Culver Academies

Student and Parent Handbook

2026 – 2027

Culver educates students for leadership and responsible citizenship in society by developing and nurturing the whole individual – mind, spirit, and body – through an integrated curriculum that emphasizes the cultivation of character.

This handbook sets the standard for what is expected of you as a student at Culver Academies. These pages share information to guide you in all your experiences at Culver, including rules and policies. Please take time to read this handbook carefully. As a member of the Culver community, not only are you accountable to the policies, procedures, rules, and guidelines spelled out in this handbook, but you are also afforded the opportunities and support introduced on these pages.

The rules and policies of Culver Academies are set by the administration and may be revised during the school year. Changes will be reflected in the Veracross portal edition of this handbook shared with the community. Procedures outlined in this handbook apply under normal circumstances. This document as written does not limit the authority of the Culver Academies to alter its rules and procedures to accommodate any unusual or changed circumstances to best meet the interests and needs of the Academies, its employees, and its students.

If you have any questions about the contents of this handbook or anything else about life at Culver Academies, please feel free to ask your counselor or members of the administration.

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Community Expectations

At Culver, students commit to a specific **Code of Conduct** that articulates your individual responsibility to yourself and to our community.

My aim in life is to become the best person I can be. To this end I will strive always to develop my potential to its fullest – physically, intellectually, morally, and spiritually; to make wise choices, exercise self-discipline, and accept responsibility for my actions; to treat everyone as I would have them treat me; to fulfill the ideal of service to others; to place duty before self; to lead by example and take care of those I lead; and to live by the Culver Honor Code and Diversity Statement.

In Culver's Code of Conduct, one is asked to live by two important, student-generated credos, the Culver Honor Code and the Culver Diversity Statement. Students commit each to memory and are expected to honor both throughout their time at Culver, both on and off campus. The student life section of this student handbook provides more detail about the honor system and remediation related to any violations of either the Culver Honor Code or the Culver Diversity statement.

Culver Honor Code

I will not lie, cheat, or steal, and I will discourage others from such actions.

- Lie: a statement or action intended to deceive or to mislead or that allows someone to be misled or deceived.
- Cheat: involves gaining an unfair advantage over others or attempting to do so, which includes plagiarism (using the words or ideas of others without giving proper credit), unfairly taking or giving assistance, misrepresentation, and/or the unauthorized use or attempted use of material, information, notes, study aids, artificial intelligence, devices, or communication.
- Steal: take another person's property without that person's permission or knowledge, depriving them of the use of their property for some period of time.

Culver Diversity Statement

I will promote the well-being of others by respecting differences with kindness and open-mindedness.

- Promote: acting on one's responsibility to make a difference in the lives of others
- Well-being: the state of being healthy and positive in mind, spirit, and body
- Respect: appreciation of others including their culture, identity, and religion
- Kindness: the quality and act of being friendly, generous, and considerate
- Open-mindedness: a willingness to challenge one's own preconceptions to learn about others' perspectives

Culver Values and Virtues

Students are expected to live by the Culver values and virtues. At Culver and beyond, four moral virtues play a central role and are called "cardinal". While there are many more virtues than these, all the others are arranged around them. The names of these four—wisdom, justice, courage, and moderation—are derived from Aristotle. Following Christopher Peterson and Martin Seligman's 2004 *Character Strengths and Virtues*, a foundational text in the science of virtues and character strengths, we add two additional virtues to represent the richness and complexity of human ethical life: humanity and transcendence. Together these are called "The High Six Virtues". The Culver Values consist in a special class of behaviors to which we as a community commit ourselves.

Culver Virtues

- **Wisdom** is exercising our intelligence to discover, learn, and create, and using judgment to determine the good in all circumstances and choose the proper means of achieving it.
- **Justice** is giving to neighbors, communities, and human beings what they are due and executing our obligations faithfully and fairly.
- **Courage** is demonstrating appropriate bravery amid adversities and persistence in the pursuit of the good.
- **Moderation** is the appropriate regulation of emotions and desires, ensuring balance in the use of time and resources and supporting care of self.
- **Humanity** is being kind and loving, showing empathy, practicing social intelligence, serving selflessly, and being generous to yourself and to each other.
- **Transcendence** is recognizing, appreciating, and relating to what is greater than the self.

Culver Values

- **Honor** is conducting oneself in a manner worthy of respect in a community.
- **Duty** is fulfilling obligations to oneself, to others, and to the community.
- **Service** is promoting the welfare of others in the community.
- **Truth** is always accurately and fully representing reality as one honestly understands it.

The guidelines, rules, and expectations that are articulated through this student handbook are intended to provide the support students need to honor the Culver Code of Conduct, respect Culver values, and live a virtuous life. Students will hear them referenced in formal and informal community moments, receive direct instruction around them in their residential and academic curricula, and experience them throughout all aspects of your Culver life. Should a student have any questions about any of our community expectations, they should discuss these with a trusted adult in their Culver life for conversation and guidance.

Academics

Culver's Learning Pillars and Competencies articulate our educational priorities in developing leaders and citizens of character. All of Culver's programs, including academic programs, strive to develop student competencies in five key areas defined by the Learning Pillars: **Scholarship, Communication, Well-being, Leadership,** and **Citizenship**. The development of these competencies is the core of our academic program, and all courses are centered on providing instruction, practice, and feedback to allow students to learn and grow these competencies.

Teaching and Learning at Culver

Grounded in the theory of constructivism, Culver's Teaching and Learning Model calls on students to be active participants in their own learning and on educators to design experiences that facilitate student engagement and agency. To further guide the work of teaching and learning, Culver's Learning Tenets are an evergreen list of understandings about how people learn best. Based on learning science research, they help us define *how* learning should happen at Culver. Students are encouraged to read and understand the learning tenets, so that they might best create the conditions to optimize their own learning.

