ST. HELENA ACADEMY

Family Handbook 2026-2027

The St. Helena Academy Family Handbook was developed to answer many of the commonly asked questions that parents/guardians and students may have during the school year. Because this Handbook contains information about important policies and procedures, including requirements affecting students as well as parents/guardians, families are responsible for knowing the content of this handbook. Please take the time to read and to become familiar with the following information.

St. Helena Academy reserves the right to interpret the content of this Handbook, including school policies and procedures and the rules and regulations governing the academic and non-academic conduct of students. Please note: the Handbook is not a contract but an informational guide for parents/guardians and students. St. Helena Academy reserves the right to modify and/or amend the content of the Handbook at any time during the year. Any significant changes will be communicated to parents/guardians through written notices.

It is impossible to anticipate every policy question or particular circumstance that may arise in the life of the school. If you have any questions about the Handbook or any of its policies, please do not hesitate to contact the Director or other member of the school administration most directly connected with your question.

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ABOUT St. Helena Academy

Who We Are

Founded in 2026, St. Helena Academy is a university model classical school dedicated to forming students with excellence in the liberal, fine, and common arts.

St. Helena Academy partners with families who have a vision for an embodied classical education, and learning together in community.

Our Mission

We exist to provide students an excellent education in the liberal, fine, and common arts, through a rich learning atmosphere, classical liberal arts curriculum, and formative and embodied practices.

Christian Faith and Practice

As a Christian school, we embrace “the faith that has been once and for all delivered to the saints” (Jude 4). The Nicene Creed is the symbol of that faith recognized by the whole Church. Board members, faculty, and administrators affirm the Nicene Creed wholeheartedly and without exception and are active members of churches that do the same.

As a Christian school, our curriculum and school culture is designed to nurture and support a child’s intellectual, moral, and spiritual growth in the great tradition of education that flows from the historic Christian faith. While we do not require a profession of Christian faith from our students or their parents, we do require parents to acknowledge and to give their consent for their children to receive a Christian education and to participate respectfully in all aspects of the life of the school.

We understand that as a school the authority to determine the application of the Christian faith to all areas of life does not rest with us, but with the ecclesial bodies we partner with and to which our board members, faculty, and administrators belong. In this way, the authority to determine and apply Christian social, ethical, and moral teachings belongs to the Church and its leadership. To ensure that we remain faithful to “the faith that has been once and for all delivered to the saints,” we partner with congregations and parishes that are committed to upholding historic orthodox Christian faith, and the social, ethical, and moral practices it requires, as they have been received.

Regarding the issues relating to human personhood and sexuality forefront in contemporary culture, the Church has spoken with a unified voice—East and West, Evangelical and Catholic. For more information about the Church's position on these issues see: God's Design for Marriage (Anglican), Encyclical On Marriage (Orthodox), Joint Statement of Evangelicals and Catholics Together (Evangelical and Catholic), The Nashville Statement (Evangelical).

Ecumenicity

St. Helena Academy is an ecumenical school, inspired by a vision to expand access to extraordinary Christian education. We are eager to maintain the unity of the Spirit in the bond of peace, bearing with one another in love, with all humility and gentleness, and with patience—especially when it comes to differences in practices from one Christian tradition to another.

Core Values

We Pray First

Following an early Christian maxim *lex orandi, lex credendi*—your order for prayer will order your faith—we begin and end our days in prayer and praise. As a Christian school, we are passionate about Christian formation because routines, practices, and rituals order our loves, and what we love determines who we are. This is why we are committed to morning prayer and afternoon doxology, every day, and why prayer is part of everything we do. It is both a way of life and a strategy for fulfilling our educational mission as a classical Christian school.

Core Values

We Read Good Books

Reading is at the heart of classical education and is key to all learning during the school day. Reading good books gets at our philosophy of education. The few great books can only take root in the well-tilled soil of an imagination prepared by the many good books—stories, poems, fables, fairy tales, songs, even nursery rhymes. What is true of reading applies to the whole curriculum. The path to wisdom begins with awakening wonder.

We Put Down Roots

Our hope is for students to be known, loved, and rooted—rooted in the faith, in the great tradition, as well as in their place, their family and church, and their local community. This is why we follow the great tradition of Christian education, why science instruction is planted in the garden, why we choose field trips that connect students to history, geography, and the church, and why the syllabus is filled with classic stories, art, and music.

