns privately and respectfully.

As with all expectations at HRCS, we strive to approach dress code conversations with mutual respect, appreciation, and care for each learner's experience. For more details please refer to the [HRCS Dress Code Policy](#).

## Emergency Contact Information

To help us care for your child in the event of illness, injury, or an unexpected situation, we ask all families to keep emergency contact information up to date with the school office. This includes how to reach you—and who we can contact—if you're unavailable.

Students can only be released during the school day to the adults listed on their emergency contact form. If someone not listed needs to pick up your child, we'll need notification from a custodial parent or guardian in advance. For everyone's safety, all adults picking up students during school hours will be asked to show photo ID or another form of identification.

If your contact information or emergency list changes at any time, just reach out—we'll be happy to help you update it! You can contact [registrar@highrockiescommunityschool.org](mailto:registrar@highrockiescommunityschool.org).

## **Enrollment & Withdrawal**

High Rockies Community School welcomes students in grades K–8 through an open, lottery-based enrollment process. In accordance with state law, enrollment is open to all Colorado residents and conducted in a nondiscriminatory manner. If more applications are received than seats available, HRCS uses a public lottery and waitlist system. Priority is given to siblings of enrolled students, children of founding families, and children of school staff—within legally defined limits.

Each year, current families will be asked to complete an Intent to Re-enroll form to secure their child's seat for the following school year. New families must complete an application during the published enrollment window. On our website you can find our full [Enrollment Policy](#).

If your family chooses to withdraw your child from HRCS, we ask that you provide at least two weeks' written notice to help us support a smooth transition. This allows us to release waitlisted students in a timely manner and complete any necessary records transfers. Please reach out to the Head of School or office staff if you need assistance with the withdrawal process.

## **Facility Plan**

High Rockies Community School is thrilled to partner with [Mountain Area Land Trust](#) (MALT) to renovate the barn at Sacramento Creek Ranch into a flexible, shared educational facility. Once completed, this space will provide a central indoor location to complement our outdoor learning model, support community events, and expand program offerings. Until the barn is ready for use, HRCS will continue to prioritize outdoor learning as the foundation of our instructional approach, using Sacramento Creek Ranch's natural spaces for the majority of daily activities. When indoor space is needed—for flexible instruction, small group work, or shelter during inclement weather—we will use MALT's existing facilities, including the garage, greenhouse, and yurt. We are committed to maintaining safe, engaging, and consistent learning experiences during this transition and will keep families updated on progress as the project moves forward.

## **Grievance Procedures**

At HRCS, we value open, respectful communication and believe concerns are best resolved through direct dialogue in a clearly outlined process for addressing issues:

1. Start with a conversation. Speak directly with the person involved to resolve the issue.
2. Contact the Head of School. If unresolved, submit your concern in writing. The Head of School will follow up within five days.
3. Submit a grievance to the Board. If needed, you may submit a formal written grievance to the Board of Directors.
4. Appeal to CSI. If still unresolved, concerns may be submitted in writing to the Colorado Charter School Institute.

For full details and timelines, please review our official [HRCS Grievance Policy](#).



## **Health Support & Nurse Services**

At HRCS, student health and safety are a top priority. While we do not have a full-time nurse on site, our staff are trained to provide basic care for illness and injury under the guidance of a contracted school nurse. When needed, staff consult directly with our nurse to ensure appropriate care and next steps. To help us care for your child effectively:

- Please make sure your contact and emergency information is current so we can reach you promptly if your child becomes ill or injured.
- Let us know about any allergies, medications, or health conditions we should be aware of.
- Ensure your child's immunization records are up to date. If your child receives a new immunization, please send updated documentation to the school office so we can keep our records current, as required by state law.

We appreciate your partnership in keeping our students healthy, safe, and ready to learn.

## **Lost & Found**

To help us return lost items quickly, we encourage families to clearly label personal belongings such as jackets, lunch boxes, water bottles, and backpacks. Lost items will be placed in the designated Lost & Found area on campus. If you're visiting the school, please take a moment to check for anything your child may have misplaced—we'd love to reunite items with their owners!