Culver's Learning Tenets, abbreviated version

- Learning is an active process within an individual.
- Learning is built on prior knowledge.
- Learning is often challenging and uncomfortable.
- People learn at different paces.
- People become better learners when they critically reflect on their own thinking, biases, values, and motivations.
- People learn from feedback, practice, and reflection on successes and failures.
- People build self-efficacy when they are empowered to make decisions about their learning.
- People learn with and through others.
- People build intrinsic motivation when they experience success in learning and when they recognize the value and relevance of their learning.
- People learn best when their sense of social belonging is high and when their physical and emotional needs are met.
- People learn when they alternate periods of sustained focus with intermittent breaks.

School Year Calendar and Weekly Schedule

The most current School Year Calendar is live online at culver.org/calendar and updated as events shift. Students can log into the Culver Student Portal to see the weekly schedule along with community events on the Veracross calendar. The Toddle calendar for students keeps weekly assignments from classes and events that relate specifically to your courses. CMA or CGA, co-curricular activities, clubs, or experiences stay connected through Microsoft Teams. The following page has the weekly schedule and calendar for the 2026 – 2027 School Year updated in July.

Culver Academies Academic Calendar | SY 2026 - 2027

Term and Grading Period Dates for SY 2026-2027

Orientation: August 12– 16, 2026

Term 1: 8/17/26-10/14/26

RP1: 8/17/26 – 9/11/26

RP2: 9/14/26 – 10/14/26

Term 2: 10/19/26 – 12/18/26

RP3: 10/19/26 – 11/13/26

RP4: 11/16/26 – 12/18/26

Term 3: 1/13/27 – 3/18/27

RP5: 1/13/27 – 2/11/27

RP6: 2/17/27 – 3/18/27

Term 4: 4/5/27 – 6/3/27

RP7: 4/5/27 – 5/4/27

RP 8: 5/5/27 – 6/3/27

Commencement: June 6, 2027

Culver Academies Weekly Schedule

	Monday	Tuesday
Wake Up at 7:00 AM **7:15 - 8:15 AM**	Personal Inspection and Breakfast	Personal Inspection and Breakfast
8:30 - 9:50 AM	A Block	B Block
9:50 - 10:45 AM	Office Hours	Office Hours Advising
10:45 AM - 12:05 PM	B Block	C Block
12:15 - 2:15 PM Lunch 1: 12:15 - 12:55 Lunch 2: 12:55 - 1:35 No Third Lunch	C Block	D Block
2:25 - 3:45 PM	D Block	A Block
3:45 - 6:00 PM	Co-Curricular Opportunities	Co-Curricular Opportunities
6:00 - 7:30 PM **(Dinner 5:00 - 7:30)**	Dinner & Open Period	Dinner & Open Period
7:30 - 9:30 PM **Lights Out at 10:15** (Quiet hours begin at 7:00)	CQ	CQ

	Wednesday
Wake Up at 7:00 AM **7:15 - 8:15 AM**	Wake-Up and Inspection
8:30 - 9:15 AM	A Block
9:25 - 10:10 AM	B Block
10:20 - 11:05 AM	C Block
11:15 AM - 12:00 PM	D Block
12:00 - 3:15 PM **(Lunch Block)**	Student Life Programming
3:15 - 3:45 PM	All School Meeting
3:45 - 6:00 PM	Co-Curricular Opportunities
6:00 - 7:30 PM **(Dinner 5:00 - 7:30)**	Dinner & Open Period
7:30 - 9:30 PM **Lights Out at 10:15** (Quiet hours begin at 7:00)	CQ

	Thursday	Friday
Wake Up at 7:00 AM **7:15 - 8:15 AM**	Personal Inspection and Breakfast	Personal Inspection and Breakfast
8:30 - 9:50 AM	C Block	D Block
9:50 - 10:45 AM	Office Hours	Office Hours
10:45 AM - 12:05 PM	D Block	A Block
12:15 - 2:15 PM Lunch 1: 12:15 - 12:55 Lunch 2: 12:55 - 1:35 No Third Lunch	A Block	B Block
2:25 - 3:45 PM	B Block	C Block
3:45 - 6:00 PM	Co-Curricular Opportunities	Co-Curricular Opportunities
6:00 - 7:30 PM **(Dinner 5:00 - 7:30)**	Dinner & Open Period	Dinner & Open Period
7:30 - 9:30 PM **Lights Out at 10:15** (Quiet hours begin at 7:00)	CQ	

Academic and College Advising

Students make hundreds of decisions at Culver that will impact not only how they live their time while on campus, but also the options available to them beyond Culver. The single-advising model means students are assigned one advisor to guide their academic journey from matriculation to graduation. This enduring relationship and many touchpoints throughout a Culver career enable advisors to get to know students over time so that they can ultimately support students in making the most of opportunities to uncover critical information about potential, purpose, and appropriateness of choices (best fit). Within the guiding principles, there is language that acknowledges the importance of advising relationships, self-discovery, self-advocacy, self-reflection, collaboration with families, and the power of purpose and potential.

While advisors do many things at Culver, one of their most visible jobs is to support students in both course selection and college planning, and these go together. In a well-articulated advising program, students begin the process early during their high school journey.

Advising Mission, Guiding Principles, and Expectations

The Advising Program at Culver Academies equips students with the skills, dispositions, and tools that will prepare them to thrive at and beyond Culver.