We Tend, Cultivate, and Grow

The classical learning community is a challenging, knowledge-rich environment, with the skills of learning—the liberal arts—at its heart. The goal is not simply covering content, but honing the skills of life-long learning and catching a vision and developing the habits that will support it. This kind of learning requires commitment and diligent study from students, vigilance and attention from trained teachers, and a culture oriented towards growth. This is why we privilege growth over achievement in our assessment about student progress, and why we provide teachers regular feedback from instructional coaches.

We Serve the Life of the World

So long as education is transactional it will never be transformational, either institutionally or personally for the child. This is why we are making education accessible. The goal is a school where more students are formed more deeply with the knowledge, skills, and habits they need to serve the life of the world. This also means that real work is an indispensable part of the school culture. It begins in the garden where students learn to use their own eyes, ears, and hands, and to make use of tools and technologies that extend their use. It opens into the halls, common areas, and classrooms, where faculty and students help keep the school clean and well-kept.

Classical Christian Education

Education is preparation for life. The classical Christian model of education is the time-tested means of providing students the intellectual and spiritual formation to be competent, virtuous learners, and the practical experience to apply that learning wisely for the common good.

- We connect learning to the things themselves because the natural world and the world of human history and creativity are the inexhaustible sources of wonder.
- We leverage the rich content of the liberal arts tradition to cultivate the skills of learning (i.e., the liberal arts of math and language).
- We ground science education in the embodied, interactive, and observational

practices of natural history.

- We contextualize the use of technology (what we call the common arts), and apply mathematics in places like the garden.
- In so doing, we place learning on a trajectory that begins in wonder and culminates in the wise application of knowledge in service.

Classical Christian education is *Christian* education. It supports the church and Christian family in the larger project of Christian discipleship, extending it by offering young men and women the academic training they need to serve the life of the world.

St. Paul's letter to Titus offers the most compelling and comprehensive vision for education in the Scriptures:

> For the grace of God has appeared, bringing salvation for all people, *training us to renounce ungodliness and worldly passions*, and *to live self-controlled, upright, and godly lives* in the present age, *waiting for our blessed hope*, the appearing of the glory of our great God and Savior Jesus Christ, who gave himself for us to redeem us from all lawlessness and *to purify for himself a people* for his own possession who are *zealous for good works*. (Titus 2:11-14)

With this passage in mind, we may summarize the goal of classical Christian education at The Ecclesial School:

> To train a people, who by God's grace, live wise, virtuous, and godly lives, and are distinct from the world by their hope in Christ and their zeal for good works.

Prayer

The Daily Office and Doxology

St. Helena Academy begins each day together with the traditional office of Morning Prayer, and concludes each day together by singing the Doxology. Occasionally, staff and students will end the day with the office of evening prayer called Vespers or Evensong. Enjoying a deep history in the church, these practices combine prayers, hymns, and readings from the Bible, especially Psalms. Parents and members of the community are always welcome to join with us for this time of common prayer.

School Leadership

Governing Board

As an independent university model school, St. Helena Academy is governed by a board of dedicated volunteers with the expertise and experience necessary for fulfilling a board's primary duties—ensuring that the school remains true to its mission and sound in its fiscal responsibilities. It is important to note that the board governs, it does not manage. The board sets the annual budget and drafts the strategic plan with the school director.

School Administration

St. Helena Academy is led by a director who is responsible for teaching and learning, discipline, and school culture. The director seeks to cultivate consistent culture and ensures that students, as well as their parents, are known and loved, and that the practical and operational needs of the school are met. All faculty and instructional staff at a campus report to and are evaluated by the director. The director reports to the board of directors. All St. Helena Academy employees are under the director's leadership.

ABOUT OUR COMMUNITY

Well-Trained and Effective Teachers

St. Helena Academy hires well-qualified and competent teachers. According to educational best practices, all teachers must have received at least 1) a bachelor's degree and 2) college-level instruction in the curricular area(s) to which they are assigned at the school, or must have professional experience and demonstrable skill and knowledge in a given curricular area. (A professional musician, for example, with extensive performance and private teaching experience, would qualify to teach music.)

St. Helena Academy does not require teachers to hold state teaching certificates.

Portrait of a Faculty Member

- Teaches children with respect, compassion, and excellence.
- Engages with colleagues charitably by using experience and knowledge to mentor and train others.
- Exercises authority properly. Has the courage to address a child's behavior for the most fruitful outcome. Maintains a warm but strict demeanor.
- Demonstrates competence in all matters taught. Creates a learning atmosphere that allows children to maximize learning.
- Employs a variety of pedagogical skills to maintain an ethos of peaceful learning.
- Pursues deep knowledge and understanding of the classical tradition.
- Invests deeply in children, demonstrating hospitality, approachability, and generosity.
- Upholds professionalism in communication and relationships.