## **Mandated Reporting**

According to state law, non-accidental injury, sexual molestation, abuse, and neglect including educational neglect due to attendance issues must be reported to Child Protective Services. Staff members are required to report suspected abuse or neglect and are protected by state legislation from any civil or criminal liability. If you or someone you know needs help, or if you are aware of a child abuse or neglect problem, please call Child Protective Services in Park County. You can also call the Child Abuse Hotline @ 1-844-CO-4-KIDS.

## **Medical or Temporary Activity Restrictions**

At HRCS, we aim to support every student in staying active in ways that feel safe, accessible, and aligned with their current abilities. We honor student autonomy and the right to pass, especially when it comes to physical activity. If your child is unable to participate in PE, daily hikes, or Outdoor Active Time due to a medical condition:

- Please provide a doctor's note to the school office outlining the condition and duration of any restrictions.
- For temporary limitations (such as recovery from illness or minor injury), a note or email from a parent/guardian is sufficient. In these cases, our team—under the guidance of our contracted school nurse—will collaborate with your child to determine the best level of participation or modification.
- We encourage students to communicate their comfort level during physical activities. If a student expresses that they are not feeling safe or well enough to participate fully, staff will support them in finding an alternative that honors both their needs and our Four Agreements.
- If no documentation is provided and there are no observable concerns, students will be expected to participate to the best of their ability.

Our goal is to keep students healthy, empowered, and engaged—never pushed beyond their limits, but always encouraged to be active participants in their own growth.



## **Medication Administration**

To ensure student safety, HRCS follows Colorado law and nurse-delegated procedures for administering medication during the school day and at school-sponsored events or field trips. Whenever possible, medications should be given at home before or after school. If medication must be given during school hours, parents/guardians must submit a completed authorization form (signed by a healthcare provider for prescriptions, and by a parent/guardian for over-the-counter medications). All medications must be FDA-approved, in their original packaging, and labeled with the student's name, dosage, and timing.

Students with life-threatening conditions (such as asthma, severe allergies, or diabetes) may self-carry medication with an approved care plan, renewed each year. Medication for field trips must be submitted at least one week in advance with the required paperwork. Certain practices—such as sending medication to school in a backpack—are prohibited unless specifically authorized. Failure to submit proper documentation or meet deadlines may mean the school cannot administer medication. For details, including required forms and contact information, please see the full [Medication Administration Policy here](#).

## **Outdoor Active Time**

At HRCS, Outdoor Active Time is an essential part of our daily rhythm and learning model. Students participate in Outdoor Active Time three times each day:

- Morning: 8:00–8:30 a.m.
- Midday: 11:30 a.m.–12:30 p.m. (includes lunch)
- Afternoon: 3:15–3:45 p.m.

Outdoor Active Time is more than recess—it's a time for outdoor exploration, movement, social connection, and unstructured learning in the beautiful and dynamic environment around Sacramento Creek Ranch. Students may engage with snow, rocks, trees, creeks, and other natural features during this time. With these opportunities come unique risks and responsibilities. We go outside in most weather conditions and ask families to help children come prepared every day with layered clothing, boots or sturdy shoes, gloves, hats, and weather-appropriate outerwear. Staff assess conditions daily, taking into account wind chill, precipitation, ice, wind speeds, and sun exposure. Outdoor Active Time may be modified or moved indoors when:

- Unsafe terrain or extreme weather makes outdoor time risky
- Creeks, trails, or other natural features become hazardous due to conditions

At our elevation, sun exposure is a year-round concern. We remind students to reapply sunscreen midday and before afternoon hikes. Families are asked to apply the first layer of sunscreen at home each morning and to send hats or other protective clothing as needed. Extra gear may be available to borrow when needed. If you'd like to donate outdoor clothing to support our lending supply, we'd greatly appreciate it!

## **Parking & Drop Off/Pick Up**

HRCS begins and ends each day with Outdoor Active Time, and we welcome families who wish to get out, connect with teachers, staff, or students, and share in this time together. If you plan to stay for a few minutes, please park along the edges of the driveway or in front of the barn. Be sure to leave the turnaround area open at all times so vehicles can pass safely.

For families who are simply dropping off or picking up, we use a “kiss and go” system. Staff will be present to greet students, assist them out of vehicles, and help place backpacks and gear into predetermined storage areas. Families are asked to remain in their vehicles during “kiss and go” whenever possible so the line can move smoothly. We ask for patience and kindness as we all navigate arrival and dismissal routines together. Please drive slowly, follow staff directions, and allow extra time as needed to help keep our community safe.