Advising at Culver Academies:

- Ensures that each student benefits from developing a meaningful relationship with an advisor throughout their journey at Culver, thus fostering a transformational advising experience.
- Emphasizes to students the importance of learning about themselves, making the most of the opportunities available to them, and finding purpose both at Culver and beyond.
- Starts with the belief that students will thrive when they seek opportunities and environments that best support their individual purpose and potential.
- Provides students with exceptional expertise, guidance, advocacy, and encouragement through tailored advising on academic, college, and future planning.
- Values close collaboration with families in support of students while at the same time empowering the students themselves to take ownership in goal setting and future-planning.
- Actively supports Culver's vision of *leading* the world in whole person education by coaching students to reflect on their own progress in the areas of Leadership, Communication, Well-being, Scholarship, and Citizenship (see Culver Competencies).

Partnership with Student Life Counselors

To meet students' needs to the best of their ability, the Advising Department partners with Student Life through regular meetings and one-on-one conversations around student growth and learning. Advisors and Student Life Counselors work together to ensure that students are fully supported in the classrooms, living units, and around campus.

Assignment of Advisors

To facilitate communication between advisors and counselors, advisors are assigned at the discretion of the Dean of Advising. Advisors have between 15 and 25 students per grade level to enable advisors to develop meaningful connections with their students in each grade. Those relationships will grow over time as advisors accompany the same students throughout their time at Culver.

EaglePath and Communication with Advisors

EaglePath is the one-stop source for students and parents regarding all things Advising. The framework and the Advising Calendar are available in the College Advising Handbook that students will receive through the advising programming.

Advisors will communicate with families in a variety of formats but primarily use email. Parents should ensure that Culver has their current email address and are asked to check emails regularly. Additionally, families will receive regular updates from the Advising Department through the monthly Academy Road and newsletters each term.

Advisors will connect with all families at least one time during the school year through a phone call, video conference (Teams), or in person. These connections are critically important to support students through both academic and college advising. Families are encouraged to reach out to advisors at any time during the school year. Advisors will typically respond to emails in no more than a business day.

Advising Classes

Time with students varies by grade level. Tuesday morning advising times (from 9:50 AM to 10:45 AM) are utilized for large informational meetings or small group work and discussions, especially with students in grades 9 and 10.

Juniors and 2nd Classmen are enrolled in a compulsory advising class during the second half of the year to engage in self-reflection and future planning.

Seniors and 1st Classmen are enrolled in a compulsory advising class during the first term of the year to reinforce the work done in the prior year and finalize student research and applications. Students with full schedules during the Grade 11 or 12 class are responsible for coordinating with their advisor to complete the schedule of study and work covered in class.

Academic Scheduling Procedures

Working with their advisor, each student creates a multi-year academic plan during their first year at Culver. The multi-year plan is accessible on EaglePath. Guided by their advisor and carefully considering their interests and commitments both in and out of the classroom, students choose from the myriad of courses outlined in the online Course Catalog. As the student's interests change, the plan is modified. With a focus on well-being and balance, advisors will work

closely with students to ensure that they are mindful of their entire lived experience at Culver, while at the same time optimizing opportunities as they consider their future.

Students build schedules that reflect the Culver curricular requirements, their interests, and the needed time to prepare and study. Advisors will recommend all students maintain some study blocks in their schedule. Exceptions for this recommendation will be considered on a case-by-case basis.

Once students are enrolled at Culver, they are scheduled into mathematics, world language and cultures, and humanities courses based upon placement test results, coursework and performance at previous schools, and interest. Student course placement is determined by the Advising Department in partnership with the student, faculty and parents.

Advanced Courses

Culver offers a wide variety of courses including Advanced Topics courses, Advanced Placement® (AP) courses, Dual Enrollment with Purdue University Northwest courses, and Honors Seminar courses. Even Culver's most academically ambitious upper-class students are unlikely to have more than three advanced courses in a single school year, and no more than two of those three may be Honors Seminar courses.

Culver's Honors Seminars allow qualified students to explore a chosen academic discipline in greater depth. These courses require the student to produce a creative, independent project guided by a faculty mentor. Seminars provide the student with insight into the depth and intensity of work at the college level. If a student is interested in pursuing Honors, they will work with their advisor to learn the pre-requisite requirements early enough to complete the work and courses. Academic Honors are announced at Commencement and are considered one of the most significant academic accomplishments.

Advisors encourage students to select courses that will challenge but not overwhelm them. Enrollment in advanced course work is not guaranteed and may be based upon completed course work, grades in previous courses, course applications, or scores on the Preliminary Scholastic Aptitude Test (PSAT) administered every fall (grades 10, 11) and spring (9, 10). The PSAT scores have been correlated to predict performance in Advanced Placement courses. Admission standards can be found online in the Course Catalog.

Course Numbering

All academic courses are assigned a course number that is determined collaboratively with input from the course instructor, department chair, registrar, Dean of Advising, and Dean of Studies. Courses with lower course numbers focus on foundational skills and concepts. As students build competency, they will qualify for higher-numbered courses that develop more advanced skills and focus on more complex content. Course numbers are shared and explained on the Culver transcript.

Course Number	Description
100	
200	9th grade level
300 or 350	10th grade level (300) or advanced 10th grade level (350)
400 or 450	11th grade level (400) or advanced 11th grade level (450)
500 or 550	12th grade level (500) or advanced 12th grade level (550)
600	Honors level

Outside Courses

Any student considering enrollment in a summer or outside course must have the prior approval of their Advisor and the Academic Department Chair if the course is to be awarded credit. Course length and level of difficulty are key considerations for credit. To support our students' success and full engagement during their Culver experience, students will not be excused from Culver programming or obligations to participate in outside course work or tutoring.