Engaged and Informed Parents

The family is the first school, and the parents are the family's primary teachers. The authority of the school to teach and train children is delegated by the child's parents. This fundamental principle, captured by the phrase *in loco parenti*s, has important implications for our school and our families.

For the school, it means that we understand our role is to partner with parents in the work of educating children. We are never to subvert or to supplant a parent's authority. For the family, it means that parents must be informed and engaged in their children's education.

This partnership requires clear, regular, and direct communication. This is why we provide regular school communications, why we require parents to be present at such events as parent-involvement days, and why our faculty and administration are always eager to meet with or to take calls from parents.

Portrait of a Parent

- Attends all required parent-involvement days.
- Engages in the life of the school through service, building relationships with other families, and supporting teachers.
- Encourages the habit of reading at home, while limiting screen time and eliminating social media for students.
- Ensures his or her child gets a good night's sleep and receives a nutritious breakfast, lunch, and snack every day.
- Proactively provides the school with information that impacts a child's education or wellbeing, such as doctor's plans, learning plans, parenting plans for divorced families, or any other legal documents that impact your child's protection.

Non-Discrimination

St. Helena Academy admits students of any race, color, religion, national or ethnic origin. It does not discriminate on the basis of race, color, religion, national or ethnic origin in the administration of its educational policies or admission policies.

Thriving Students

Portrait of a Student

- Participates heartily in prayer, singing, and recitation
- Shows reverence for God and the things of God
- Shows reverence towards self, neighbor, and nature
- Practices the habits of heart and mind consistently
- Serves others enthusiastically, including friends, neighbors, and guests
- Loves learning and is inquisitive and eager to gain knowledge
- Engages study with wonder, working diligently
- Grows in physical strength and stamina to do good in the world
- Reads, narrates, reflects, and discusses good books
- Listens carefully and discerningly, speaking with increasing wisdom and eloquence
- Attends to beauty and skill, delighting in music and the fine and common arts

Guiding Principles

Above, we express our educational goal in a summary of Titus 2:11-14: training a people, who by God's grace, live wise, virtuous, and godly lives, distinct by their hope in Christ and their zeal for good works. This statement provides the guiding principles for our plan for student formation.

- Christian education is part of the gracious activity of God. Students must apply themselves diligently, but God gives the increase.
- Training in wisdom, virtue, and godliness is a process of formation, not simply a transfer of information.
- Formation means practice; like all practice, this means repetition of the right things and correction of mistakes.
- The words hope and zeal indicate this formation involves our behavior, but is fundamentally about shaping and directing our loves and desires towards the good.

The classical curriculum, the habits of heart and mind, and the order for daily prayer and praise, flow from these principles and form the practice routine we have adopted to support a child's growth in wisdom, virtue, and godliness. Protocols, standards for conduct, and even our plan for discipline and restoration, should be understood as tools designed to reinforce good practice.

Protocols

St. Helena Academy sets high standards and expectations for the conduct of its students. At times, our school culture may stand at right angles to a popular culture often marked by over-familiarity and even disrespect. But we believe that good conduct begins with good manners. We will nurture a culture where students:

- Address adults and fellow students by name, using proper forms of address.
- Maintain eye contact when speaking and when being spoken to.
- Extend greetings to guests and visitors, inviting them into the classroom when appropriate, and making them feel welcome.
- Recognize the appropriate norms of behavior for the different locations they will encounter each day (e.g., classroom, garden, and lunchroom).
- Treat classrooms, learning materials, campus, and facilities, as well as school staff, with respect.
- Maintain a neat and well-groomed personal appearance.

Forgiveness and Restoration

The practice of asking for and extending forgiveness is essential for relationships and maintaining healthy school and home communities. When a child follows his "I want" to the

hurt of his friend or even class, there is a break in the relationship that needs restoration. For this to take place, the child must acknowledge fault and ask forgiveness while the other must acknowledge hurt and extend forgiveness. Time learning in community affords many opportunities for children to learn how to ask for forgiveness with sincerity and how to graciously extend their forgiveness, keeping no record of wrong. Our hope is that this will help them learn the beauty and peace that comes from restoration.

Discipline

We approach discipline believing that student misconduct has three sources: ignorance, weakness, or rebellion—and each of these requires a different approach to discipline.

- We begin by setting and resetting clear expectations and boundaries for students that are essential for making a thriving learning environment marked by joy and peace.

- When it is clear that a child does not know what is required of him, discipline takes the form of instruction and modeling the appropriate behavior. Once re-instructed, the student will hear the words: "Let's try that again."