Note: Parking procedures may be updated as barn construction progresses. We will communicate any changes in advance.

## **Phones and Personal Devices**

At High Rockies Community School, we believe in cultivating presence, connection, and engagement during the school day. For this reason, HRCS is a phone-free campus for students during school hours.

- Student cell phones and smart watches must remain off and stored away while at school.
- Messaging, calling, or using personal devices during the school day is not permitted unless explicitly approved by a staff member for learning purposes.
- If a student needs to contact a parent during the day, they should check in with their teacher. Calls for urgent or necessary situations can be made using a classroom phone or the front office, with permission.

We ask that all after-school plans be arranged ahead of time to minimize disruptions. However, if you need to get a message to your child, please call the school before 3:30 p.m. Messages will be delivered before dismissal. To avoid interruptions to learning, we do not call students out of class for phone calls except in emergencies. If expectations around phones or personal devices are not followed, staff will respond using the school’s restorative discipline process. For details, please see the full [HRCS Student Use of Cell Phones & Personal Devices Policy](#).

Note: HRCS staff may use phones or other devices during the school day for supervision, safety, and instructional purposes.

## **Policies**

Student policies are continually reviewed and updated as needed. The most current HRCS policies are available on our website at [highrockiescommunityschool.org/board/board-policies/](https://highrockiescommunityschool.org/board/board-policies/). Please check this page regularly for updates related to student expectations, health and safety, enrollment, and more.

## **Physical Education (PE)**

At HRCS, we believe physical activity should be engaging, varied, and connected to our unique setting. We partner with the South Park Recreation Center to provide weekly physical education experiences led by local instructors. Depending on instructor availability and seasonal opportunities, students may participate in activities such as swimming, rock climbing, mountain biking, boxing, skateboarding, Zumba, yoga, circus skills... and more!

Because these offerings rely on instructor schedules and facility availability, PE schedules may vary month to month. We will share updates with families as far in advance as possible, and we appreciate your flexibility and understanding when changes arise.

## **Safety Alert Drills**

Student safety is a top priority at HRCS. While we hope never to face a serious emergency, we are committed to being prepared. To ensure that students and staff know what to do in a variety of situations, we practice a range of safety drills throughout the school year. These include:

- Evacuation (e.g., fire drills)
- Lockdown
- Hold (remain in place, typically due to hallway or building disruptions)
- Shelter-in-Place (e.g., severe weather)

These drills help students build confidence, reduce anxiety, and respond calmly in real situations. We always take a thoughtful, age-appropriate approach when practicing these procedures, and staff are trained to guide students through them in a way that feels safe and supportive. Thank you for partnering with us to keep our school community secure and prepared.

## **Social Emotional Learning (SEL)**

We at HRCS believe that emotional well-being and strong relationships are essential to meaningful learning. Social-Emotional Learning (SEL) is integrated into our school culture through daily classroom practices and weekly lessons led by teachers, using the Tribes Learning Communities process.

The Tribes process helps students develop skills in collaboration, communication, conflict resolution, empathy, and personal responsibility. SEL lessons are built into the rhythm of the school week and are reinforced through shared agreements, reflection, and restorative practices. HRCS students learn to:

- Build respectful and inclusive relationships
- Practice attentive listening and appreciation
- Navigate conflict with care and honesty
- Manage emotions and respond to challenges with resilience
- Take ownership of their role in the community

Our multi-age cohorts provide a natural setting for students to practice social skills across age groups, and our small-school environment allows for close attention to individual needs. If a student needs extra support with social skills, peer relationships, or emotional regulation, teachers and school leaders work together with families to provide personalized strategies and tools.

While HRCS does not currently employ a school counselor, every staff member plays a role in supporting student well-being. We approach social-emotional growth as a shared responsibility and are committed to fostering a learning community where every child feels safe, connected, and empowered.

If you ever have questions or concerns about your child's emotional or social development, please reach out. We're here to partner with you in supporting your child's whole development—mind, body, and heart.