Graduation Requirements

Culver's academic program is based on the notion that intellectual growth is best achieved through a curriculum that is comprehensive as well as challenging. The program is designed for students to live pillars of the Culver experience – scholarship, leadership, citizenship, communication, and well-being. To guide students, Culver requires a specific number of experiences by academic discipline. To this end, graduates must successfully complete the requirements in the table that follows. These are subject to change during a student's Culver experience. Student's individual plans on EaglePath address these requirements.

Academic Discipline	Credits Required
Humanities (includes American Studies or APUSH, plus senior electives)	15
Science (includes Physics, Chemistry, Biology, and a science elective)	6
Mathematics (includes Algebra 1, Geometry, Algebra 2, Statistics)	7*
World Language and Culture (must complete through Level 3)	6
Fine Arts	2
Wellness and Leadership	**
Electives	4

** Students should be enrolled in a mathematics course each year they are enrolled at Culver.*
*** Students are required to enroll in the appropriate grade level course each year.*

Learning Support

Culver recognizes that all students may occasionally benefit from support to achieve their full academic potential. For some students, the need may be episodic, depending on their current commitments or course enrollments, while for other students the needed support may be ongoing throughout their time at Culver. We strive to meet both types of needs through a variety of services and programs described below.

Learning Support Department

Located on the first floor of the Huffington Library, the Learning Support Department is a resource available to all students regardless of their academic standing or the presence or absence of a diagnosed learning difference. Students are welcome to either walk in or make an appointment using email or the link on the Veracross portal to see a Learning Coach, Digital Learning Coach, or Educational Specialist. If a student isn't sure what type of support would be most helpful, the Learning Support Department can help a student determine which of our many resources might be the right support for their current situation. Students may also be referred to Learning Support by their teacher, counselor, advisor, or the Student Records Committee.

Academic Supports

Learning Coaching

When/Where	How to Access
8:30–4:00, Learning Lounge, 1st Floor of the Huffington Library	Drop in, email LearningSupport@culver.org, or use the Learning Coach button on Veracross
Learning coaches meet one on one with students to help with organization, time management, and general academic skill support. Learning coaching is a good place to start for a student who isn't sure what support is most appropriate for them, as coaches can connect students to all other supports.	

Digital Learning Coaching

When/Where	How to Access
8:30–4:00, Learning Lounge, 1st Floor of the Huffington Library	Drop in, email DigitalCoach@culver.org, or use the Learning Coach button on Veracross
The Digital Learning Coach supports students in effectively using their computers for academics, including digital hygiene, instruction in common programs like Word and Excel, and specialized features such as Read Aloud. The Digital Learning Coach also offers supervised online SAT preparation through Khan Academy, supervised online language learning through Lingco, and online math learning through ALEKS and other platforms.	

Office Hours

When/Where	How to Access
9:50–10:45, Monday, Tuesday, Thursday, and Friday, in classrooms	Drop in, no appointment needed
Teachers are available four days a week for students to ask questions, review work, or engage in conversation about course material. Students are encouraged to attend office hours as a first point of contact for an academic challenge in a course.	

Math Help Center

When/Where	How to Access
The first 45 minutes of every block, Dicke 208, 2nd Floor of Roberts/Dicke	Drop in, no appointment needed
A math teacher is available every block to help students with math questions, including students who need additional instruction on an aspect of their math course.	

Writing Center

When/Where	How to Access
By appointment; meetings may be in the Huffington Library or online	Writing Center link on Veracross
Writing Center coaches help students with a wide variety of writing applications, including but not limited to writing assignments for classes, college essays, or personal or creative writing at any stage in the writing process.	

Tutorials

When/Where	How to Access
During a study block, added to the student's schedule, location assigned	Teacher referral
Tutorials with either a student's teacher or another teacher of that subject are sometimes assigned when a student needs more subject-specific help than office hours can provide. These are typically scheduled for one meeting per week.	

Academic Study Hall

When/Where	How to Access
During a study block, added to the student's schedule; Learning Lounge, 1st Floor of the Huffington Library	Learning Coach referral, automatic enrollment for new 9th and 10th grade students during Term 1.
Study Halls are supervised by our Learning Coaches and provide a structured space for students to complete academic work during the class day. New 9th and 10th grade students will automatically be enrolled in a study hall for Term 1 to support the development of good study habits.	

Homework Café

When/Where	How to Access
7:30–9:25 during CQ, 2nd Floor of the Huffington Library	Learning Coach referral
Homework Café provides a quiet and supervised environment for students who benefit from a more structured learning space during CQ. Students are generally assigned to Homework Café for at least one reporting period.	

Support for Students with Diagnosed Learning Differences or Disabilities

Culver Academies is committed to fostering an inclusive educational environment that supports students in both accessing the academic curriculum and demonstrating their learning. The Learning Support Department facilitates this commitment through the review of accommodation requests and the development of Learning Support Plans (LSPs) for students with documented disabilities or learning differences that substantially impact their engagement with the academic program.

A diagnosis of a learning disability or difference alone does not qualify a student for academic accommodations through an LSP. A student may be found eligible when a current evaluation from a qualified professional documents a disability or learning difference with a clear functional impact on the student's academic performance; there is evidence that impact cannot be adequately addressed through Culver's existing classroom practices or other academic supports; and when Culver's program and staffing are equipped to provide the needed accommodations, consistent with our academic standards.

The sections that follow describe Culver's standard classroom practices, additional considerations for certain conditions, and the process by which a formal LSP is established.

ADHD and Anxiety

ADHD and anxiety are conditions that affect attention, regulation, or emotional response, and can impact a student's academic functioning. Students with these and similar conditions may qualify for accommodations through an LSP when the criteria described above are met. An Educational Specialist may additionally recommend that students with these conditions work with an appropriate professional outside of Learning Support to develop strategies to manage the condition and support academic success.