- When it is clear that a student knows what is required, but is still not willing to cooperate, we do not assume rebellion. The transition from knowing to doing takes practice. Discipline here is seen as an opportunity to instill good habits, to root out bad ones, or to encourage students to strengthen their will or resolve. In addition to "Let's try that again," students will often be asked, "Are you willing to…?" or "How can I help you to…?"

- We believe that nearly all student-discipline will be focused on this middle area—helping students grow in character from weakness to strength. Because our goal is not simply good behavior but self-mastery, this is where students will encounter logical and natural consequences. We want students to enjoy the freedom of using their "I will" so they are not mastered by their "I want."

- At times, all of us—students and adults alike—simply want things our own way, often at the expense of our relationships and our community. In the classroom, having our own way means repeated disruptions after correction and natural/logical consequences, or refusal to submit to correction and guidance. In this case, students' actions must be understood as a refusal to be part of the class. Because we seek self-mastery over simply modifying behavior, we will assign the natural consequence of removal from the classroom and a meeting with the headmaster. If issues persist, parents will be called in for a meeting with their student and the headmaster. Students will be re-admitted to class when they are willing to acknowledge their misconduct and seek forgiveness and restoration with a resolve to try it again.

Egregious Misconduct

Nearly all of student-discipline takes place in the classroom and is administered by the teacher. There are occasions and circumstances, however, that require immediate escalation to protect a student from causing significant harm to themselves or others, or damage to their learning environment. A few of these behaviors are listed below:

- Bullying
- Cheating/Plagiarism
- Deliberately defacing school property (vandalism)
- Discriminatory behavior
- Habitual misconduct or persistent rebellion after correction
- Stealing
- Physical or verbal aggression
- Consistent defiance and disrespect
- Using profane or obscene language, gestures, and innuendo
- Possession of weapons or illegal substance

In the event that immediate escalation is necessary, the director will call the parents or guardians to discuss the incident, to assign consequences, and to create a plan for restoring the student to the classroom. In the event of egregious misconduct, parents or guardians should expect their child to be sent home for the remainder of the day or until the situation can thoroughly be evaluated, and a plan for restoring the student to the class can be created.

Suspension and Expulsion

Suspension and expulsion are serious steps in school discipline. A student who violates relationships with fellow students or with the community through egregious misconduct or persistent rebellion will not be permitted to return to the school for a period of time determined by the school director. The school director reserves the right to make the final decision regarding suspension and expulsion. The school director will meet with parents or guardians to summarize the reasons for these steps as well as the conditions for returning to the school.

Specific Guidelines for Teachers Regarding Controversial Subjects

Teachers will avoid introducing controversial subjects in class that are not relevant to the curricular or instructional objectives of a class or lesson. However, since St. Helena Academy engages students with the great texts of human history and literature, controversial subjects will undoubtedly arise, and ought to be addressed directly and appropriately. Ultimately, teachers must exercise judgment, but the following principles serve as a helpful guide:

- Introduce and/or discuss controversial issues in an informative, non-partisan fashion.
- Highlight the importance of charity and integrity in debate, seek to fairly portray various

perspectives on a given controversial issue, presenting those perspectives in their best light.

- Communicate personal beliefs, when appropriate, without advocating for a position over which families may legitimately differ.
- Encourage students to seek counsel on controversial issues from their parents.

ACADEMICS

Calendar

Including at-home days, there are approximately 172 instructional days in the school year. Teachers and staff return to work the week before classes begin. Classes typically begin the first week of September and end before Memorial Day in May. The school calendar for the upcoming academic year is published on the school website each year prior to summer break. Families should save a copy of this calendar for reference throughout the year. It is important to read weekly school newsletters carefully for any amendments to the published calendar.

Assessment

Philosophy of Assessment

Assessment is necessary for effective teaching and learning because it allows educators to measure student growth and progress, evaluate the effectiveness of instruction, determine strategies for addressing student needs, and to plan and refine lessons according to the progress of the class. Too often, assessment is only seen as a means of evaluating student performance. While measuring performance is important, assessment is also valuable because it ensures that plans for instruction, intervention, and remediation are informed by data.

Evaluation

Evaluation, which is an important part of assessment, is an essential tool teachers use to provide necessary student-feedback in order for them to grow and improve, and that also informs parents in order to be knowledgeable, present, and engaged in their child's education.

Grading

Students are evaluated primarily by their growth/progress, rather than solely by their performance, that will be communicated through progress reports. Students will receive an overall evaluation for each class in terms of whether they are **fluent, consistent, developing, or not developing** with respect to key indicators in these areas, rather than in the form of letter grades.