## **State Testing**

Colorado's Academic Standards, developed by and for Coloradans, outline what students should know and be able to do at each grade level to be prepared for college, careers, and life. These standards emphasize key skills such as critical thinking, problem solving, communication, creativity, and collaboration across academic content areas.

To measure student progress toward these expectations, the state administers the Colorado Measures of Academic Success (CMAS) assessments. These tests are typically taken online and are designed to align with the state standards in English language arts, math, science, and occasionally social studies (depending on the grade and year). CMAS assessments provide valuable information for families, teachers, and schools about how students are growing academically and where additional support or enrichment may be needed. *This summary is based on information provided by the Colorado Department of Education (CDE). For more, visit [cde.state.co.us/assessment](http://cde.state.co.us/assessment).*

## **Student Learning Journey Meetings**

Student Learning Journey Meetings are scheduled four times each year, at the end of each quarter, and will be scheduled during school hours. This is the time when parents and teachers talk about the student's progress in school, goals, concerns, suggestions, reminders, and special needs. At HRCS, we believe that parents and teachers are partners in education. We welcome your assistance in helping us find the best way to help your child learn. Please know that you may request additional meetings/conferences anytime during the year.

## **Student Fees**

We are committed to providing equitable access to education for all students. We charge fees only as permitted by law, and these fees are used exclusively for specific educational purposes as outlined in the annual fee schedule. Participation in the core academic program will never be restricted due to unpaid fees.

To support families facing financial hardship, HRCS provides fee waivers for students who qualify for free or reduced-price lunch, are experiencing homelessness, or are in foster care. Families can contact the Head of School to request a waiver confidentially.

For any optional activities or services, HRCS may charge incidental fees, which will always be communicated in advance. Our goal is to ensure no student is excluded from participation due to financial barriers. For more detailed information, please refer to the full [HRCS Student Fee Policy](#).

## **Supplies**

To save families time, reduce costs, and ensure every student has what they need to succeed, HRCS coordinates the purchasing of students' school supplies. Families are charged a supply fee to cover the cost of these materials. While classroom supplies are provided this way, students also need personal items to support their daily learning—especially for our outdoor-based program. We learn outside in most conditions, and being properly dressed helps students stay comfortable, safe, and focused.

Therefore, in addition to classroom supplies, students are expected to come prepared each day with:

- A labeled backpack
- A daily lunch, plus snacks and a full water bottle
- A change of clothes, labeled and packed in a bag
- Proper layers and outerwear for changing weather (e.g., water shoes, rain jacket, snow clothes, hat, gloves, boots, insulated coat)
- Water shoes for creek days and snow gear for winter play and learning

If the supply fee or any required items present a financial hardship, please contact your child's teacher or the Head of School. We have scholarship funds available, and all requests will be kept confidential.

## **Visitors**

We love welcoming families and community members to High Rockies Community School. To help keep our students safe and our campus secure, all visitors—including parents and guardians—must check in with a staff member upon arrival.

Visitors will be asked to:

- Provide photo identification
- Sign in at the designated check-in location
- Wear a visitor badge at all times while on campus

We appreciate your cooperation in helping us maintain a secure, respectful, and student-focused environment. If you'd like to arrange a visit or volunteer, please contact the school office or your child's teacher.

## **Volunteers & Field Trip Chaperones**

At High Rockies Community School, we welcome and appreciate the time, talents, and energy that families and community members contribute. Volunteers enrich our learning environment and support students in meaningful ways. You might volunteer by:

- Assisting in the classroom or library
- Helping in the office
- Supporting reading or project work
- Sharing your skills as a guest speaker
- Joining our parent group or helping with events
- Supervising during Outdoor Active Time
- Taking home preparation tasks (e.g., preparing materials for lessons or events)

Whether you have time to help on a regular schedule or just now and then, we'd love to include you. Please reach out to your child's teacher or the school office to get started.

## **Fingerprinting Requirement for Volunteers**

All regular volunteers who work with students—including those assisting in the classroom, chaperoning field trips, supervising Outdoor Active Time, or taking home preparation tasks—must complete a one-time fingerprint-based background check. Once you're fingerprinted for HRCS, you're cleared for the duration of your child's time at the school. Click here for fingerprinting instructions: [HRCS Fingerprinting & Background Check Policy](#).