Teaching and Learning at Culver

The design of Culver's academic program leverages our knowledge of learning science, as articulated in our Learning Tenets, to accommodate a wide variety of learners. Extended class and assessment periods, small class sizes, differentiated instructional practices, and varied modes of engagement are features of Culver courses. Flexibility and accessibility are built into our classrooms as a matter of course.

This means that many students with learning differences or disabilities are well-served by our standard classroom environment, without the need for a formal LSP. The absence of a formal plan does not mean a student's needs are unrecognized; it may mean that our teachers are already meeting them through good classroom practice. When a student's needs are not fully met by Culver's standard classroom environment, and when those needs are specific and documented, an LSP outlining academic accommodations may be appropriate.

Accommodations versus Modifications

It is important to note that Culver provides limited accommodations; it does not provide modifications.

Accommodations

Accommodations adjust the conditions of learning and assessment without altering the academic standard itself. They serve two purposes: some provide alternative pathways for students to access and engage with course material; others remove barriers between what a student knows and can do and their ability to demonstrate it. In both cases, the expectation of what a student is responsible for knowing, being able to do, or produce remains the same as for all students.

Modifications

A modification changes the standard itself: what a student is expected to know, be able to do, or produce. Reduced content, simplified skill expectations, or different grading standards are modifications. Culver does not provide modifications. Students whose needs require a modification of academic standards require a level of individualized instructional support that exceeds what Culver provides.

Available Accommodations

The following standard accommodations are available to students with qualifying, documented needs. Each accommodation is evaluated individually based on the specific and demonstrated needs of a student. Determinations are made at the sole discretion of Culver's Educational Specialists. Students do not automatically receive all accommodations upon receiving an LSP. Additionally, requests for accommodations not on this list are at the sole discretion of the school and may not be granted.

Extended Time on Assessments

Students with documented processing speed deficits, attentional dysregulation, reading fluency limitations, or anxiety that significantly impairs performance under timed conditions may receive up to one and a half time on summative tests. Extended time addresses a specific gap between a student's ability and their timed performance.

Extended time is a conditional accommodation in two respects. First, it applies only in assessment contexts where time pressure is the documented barrier, not universally across all academic work. Second, it requires that a student have sufficient free periods in their schedule for practical administration, as office hours are often inadequate. As part of the LSP process, all students receiving extended time will participate in a scheduling review. Students whose schedules do not include adequate free periods may find that extended time cannot be consistently provided.

Preferential Seating

Students with documented attentional, sensory, or processing differences may be seated in a location that supports their ability to focus and engage with instruction. Placement is identified collaboratively by the student and teacher, and may include proximity to the front of the room or distance from high-traffic areas.

Reduced Distraction Testing Environment

Students with documented attentional differences may take assessments in a quieter, lower-traffic setting separate from the standard classroom.

Copy of Notes from the Teacher or a Suitable Peer

Students with documented attentional, processing, or writing differences that create a barrier to simultaneous listening and recording may receive a copy of either teacher-prepared notes or notes from a suitable classmate. This accommodation supports access to course content without reducing the expectation of active engagement with the material.

Use of Technology for Written Work

Students with documented dysgraphia may use their Culver-issued laptop in place of handwriting for note-taking and in-class written work.

Calculator Use

Students with certain documented mathematical processing deficits may use a four-function calculator in contexts where basic computation is not the primary skill being assessed. Educational Specialists and classroom teachers will discuss appropriate use at the start of each course.

Access to Audiobooks for Main Texts or Text-to-Speech

Students with documented reading fluency deficits may access audio versions of assigned main texts or use text-to-speech technology for assignments, instructions, and other written material, as a supplement to their reading. Students using these tools in courses that require close reading are expected to complete the same annotation and analytical work as all other students, with audio support serving as a supplementary modality rather than a replacement for textual engagement.

Breaks as Needed

Students with documented attentional, anxiety-related, or physical health needs may take brief breaks during class or assessments when needed to regulate and refocus. Breaks are taken in a manner that minimizes disruption to instruction and does not extend overall assessment time beyond what is otherwise permitted.

Requesting Accommodations

Families seeking academic accommodations for their student will work with an Educational Specialist, who serves as the family's point of contact for the five-step process outlined below. Educational Specialists consult with Learning Coaches and other colleagues throughout this process. Note that it may take several weeks from the receipt of testing documentation to a final determination on eligibility.

Step 1 – Families Submit Testing Documentation

Families should submit a comprehensive neuropsychological, psychoeducational, or educational evaluation that meets the following criteria:

- Was completed within the previous three (3) years
- Documents a diagnosed disability or learning difference
- Includes the student's educational history
- Includes a recommendation for accommodations
- Includes relevant assessment data and clinical findings

Families should also submit copies of any previous educational support plans, such as:

- Individualized Education Programs (IEPs)
- Section 504 Plans
- Independent school accommodation plans
- Any other relevant educational or clinical records

Educational Specialists may request additional documentation when submitted materials are incomplete, outdated, or insufficient to establish current educational needs.

Step 2 – Educational Specialists Gather Additional Information

Eligibility determinations are based on a holistic review of multiple sources of information to assess the student's current level of functioning within the academic environment at Culver. In addition to testing documentation submitted by the family, Educational Specialists will collect the following.

Educational History

Educational Specialists review the student's previous school records, including transcripts and any educational documentation submitted during the admissions process. This history provides context on whether a pattern of difficulty has been present over time and across settings, alongside current evaluation and performance data.