We measure intellectual growth in terms of whether a student is developing, consistent, or fluent with respect to the skills of learning defined for a certain curricular area.

- **Fluent** (FLT): The student demonstrates that he or she has attained the learning goals and is able to consistently apply each of them beyond the lesson or curricular area.
- **Consistent** (CST): The student consistently demonstrates attainment of learning goals.
- **Developing** (DVP): The student demonstrates growth and progress toward these learning goals.
- **Not developing (ND)** The student has not made adequate growth towards learning goals and is required to participate in academic support.

Students are also evaluated in terms of growth in **character** and **virtue**. Again, since we seek for students to acquire virtuous habits of heart and mind through consistent practice, we evaluate whether students are **consistent** or **developing** these habits. Feedback on student growth in the habits of heart and mind will be provided each semester.

Student Promotion

Student promotion is determined on the basis of demonstrating consistency or demonstrating sufficient progress toward consistency, as well as emotional, social, and moral growth. Students who receive "not developing" marks in a given area will receive additional support from the teacher. The director will call for a meeting with the parents or guardians to develop a plan for how they can help support the child's learning at home. Re-enrollment is contingent on students demonstrating measurable growth. All decisions relating to promotion and retention will be made in consultation with the child's parents or guardians and teachers, but will remain at the discretion of the school administration.

Homework

Policy

Because of the structure of the school, homework is a significant part of a student's educational career. We expect students to manage their time and assigned studies at home, working diligently to meet deadlines and complete all assignments. Failing to complete assignments negatively impacts classmates and class momentum, so we require students to complete assigned homework and to make-up missed work when absent.

Requirements and Recommendations

To encourage a love for reading, parents must commit to reading to their young children (grades K–3) for at least 30 minutes daily. To assist with this endeavor, book recommendations and reading logs will be provided.

Parents are strongly encouraged to involve their children in meaningful household work and family responsibilities. Helping to prepare meals, set tables, clean, pack lunches, set out clothes for the next day, read or play with younger siblings, and care for pets are ordinary, but powerful ways of supporting a child's moral growth. It also helps them acquire practical life skills in the process.

We also recommend that children be involved in the arts (i.e., music, drama, drawing or painting), hobbies, or athletics. Unstructured play outdoors is also an important use of their time.

Learning Differences and Disabilities

Wherever possible we will work with our families to develop a plan that supports the growth in learning for students with learning differences, difficulties, and disabilities. Given the wide range of potential learning needs, each situation will be considered with a student's individual needs and reasonable accommodations in mind.

The director, teachers, and parents will work in concert to arrange and monitor student learning and accommodations. Should you have academic concerns about your child, please communicate with their classroom teacher.

Records

Report Cards

Report cards are issued at the end of each semester and will include evaluative comments from the teacher. Approximately one week after the semester ends, report cards are available. Parents are encouraged to contact their child's teacher at any point during the year with questions about their child's progress or performance and schedule a conference as needed.

Student Confidentiality

All student records are considered confidential. Information regarding admission, academic progress, physical and mental health records, and attendance or withdrawal of a student will be confidential and restricted only to staff who are designated to have appropriate access to the information.

Schedule

A daily schedule for each grade level will be distributed in orientation materials and will be available on the website.

Summer Reading

Families are encouraged to read together throughout the summer. Each year, teachers will provide lists of books for suggested reading. These lists will be available on the school website.

SCHOOL POLICIES AND PROCEDURES

Whom to Contact

Academics: Director

Emily Maeda, emily@treeoflifelandscapes.com

Admissions and Enrollment:

Anne Everitt annalucia.e@gmail.com

Attendance Notifications: School Office

Anne Everitt 970-692-9588

Attendance

Regular and timely school attendance is essential for a student's academic growth and success. Each school day, as well as each part of the day, is designed with careful attention to a student's intellectual and moral growth. Parents are expected to ensure that their child attends the school each day on time.

Make every effort to schedule appointments (medical, dental, extra-curricular) outside of school hours.

Excused and Unexcused Tardies

Ensuring your child arrives on time with the proper uniform is one of the simplest ways to support your child's learning. Students are tardy if they are not in the classroom, in uniform, and ready to learn by 9am. Three tardies will be counted as an absence. Parents of children who are tardy three or more times should expect a call from the campus dean reminding them of the school's attendance policy.

Excessive Absences

While absences are unavoidable at times, regular attendance is essential for a child's learning. Five absences within a term is considered excessive and may result in loss of credit for that term or even dismissal from the school. Parents of children with excessive absences should expect a meeting with the director to discuss the appropriate action. In the event of excessive absences due to serious illness or other excused circumstance, parents must meet with the director to determine a plan to recover lost instruction.