## **Field Trip Chaperones**

Field trips are an essential part of our place-based learning model, allowing students to connect their learning with real-world people, places, and experiences. We love when families join us as chaperones! If you're interested in chaperoning a field trip, please connect with your child's teacher to learn about upcoming opportunities. Your support helps make learning at HRCS meaningful, safe, and full of adventure!

## **Weather-Related Changes & Emergency Plans**

In the event of severe weather or other emergencies—such as snow, ice, high winds, road closures, or facility issues—school may be canceled, delayed, dismissed early, or temporarily relocated. We will communicate all changes directly to families via text and/or phone call using our school's notification system.

### **Delayed Starts**

If we delay the start of the school day due to weather, we will share the specific start time in our messages. Please do not drop students off early, as supervision may not be available.

### **Early Dismissal**

If worsening weather requires early dismissal, families will be contacted immediately. All students must be signed out by a parent, guardian, or designated emergency contact. Students will remain supervised indoors until they are picked up and will be provided with snacks and indoor activities to keep them safe and comfortable. Parents always have the option to pick up their child early or keep them home in poor weather, even if school is in session.

### **Temporary Relocation to Indoor Facilities**

In instances where weather conditions make it unsafe or impractical to remain outdoors for the majority of the day, we may relocate the school day to an indoor partner site such as the Boys & Girls Club or the Fairplay Library. In these cases:

- Families will be notified the evening before (or as early as possible) with updated drop-off and pick-up locations.
- If the weather changes unexpectedly during the school day, students may be transported to the alternate indoor location using HRCS school vans.
- All learning, meals, and supervision will continue at the alternate site with appropriate staff present.
- Transportation decisions will prioritize safety and comply with school policies and procedures.

### **In the Event of an Emergency**

In rare cases where students cannot be picked up due to travel conditions, we will work with local emergency services to ensure all children are safe. If necessary, we will activate shelter-in-place procedures and remain in contact with families. Should students need to stay overnight, we will coordinate with local responders to provide shelter, food, and supervision until students can be safely released.

**To ensure you receive timely updates, please keep your contact information current with the school.**

## **HIGH ROCKIES COMMUNITY SCHOOL STUDENT CODE OF CONDUCT**

At HRCS, our behavior expectations are grounded in our founding principles of place-based learning, student voice, joyful exploration, and strong community relationships. We believe that every student has the right to feel safe, respected, and included, and the responsibility to help create that experience for others. Our expectations are guided by the Four Agreements: Mutual Respect, Attentive Listening, Appreciation (No Putdowns), the Right to Participate and Pass.



These agreements, along with our [Student Constitution](#) and the rights outlined in our student-led government, serve as the foundation for how we act, learn, and grow together. The Four Agreements guide our daily interactions, while the Student Rights remind us of the protections and freedoms each learner holds within our community.

### **Mutual Respect**

- Speak and act kindly toward others
- Value differences in opinions, beliefs, and identities
- Take care of shared spaces, materials, and the natural environment
- Follow community agreements and support a safe, inclusive culture

### **Attentive Listening**

- Listen when someone else is speaking without interrupting
- Stay present and engaged during group discussions and activities
- Honor the voices and contributions of others
- Make space for everyone to be heard

### **Appreciation (No Putdowns)**

- Practice gratitude and recognize the efforts of others
- Use kind, encouraging language
- Avoid sarcasm, teasing, or exclusionary behavior
- Repair harm when mistakes are made

### **Right to Participate and Pass**

- Engage in ways that feel safe and meaningful to you
- Respect others' choices to participate or pass without pressure
- Speak up or step back depending on the needs of the group
- Take responsibility for your learning and behavior, whether you join or pass

### **Student Rights (from the HRCS Constitution)**

- Right to be safe and feel safe
- Right to make your own choices (and take responsibility for them)
- Right to play, explore, express yourself, and have fun while learning
- Right to ask for help without judgment
- Right to participate in or pass on any activity respectfully
- Right to disagree respectfully and share your opinion
- Right to learn and make mistakes

## **BEHAVIOR SUPPORT & RESTORATIVE RESPONSES**

### **When Problems Arise**

At HRCS, we view discipline as an opportunity for guidance and growth—not punishment. We use restorative practices to help students reflect on their choices, repair harm, and rebuild relationships.