Academic and Functional Performance

- Current academic performance (recent report cards, course gradebooks, teacher reports)
- Teacher observations, comments, and feedback on classroom functioning
- Standardized assessment results, when available
- Executive functioning, organizational, and study skill indicators
- Other relevant documentation demonstrating the student's performance within the academic setting

Student and Family Input

Input from the student and family may be considered to better understand:

- The student's educational experiences
- Perceived strengths and challenges
- History of accommodations and support services
- Self-advocacy skills
- The impact of the documented disability on academic functioning

Step 3 – Educational Specialists Collaboratively Review Eligibility

Educational Specialists collaborate with Learning Support colleagues to conduct a comprehensive review of all submitted and collected information to determine whether the student is eligible for accommodations through an LSP. For a student to be eligible for accommodations, the Learning Support team considers four questions together. **First**, does the student have a diagnosed learning difference or disability, supported by a current evaluation, that results in academic functional limitations with a recommendation for accommodations? **Second**, is there evidence that this learning difference or disability is substantially affecting one or more major areas of academic functioning at Culver, in a way that is consistent with the diagnosis? **Third**, could the student's needs be addressed through Culver's existing classroom

practices or other academic supports, without the need for a formal LSP? **Fourth**, are Culver's program and staffing equipped to provide the requested accommodations, and are they consistent with our academic standards?

Step 4 – Development of the LSP

If a student is determined to be eligible for accommodations, Educational Specialists will develop an individualized LSP that identifies the accommodations supported by the review process.

Step 5 – Notification and Communication

Educational Specialists will notify the family of the review outcome. If the student is found eligible, the family will receive a summary of the approved accommodations. An Educational Specialist will separately meet with the student to review the LSP, how it will be implemented, and the student's responsibilities. The LSP will be shared with the student's teachers, counselor, and advisor.

If a student is found to be ineligible, Educational Specialists will share the decision and the information used in that determination with the family. Because an LSP is not the only way Culver supports a student's academic success, Educational Specialists will separately meet with the student to discuss other academic resources and supports that may be appropriate. A student who is found ineligible may request a new review if their circumstances change in a way that is relevant to the original determination.

Review and Renewal

LSPs are reviewed annually to ensure that accommodations remain appropriate, effective, and aligned with the student's current academic needs. As part of this review, Educational Specialists collect updated information from faculty, staff, students, and families; evaluate the effectiveness and use of approved accommodations; and revise accommodations when warranted by new information or changes in the student's functioning. Families are responsible for providing updated documentation when evaluations expire, and Educational Specialists may request updated documentation at any time if a student's needs change significantly or if there is reason to reconsider the basis for an existing plan.

Course Selection and Learning Support

A student's course load and their LSP work best when they are considered together. Educational Specialists may collaborate with the student, their advisor, and family about their course selections each year, with an eye toward building a schedule that lets the student make full use of their accommodations and do their best work. For a student receiving extended time, for example, this might mean making sure there is room in the day for assessments to be administered without rushing. The goal of these conversations is always the same: helping each student find the combination of courses and support for them to thrive at Culver.

Educational Fit and Program Limits

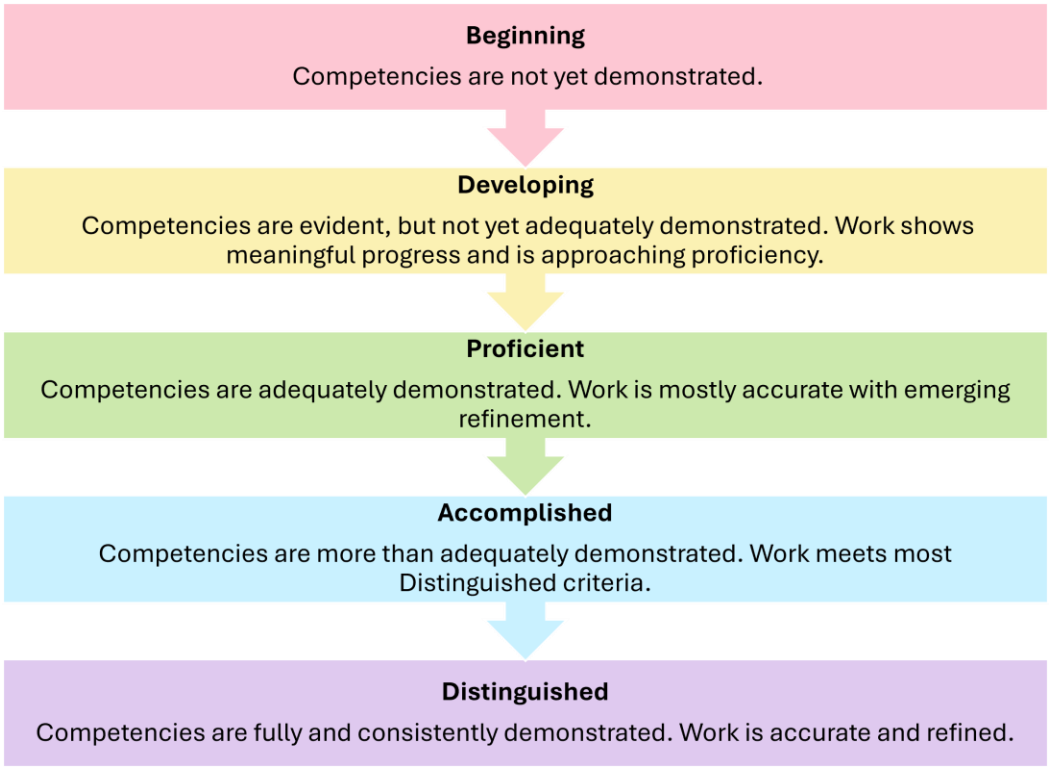
Culver is proud of its commitment to supporting all learners in our community. At the same time, ours is a rigorous and sometimes intense academic program, and it is not the right fit for every student. Some students' documented needs may call for a level of individualized support, whether a modification of academic standards or an accommodation beyond our standard list, that exceeds what Culver provides. When an administrative review reaches that conclusion, we will have a direct conversation with the family about next steps, which may include a recommendation that the student pursue their education in a setting better suited to their needs.