Communication

Appropriate communication is essential to a thriving community. It is maintained by keeping regular channels of communication open and by making a commitment to speak with the appropriate people, in the appropriate manner.

Commitment

We ask parents and staff alike to be direct, charitable, and personal in all communications. This means speaking directly with the person who is most directly involved with your concern. For example, if parents have questions or concerns about a class, they should begin with the classroom teacher. We must approach these conversations by thinking the best of one another, striving to speak in person whenever possible.

Digital Media

Gossip and misunderstandings are perennial problems in communities, and this is often exacerbated by digital communications (such as email and text messaging) and especially by social media. Please use digital media like email and text to schedule important conversations rather than using them as the medium for important conversations. Please avoid having important discussions or especially disagreements over social media.

Parent Practicum

The school will invite parents to an orientation event the week before the start of the school year. This event is designed to introduce parents to the school and provide training in the school's educational philosophy. Attendance by at least one parent is mandatory at the Parent Practicum.

School Communications

We live in a world saturated by information, and as such, are constantly bombarded by communications. A surprising consequence is that maintaining effective communication has become much more challenging rather than less. To ensure communication is effective, we have chosen a limited number of regular channels of communication. In general, school-wide communications to families will be made through WhatsApp or email.

In the case of an emergency like a school closure, we may also communicate via text. We will strive to limit these one-off communications.

Classroom Communications

Classroom teachers endeavor to partner and communicate with parents in meaningful ways. During school hours, teachers are tasked with teaching and planning. If there is an immediate need to communicate to a teacher, call or email the school receptionist and he or she will communicate directly to the teacher. Teachers welcome email communication and strive to respond to emails within 24 hours during the school week, and upon returning from a holiday or weekend.

Emergencies

Emergency Closures

St. Helena Academy will normally follow St. Vrain Valley School District's decisions about closing schools for snow days or other emergencies. Information about school closures will be communicated by email the evening prior or morning of closure.

Events and Field Trips

Field trips and other special events are curriculum-driven and beneficial to accomplish St. Helena Academy's educational objectives for a particular grade. These events will be scheduled periodically throughout the school year. Parents will be notified in advance of any such event or field trip.

Field trips and events are designed to deepen and enrich student learning. There are a myriad of good opportunities in our community, and we seek to be very intentional about the *what* and the *why* of our school events. Events will complement our nature studies school, connect students to beauty, or relate to history studies. This framework allows us to provide students with an exciting and memorable experience, while remaining committed to connecting students to things themselves, and cultivating a love for learning.

Chaperones

Parents may be invited by the classroom teacher to join field trips as chaperones. Administrators and teachers will coordinate chaperones for off-campus field trips. We seek to give parents an opportunity to serve the school and experience learning with their children.

Chaperones must abide by all the requirements indicated on the chaperone form. If a chaperone is asked to drive, they must have proof of insurance and a safe driving report on file.

Care for School Property

A faithful and trustworthy character is formed by faithfulness in small things. One way we support this character growth is by engaging students in the care and upkeep of the classroom and shared areas of campus. Students dispose of trash and clean tables after meals and snacks, put away tools and equipment after nature study class or recess, and help tidy and rearrange classrooms at the end of the day. Students occasionally replenish soap, wipe down counters, and pick up trash in the bathroom. Our hope is for students to feel ownership of the school and learn the importance of being good stewards of the beautiful facilities made available to us.

From time to time accidents will happen, even when students are being careful, and wear and tear is normal. However, damage to facilities or classroom furnishings through carelessness or vandalism is unacceptable. In the event that a student damages property by careless misbehavior, intentional misuse, or vandalism, parents will be responsible for the cost of repairs.

Books and Learning Materials

We believe annotating texts is an important way to engage in learning, and to that end, students will own their books. A yearly materials fee paid by families will cover the cost of books.

Medical

Health Policy

We rely on our parents as the first step in preventing infection in the school and protecting our community. A sick child should not be sent to the school, but should remain at home in an environment where proper care may be given.

Students cannot be sent if they have had any of the following within the previous 24 hours:

- Fever >100.4

- Vomiting
- Diarrhea
- Pink Eye
- Excessive coughing and/or nasal drainage

If a student exhibits any of these symptoms while at the school, or is unable to participate in the day's activities because of illness, he or she will be removed from the classroom. His or her parents, or an emergency contact if the parents or guardians cannot be reached, will be contacted and the student must be picked up within the hour of the school's request that the child be sent home. The student should not return until he/she has not experienced these symptoms for 24 hours without assistance of medication.