When a concern arises, the first step may involve a conversation with student leaders—such as a classroom Judge or the Mayor—who help peers talk through what happened and seek resolution. These



student leaders are part of our student-led government and serve as peer mediators, guiding conversations and supporting restorative solutions.

Students may also be invited to:

- Reflect with a teacher or peer
- Problem-solve or create a plan to restore trust
- Participate in a restorative conversation or circle

If behaviors are repeated or more serious in nature, the student may be supported by our [Collaborative Support Team](#) or school leadership, with parents brought in as active partners.

### **When Behavior Continues or Requires Additional Support**

Most minor behavior concerns are addressed by the teacher or supervising adult through redirection, reteaching, and relationship repair. Additional strategies may be used before referring the issue further, and families are kept informed if a pattern begins to emerge.

If a behavior escalates or continues, or if it requires additional support, the student may be referred to the Head of School or a designated staff member. In these cases, we continue to prioritize reflection and repair, and students may engage in a restorative process alongside staff, peers, and family.

Logical consequences may include:

- Loss of a privilege for a set period of time
- A check-in/check-out plan for behavior support
- Time away from a learning space to reset
- In-school reflection time
- Re-entry planning following serious disruptions

Our goal is always to help students feel ownership of their choices while staying connected to the community. Accountability and care go hand in hand, and every situation is approached with the intent to help students grow. While most concerns are resolved through restorative conversations and logical consequences, there are times when behaviors may require more formal disciplinary measures. In these cases, HRCS follows clear procedures that prioritize safety, fairness, and expulsion prevention.

### **Disciplinary Measures and Violations**

We believe student behavior expectations are grounded in safety, respect, and community responsibility. Behaviors are classified as minor or major based on their level of disruption, safety risk, and the type of response required. Discipline decisions are guided by state and federal law, equity considerations, and a commitment to expulsion prevention. For detailed descriptions of behaviors and procedures, see the full [HRCS Student Discipline Policy](#).

Below is a summary of related policies that help ensure a safe, inclusive, and supportive school environment:

### **Bullying Prevention and Education**

HRCS works to ensure all students feel safe, valued, and included at school. Bullying of any kind—whether physical, verbal, or online—is not tolerated. The school teaches respectful communication, models our community agreements, and addresses concerns quickly to repair harm

and restore relationships. Families are encouraged to partner with us in reinforcing positive behavior. See the full [Bullying Prevention and Education Policy](#) for details.

### **Dress Code**

Students should come to school dressed for comfort, safety, and active participation in outdoor learning. The HRCS Dress Code supports personal expression while maintaining a respectful and inclusive school environment. Clothing should be suitable for the weather and for a full day of learning both indoors and outdoors. See the full [Dress Code Policy](#) for details.

### **Gang-Related Activities**

HRCS prohibits any activity, language, or symbols connected to gang involvement. This includes displaying gang-related colors or symbols, using gang-associated language, or participating in activities that disrupt school safety. Our goal is to maintain a secure, welcoming environment for all students. See the full [Gang-Related Activities Policy](#) for details.

### **Internet Safety**

Students are expected to use school technology in a safe, respectful, and responsible way. Internet access is for educational purposes only, and all use is monitored. Students may not access harmful or inappropriate content, share personal information online, or engage in cyberbullying. Any misuse will be addressed through education, restorative practices, and, if necessary, discipline. See the full [Internet Safety Policy](#) for details.

### **Physical Intervention, Restraints, and Seclusion**

Physical interventions are used only when needed to protect the safety of a student or others, and only in ways that meet state and federal guidelines. These measures are a last resort, focus on student dignity, and are carried out by trained staff. All required documentation and reporting procedures are followed. See the full [Physical Intervention, Restraints, and Seclusion Policy](#) for details.

### **Prohibition Against Tobacco**

HRCS is a tobacco- and vape-free school. Students may not use, possess, or distribute tobacco or vaping products on school property, during the school day, or at school activities. This supports student health and our commitment to a safe, substance-free learning environment. See the full [Prohibition Against Tobacco Policy](#) for details.