Standardized Testing Accommodations

Learning support at Culver is designed to identify and address students' needs within Culver's educational environment. External testing organizations such as the College Board and ACT make independent accommodation determinations according to their own criteria and are not bound by accommodations provided by Culver. Educational Specialists can provide documentation of a student's in-school accommodations to support a family's request, though final approval rests solely with the testing agency.

Feedback, Reporting, and Grading

To support student learning, Culver teachers provide frequent, targeted feedback to students on their progress toward course competencies as well as on the quality of their work. This feedback may take many forms (verbal, narrative, etc.) and may include a proficiency rating, shown below.



We expect that student work may be rated Beginning or Developing early in courses and learning experiences before progressing to higher levels of proficiency as students learn.

After each of the eight grading periods, Culver publishes report cards that update various stakeholders (primarily students and families, but also subsequent teachers, counselors, and advisors) about student learning and progress. Note that report cards are not shared with colleges and universities. The report card is centered on students' proficiency ratings at the various course competencies, and includes other features intended to communicate key information about a student's learning and engagement. This link has a fully annotated report card; major features of the report card are described in this handbook.

Course Grade

The Course Grade is a single letter grade that is assigned at the end of each course based on a student's proficiency level for the course competencies. Course Grades are the only grades or academic evaluation that appear on a student's official transcript. Because course competencies may be emphasized and weighted differently, there is not a simple relationship between a student's final set of proficiency ratings and the Course Grade, but below are guidelines.

- If most of the course competencies are rated as **Distinguished** when the course ends, the student is likely to earn an **A** for the course.
- If most of the course competencies are rated as **Accomplished** when the course ends, the student is likely to earn an **A-** for the course.
- If most of the course competencies are rated as **Proficient** when the course ends, the student is likely to earn a **B+** for the course.
- If most of the course competencies are rated as **Developing** when the course ends, the student is likely to earn a **B-** for the course.
- If most of the course competencies are rated as **Beginning** when the course ends, the student may not receive course credit and is likely to earn an **F** for the course.

Other letter grades may be earned when there are differing ratings across competencies. For example, a student may earn a **B** if competencies are rated as a mix of **Developing** and **Proficient**, or a grade in the **C** range if some competencies are rated **Beginning** and others **Developing**. Culver does not assign grades in the **D** range.

Course Grade Numerical Equivalents

Grade	Numerical Equivalent*	Grade	Numerical Equivalent*
A	4.0	C+	2.4
A-	3.7	C	2.0
B+	3.4	C-**	1.7
B	3.0	F***	0.0
B-	2.7		

**Students enrolled in Advanced, Advanced Topics, Dual Enrollment or Advanced Placement courses (designated by the "x50" course number) and in Honors seminar courses (designated by a 600 course number), will receive a one-point addition to their grade for that course when calculating their weighted GPA.*
***Students earning a C- Course Grade will not be permitted to enroll in elective courses in that subject.*
****Students earning an F Course Grade will not receive credit for that course.*

Pass/Fail Course Grades

The pass/fail designation is used in limited circumstances, including the following.

- For the small number of courses that are designated as pass/fail for all students. This designation is shared with students at the point of enrollment.
- In response to excessive absences (see Class Attendance for more information).
- In response to a significant student wellness issue. In this case, pass/fail will be awarded by the Dean of Advising in consultation with the course instructor, Student Life, and the Dean of Faculty.

Estimated Course Grade Range

Because a Course Grade is assigned only at the end of a course, teachers assign Estimated Course Grade Ranges for all reporting periods up to the last one. Estimated Course Grade Ranges appear only on the report card, which is shared with families, and are not displayed on the transcript or routinely shared with colleges and universities. For each course on a report card, either a Course Grade (for courses that have ended) or an Estimated Course Grade Range (for courses that are ongoing) will appear.

The Estimated Course Grade Range gives stakeholders information about a student's current trajectory toward a Final Course grade. Consider it as a check-in for the teacher to communicate, "Given this student's current engagement and work in this course, they are most likely headed toward ___ or ___ as a Course Grade." The term "estimated" and the fact that these grades will be given in a range of two adjacent grades, communicates both that there is some uncertainty in the estimate and that the estimate is impermanent; the Course Grade could fall outside the range if a student's performance or engagement changes. Additionally, for courses that are more than one term, the Estimated Grade Range will be updated each Reporting Period as new learning evidence is collected.

Minimum Engagement Standards

- Completes homework and assignments on time
- Demonstrates adequate engagement and initiative
- Contributes to a productive and respectful learning environment
- Communicates proactively

Culver's Minimum Engagement Standards communicate a student's basic level of engagement in that class. These ratings are not used in grade calculations or to make a proficiency level determination against course competencies. Instead, they are an opportunity for a teacher to communicate a significant engagement challenge for a student to the student, their family, and to relevant Culver stakeholders so that adequate support can be provided. Minimum Engagement Standard ratings are not on the transcript and are not shared with colleges and universities.

The Minimum Engagement Standards are reported as "Yes" or "No" ratings. We anticipate that most students, most of the time, will receive "Yes" ratings for all standards. A "No" rating on any Minimum Engagement Standard communicates that change is needed. "No" ratings are reserved

for problematic engagement behaviors that are **recurring, ongoing, and/or substantively impact learning** for either the student or their peers. One missed homework assignment, for example, should not result in a "No" rating for "Turns in homework and assignments on time", but a student who routinely misses or turns in assignment late is likely to be rated "No" for that standard. Counselors and/or Learning Support Staff will follow up with students who receive a "No" rating for any Minimum Engagement Standard. Additionally, students with any "No" rating will automatically be placed on "Academic Concern" status.