Parents/guardians should submit student medical information during enrollment when a student is first enrolled at the school. Whenever a student has changes in relevant health history or any changes in medication inform the school of updates.

Medication Policy

Prescription Medications

Medication should be given at home if at all possible. No prescription medication of any kind will be administered at the school unless specific instructions are given by the parent. Prescription medications must be brought to the school by the parent/guardian in the current, original, properly labeled container, as dispensed by the pharmacist/physician. Under no condition will children, including siblings, be allowed to share prescription medications. Parents must submit a Medication Administration Form that is filled out by the physician with the medication order listed. Medication labels must include the child's name, name of medication, direction of use, and date. Physician's prescription and medication labels must match. Any medications not picked up at the end of the year will be discarded.

Non-Prescription Medications and Supplements

The school has acetaminophen (Tylenol), ibuprofen (Motrin), diphenhydramine (Benadryl), and calcium carbonate (Tums) that can be given to your child, if needed during the school day. The school might also have cough drops, essential oils, herbal tea, hydrocortisone cream, and aloe vera gel available. Parents or guardians provided authorization for their children to receive these medications during the enrollment process. Authorization can be updated by contacting the school administrator.

Please note that St. Helena Academy will call the student's parent or guardian before administering any and all oral medications. No medication or supplement will be permitted on the student's person without documentation, administrative approval, and parental consent.

Immunizations and Physicals

Upon enrolling in school, each student is required by the State of Colorado to have an immunization record (or medical or religious exemption form) and a physical on file. The

physical must have been completed within the last 365 days prior to enrollment. All students entering 7th grade must also receive an additional Tdap booster (or exemption).

Nutrition

In order to promote healthy nutritional habits for students, we encourage parents to make healthy choices when packing lunches or snacks. Consider including fruits, vegetables, healthy proteins, etc. and water for drinks.

School Day

School Hours

The school day begins at 8:30 am and ends at 2:00 pm (lower school) and 2:30 pm (upper school).

Drop-off and Pick-up Procedures

Regular morning drop-off begins at 8:15 am. Students should not be left at the school before 8:15 am. Afternoon pick-up is 2:00 pm– 2:45 pm.

Technology

General Use

St. Helena Academy is committed to embodied, interpersonal learning. Because of this, our curriculum and instruction makes use of real things—books, conversations, paper and pencil, plants in the garden. Apart from email communications and classroom updates posted to WhatsApp, the use of technology will be limited. During school days, students will not utilize computers, unless they are giving or viewing a presentation, or participating in academic research or writing for Senior Thesis. Teachers and administrators make use of email for general communications, lesson planning, and monitoring academic progress and attendance.

Email and Social Media Policy

Faculty and staff will regularly communicate with students electronically, utilizing WhatsApp, Google Classroom, and email to communicate important information about homework. In the event that they do, they shall include one or both parents of the student in any and all electronic communication with a student. Students should always copy a parent when sending an email to a faculty or staff member, and should generally avoid communicating via text. Faculty and staff will not interact with students via social media.

Cell Phones

Students are NOT permitted to bring cell phones to class. If they are brought out during the school day, they will be collected by a teacher or director and returned to the student at the end of the day.

Uniforms

The Importance of Uniforms

Students are required to arrive at the school neatly groomed and wearing a uniform each school day. Students who come to the school improperly dressed will not be allowed to attend class until they are in uniform.

Our uniform provides students with a limited variety of comfortable and durable clothing choices, while remaining cost-effective. In general, students may wear any combination of tops and bottoms. On special days or events, students will be required to wear a dress uniform. The school will clearly communicate this in advance to families.

Uniform Requirements

Daily

Boys: navy, white, red, or light blue polo or oxford shirts, khaki, black, or brown shorts or pants, belt (belt is optional for K-6th grade students), and dress shoes.

Girls: navy, white, red, or light blue fem-fit polo or oxford shirts, plaid skirts or skorts, khaki shorts or black, grey, or khaki pants with belt, and dress shoes.

Underwear and Outerwear: appropriate clothing is required for outdoor classes. Long underwear for cold winter days, sweaters (no sweatshirts or hoodies for upper school), fleeces, or performance quarter-zip pullovers, gloves, and knit hats.

Accessories and Other

Belt: Boys and girls in 7th grade and older should wear a brown leather belt when wearing shorts or pants. The student's shirt must be tucked in with the belt showing.