### **Prohibition Against Weapons, Drugs, and Controlled Substances**

To keep our school safe, HRCS strictly bans the possession, use, or distribution of weapons, drugs, and controlled substances on campus or at school events. Violations are handled according to state law and school discipline procedures. See the full [Prohibition Against Weapons, Drugs, and Controlled Substances Policy](#) for details.

### **Safe School Reporting**

HRCS follows Colorado law to maintain a safe and positive school climate. We submit an annual safety report to the Board and encourage students, staff, and families to share concerns about safety, threats, or misconduct. Reports are addressed promptly to protect the well-being of our school community. See the full [Safe School Reporting Policy](#) for details.

## Search

If there is reasonable suspicion that a student may be violating a school policy or the law, HRCS may search the student, their belongings, or school property. Searches are conducted respectfully, with student rights and safety in mind. See the full [Search Policy](#) for details.

## Suspension and Expulsion

HRCS uses suspension or expulsion only when necessary to protect safety or as required by law. We focus on prevention, positive interventions, and fair processes. When suspension or expulsion is considered, families are involved and due process is followed. See the full [Suspension and Expulsion Policy](#) for details.

## Distinguishing Minor and Major Behavior Responses

At HRCS, we recognize that students are still learning how to manage their choices, relationships, and responsibilities. Missteps are natural opportunities for growth, and our role is to guide students toward repairing harm and strengthening community. To support consistency and clarity, we distinguish between minor and major behaviors based on their impact, level of risk, and type of response needed.

### **Minor Behaviors** – Handled by the classroom teacher or supervising staff

- Low-level behaviors that disrupt learning or community norms but do not pose a safety threat
- Responses include reteaching, redirection, reflection, and restorative conversations
- Families may be contacted if patterns emerge or additional support is needed

### **Major Behaviors** – Handled by the Head of School or designated site leader

- Serious or unsafe behaviors that cause harm, create risk, or persist despite intervention
- Responses may include restorative conferencing, safety planning, or re-entry processes
- Families are contacted, and individualized support plans are developed as needed

Our aim is to guide each student in becoming a thoughtful, empathetic, and engaged member of our school community. For more on student rights and responsibilities, please refer to the [HRCS Student Constitution](#) or reach out to the Head of School.

The following tables outline common examples of minor and major behavior concerns at HRCS, along with the typical responses used to guide reflection, restore relationships, and ensure safety. These categories help staff and students navigate challenges consistently and constructively.

While these tables serve as a general guide, every situation is approached with care, context, and discretion. Our commitment is to balance accountability with support, ensuring that discipline helps students learn, restore trust, and remain connected to our school community. For full details—including legal requirements, equity considerations, and expulsion prevention—see the [HRCS Student Discipline Policy](#).

## Minor Behavior Definitions

Minor Behavior	Definition	Response
Defiance/ Disrespect/ Noncompliance	Brief or low-intensity failure to respond to adult requests.	♦ Gentle redirection, reteaching, and restorative conversation.
Disruption	Low-intensity but inappropriate behavior that interrupts learning.	♦ Reteaching expectations and supporting re-engagement.
Dress Code Violation	Clothing not within HRCS guidelines.	♦ Private, respectful redirection; opportunity to change if needed.
Inappropriate Language	Low-intensity use of language that is not school-appropriate.	♦ Reminder of community agreements; restorative follow-up if needed.
Other	Other low-level behaviors not listed above.	♦ Documented and addressed through teacher-led reflection and repair.
Inappropriate Physical Contact	Non-serious, but inappropriate or unsafe physical contact.	♦ Redirection, discussion of safe behavior, and reflection as needed.
Possession of Prohibited Item (Non-Threatening)	Found with item (e.g., pocketknife, tool) without threat or intent to harm.	♦ Response includes education, family communication, and restorative follow-up. Item secured and returned to parent/guardian.
Property Misuse	Low-intensity misuse of school or personal property.	♦ Clarification of expectations and support in repairing or replacing items.
Technology Violation	Non-serious inappropriate use of devices (e.g., texting, gaming, filming).	♦ Device temporarily removed with reteaching; family notified if repeated.