Shoes: Boys and girls may wear traditional athletic running sneakers or dress shoes.

Outerwear: Students may wear outerwear outside. It must be removed upon entry to the school.

Accessories: Hats or distracting hairstyles, hair accessories, or hair pieces are not to be worn to the school. Girls may wear a matching hair bow, headband, or barrettes to keep their hair pulled back. Jewelry should be worn only in moderation and not be distracting. The Teachers have discretion to determine whether an accessory item is inappropriate or distracting.

Grooming/Personal Appearance: Clothing should be worn properly (correct fit, clean, free of wrinkles, and holes, etc.). All students' hair should be of natural color. No unnatural colors like blue, green, etc. Girls may wear nail polish as long as the nails are light color,

non-ostentatious.

In the Academy, girls may wear light makeup or nail polish. The makeup should be limited to powder, blush, light eyeshadow and mascara which is light in application, and nails should be a light color, non-ostentatious.

Director will encourage the inherence to the grooming of the students and may contact parents and families at their discretion.

Personal Hygiene: Good hygiene plays a critical role in promoting a positive self-image in our students and is fundamental for learning and reinforcing healthy habits. Good hygiene consists of dental care, hand washing, bathing, and body care. We encourage these good hygiene strategies at our school, and we ask that parents or guardians help teach these habits and reinforce them at home.

- Dental hygiene should be practiced two times daily. This includes brushing of teeth and tongue, and flossing daily.
- We encourage frequent hand washing on school days because it is fundamental to keeping students healthy. It helps prevent infection and the spread of germs to others.
- It is important for students to bathe daily and to wear a clean change of clothes. The use of deodorant or antiperspirant should be used as students begin to produce body odor.

Visiting Campus

Visitors

All visitors must check in upon arrival with the appropriate form of identification. This allows us to extend hospitality to our families and guests while maintaining the safety and security of the school.

Volunteers

Background Checks: A background check including fingerprinting is required in the following situations:

- Volunteers who work directly with students in a potentially unsupervised setting
- Volunteers who drive/chaperone students on school-sanctioned trips and events where the transportation is organized by the school

Background checks for parent/grandparent volunteers are valid for as long as they have a student enrolled at the school.

Checking in: Upon arrival on campus, all volunteers should sign in to get a temporary name badge for their time on campus. Volunteers should sign out before leaving campus.

Here are a few ways that you can volunteer at St. Helena Academy

- Laminating, printing, and cutting items for teachers
- Lunch and recess support
- Field trips and school events
- Working with students in the class to practice reading, math facts, and memorization pieces.
- Organizing/executing classroom or community events
- Feast day celebrations
- Assisting with school performances such as our Shakespeare Showcase
- Website, social media, or marketing support
- Fundraising support

Service Opportunities

An important way parents demonstrate commitment to the community is by volunteering to serve at school events or other service opportunities. Some opportunities will require attendance at the school, while others can be done remotely. Parents will be provided with a list of events and other service opportunities and should choose activities that best fit their gifts, abilities, and schedules. Teachers and/or teacher assistants will track, document, and facilitate volunteer efforts and assignments.

Parent Satisfaction and Grievances

St. Helena Academy values opinions, perspectives, and ideas of the parents of students at the school, as well as the importance of being accountable to parents for the educational school for their children.

An important element of institutional accountability is to provide avenues for parent suggestions and grievances that both satisfy parents, and improve the operation of the school. To that end, parent satisfaction surveys will be sent out quarterly.

The sequence for raising parent suggestions and grievances is prioritized as follows:

1. Teacher appointment—If a concern exists regarding specifics of the classroom, the teacher should be contacted directly for an appointment. We recommend parents work directly with the teacher to resolve concerns for which teachers are responsible. Parents should be mindful of the time constraints of teachers.

2. Director appointments—If a concern exists regarding a specific area of school administration, or if a parent has been unable to satisfactorily address a concern by working directly with the teacher regarding classroom issues, the director may be contacted directly for an appointment. Parents utilizing this avenue can expect a response from the director as soon as practical.

3. Personal Appointments—If there exists a concern of a personal nature involving a particular member of the St. Helena Academy staff or Board of Directors, the individual may be contacted directly for an appointment. Parents should be careful to respect the time, and privacy of those they need to contact.

4. If a parent has pursued all available options, yet issues remain unresolved, a formal grievance may be summarized and submitted in writing to the Board of Directors. The Board will review the summary, and make one of the following determinations: The Board may sustain a previous administrative decision. The Board may appoint up to two of its members to investigate the matter. The Board may address the matter in an open Board format. The Board may address the matter in an executive session.