## Major Behavior Definitions

Major Behavior	Definition	Example of Response
Abusive/Inappropriate Language, Profanity	Use of profanity or harmful words, including hate speech or targeted insults.	♦ Administrative referral, family contact, and restorative planning.
Arson	Planning or participating in intentional burning of property.	♦ Emergency response, administrative action, family involvement.
Bomb Threat/False Alarm	False or threatening message about explosives or school safety.	♦ Immediate administrative response, potential legal involvement.
Bullying	Repeated cruelty or coercion through verbal, physical, or digital means.	♦ Family conference, restorative action plan, possible loss of privileges.
Repeated Defiance/Disrespect/Insubordination/Non-Compliance	Persistent refusal to comply with reasonable requests or school norms.	♦ Referral to administration, family meeting, possible behavior plan.
High Intensity Disruption	Behavior that significantly interrupts learning or safety.	♦ Student removed from setting, reflection and re-entry planning.
Repeated Dress Code Violation	Ongoing disregard of dress expectations after redirection.	♦ Family communication, meeting to clarify expectations.
Fighting	Mutual physical aggression or violent behavior.	♦ Separation of students, parent notification, and behavior support plan.
Forgery/Theft	Possession or passing of stolen property; signing someone else's name.	♦ Administrative response, restorative conversation, and repair/replacement if needed.
Gang Affiliation Display	Use of symbols, gestures, or language promoting gang affiliation.	♦ Administrative follow-up, education, and restorative support.
Threats/Harassment	Verbal, physical, or digital behavior meant to intimidate, control, or demean another person.	♦ Safety assessment, parent involvement, and formal follow-up plan.

Inappropriate Display of Affection	Inappropriate or sexualized contact or language between students.	<ul style="list-style-type: none"> <li>♦ Staff redirection, family conversation, and education around boundaries.</li> </ul>
Inappropriate Location/Out of Bounds Area	Being in areas designated off-limits or unsafe.	<ul style="list-style-type: none"> <li>♦ Re-entry conversation, clarification of boundaries, and supervision review.</li> </ul>
Lying/Cheating	Intentionally providing false information or copying others' work.	<ul style="list-style-type: none"> <li>♦ Restorative conversation and reflection about honesty and trust.</li> </ul>
Other (Major)	Any major behavior not explicitly listed elsewhere in this table.	<ul style="list-style-type: none"> <li>♦ Situation-specific response, focused on repair, safety, and learning.</li> </ul>
Physical Aggression	Serious physical contact that may result in harm (e.g., punching, kicking, hair pulling).	<ul style="list-style-type: none"> <li>♦ Removal from situation, parent contact, and safety planning.</li> </ul>
Property Damage/Vandalism	Intentional damage or defacing of school or personal property.	<ul style="list-style-type: none"> <li>♦ Repair or replacement expected; family meeting and potential restitution.</li> </ul>
Leaving School Grounds/Skipping Class	Student leaves school grounds or misses class without permission.	<ul style="list-style-type: none"> <li>♦ Parent notification, return protocol, and plan for accountability.</li> </ul>
Technology Violation	Serious misuse of technology (e.g., cyberbullying, accessing inappropriate material).	<ul style="list-style-type: none"> <li>♦ Device privileges may be suspended; family meeting and review of policy.</li> </ul>
Use/Possession of Alcohol	Possessing or using alcohol at school or school events.	<ul style="list-style-type: none"> <li>♦ Immediate parent contact, referral to student support staff, and safety planning.</li> </ul>
Use/Possession of Combustibles	Items like lighters, firecrackers, or gasoline brought to school.	<ul style="list-style-type: none"> <li>♦ Confiscation, parent meeting, and safety assessment.</li> </ul>
Use/ Possession of Drugs	Possession or use of illegal substances or look-alikes.	<ul style="list-style-type: none"> <li>♦ Parent conference, referral to community supports, and disciplinary follow-up.</li> </ul>
Use/ Possession of Tobacco	Use or possession of tobacco products, including vaping devices.	<ul style="list-style-type: none"> <li>♦ Parent contact, education on health impacts, and behavior plan.</li> </ul>
Use/Possession of Weapons	Displaying, using, or intentionally bringing a dangerous item that causes fear or risk of harm.	<ul style="list-style-type: none"> <li>♦ Administrative referral, family contact, and a safety plan or disciplinary action depending on severity.</li> </ul>

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