Reporting Schedule

Student progress is reported eight times during the academic year, corresponding to our eight reporting periods (RPs). Two reporting periods make up one term. Courses may be one, two, three, or four terms long.

Reporting Period (RP)	What is Reported	Report Card Comments	Date Posted 26/27
RP1 RP3 RP5 RP7	• Estimated Course Grade Ranges (all courses) • Course Competency Proficiency Ratings • Minimum Engagement Standards	• Students receive teacher comments for courses that meet 5 days per week.	RP1: 9/18/26 RP3: 11/19/26 RP5: 2/17/27 RP7: 5/8/27
RP2/Term 1 RP4/Term 2 RP6/Term 3 RP8/Term 4	• Estimated Course Grade Ranges (ongoing courses) • Course Grades (ending courses) • Course Competency Proficiency Ratings • Minimum Engagement Standards	• Students receive teacher comments for courses that meet one, two, or three days per week. • Students in Grades 9 and 12 receive counselor comments T1 and T3 • Students in Grades 10 and 11 receive counselor comments T2 and T4	RP2: 10/19/26 RP4: 12/21/26 RP6: 3/22/27 RP8: 6/4/27

Academic Standards, Eligibility, and Recognition

All Students are required to be enrolled in three solids (*solid classes meet 5 days per week*) or the equivalent of three solids per term (*two solids and two non-solids that combine to meet four days per week*). Classes related to academic and college advising, academic tutorials, or private arts lessons do not count towards eligibility. Students who are enrolled in fewer courses are not eligible to represent the school in athletics or performing groups.

Academic Concern is a status that is updated after every reporting period. A student is issued an Academic Concern notice when:

- A student is marked "No" for a Minimum Engagement Standard in any class,
- A student receives an Estimated Course Grade range of C/C- or C-/F in any class,
- A student receives a Course Grade of C- or F in any class, or
- A student's attendance for any class is less than 80% of the class meetings.

Formal Academic Concern notes are issued to students, parents, counselors, advisors, and relevant administrators. The Student Records Committee will review all students issued an Academic Concern notice to recommend the proper academic supports. Students issued an Academic Concern notice may be placed on Room Study at the counselor's discretion.

Academic Probation is the strongest statement of concern for a student's academic performance or ongoing class absences (see Class Attendance). Academic Probation is issued by the Student Records Committee when a student is at risk of not being invited back for the next semester based upon their academic performance. While on Academic Probation, students are placed on Room Study or Homework Cafe during CQ and are not allowed on a trip that requires absence from class or CQ.

To be in good academic standing at the end of the year, students must have a grade point average above the minimum standard for their grade level. Students who fall below these thresholds are at jeopardy of being placed on Academic Probation when the Student Records Committee meets in June.

- 9th and 10th grade minimum grade point average is 2.40
- 11th and 12th grade minimum grade point average is 2.70

Academic Withdrawal Culver reserves the right to ask any student to withdraw from Culver based upon poor academic performance, behavior, or attendance at any point in the school year. Students who fail to meet the minimum grade point average for two consecutive terms will be required to withdraw from Culver.

Co-Curricular Eligibility

When Report Cards are released, students enter an ineligibility period if their Estimated Course Grade Range or Course Grade is too low for any class.

- A student with an Estimated Course Grade Range of F/C- or C-/C in a particular class will not be approved to miss that class for any reason during a two-week ineligibility period. After two weeks, the Advising office will check with the relevant teacher(s) to determine if the student's performance has improved to at least C/C+. If it has, that student becomes eligible to miss class if needed, subject to the normal regulations. If they have not improved, the ineligibility window will extend to the next Report Card.

- A student with a final Course Grade of F in any class may not represent Culver in a performance or game until they receive a subsequent Report Card with no final Course Grades of F.
- The Academic Records Committee may determine a student is ineligible for co-curriculars based upon overall academic performance as represented by anticipated final grades or failing to meet minimum standards after any grading period.

Senior Privileges and Full Seconds Eligibility

Full Seconds (Juniors/2nd Classmen) and Senior Privileges (Seniors/1st Classmen) become effective at the beginning of Term 1 for students who earned a final unweighted GPA of **3.0 or higher** during the previous academic year.

Eligibility is reviewed at the end of each academic reporting period. Students who have **not** received a note of Academic Concern will retain or regain their Full Seconds or Senior Privileges. Students who receive a note of Academic Concern become ineligible and may regain eligibility following the next academic reporting period, provided they do not receive another note of Academic Concern.

Students with Senior Privileges or Full Seconds may:

- Sign out on permit with their parents or faculty during CQ,
- Attend scheduled athletic or cultural events during CQ,
- Be outside their living unit (Lay Student Center, Shack, quads, etc.) during CQ, provided they remain within authorized night limits and do not interfere with the study of others,
- Pick-up food from Logansport Gate.

Students should inform the adult on duty in their dorm/barracks of their location when exercising Full Seconds.

Academic Recognitions

Honors

Students are given an opportunity to graduate with Honors in one or more academic disciplines by demonstrating both an aptitude and commitment to that discipline throughout their Culver career and through the successful completion of that discipline's Honors Seminar course. Honors seminars challenge students to engage in authentic, independent projects that require knowledge and skills that go beyond a typical high school, International Baccalaureate, or Advanced Placement course experience. Honors seminar students are not just students in their field, but become practitioners by engaging in original research, writing, and artistic expression.

Honors seminars culminate in a final performance or review of student work by a panel of subject area instructors. Students whose work meets the Honors standard graduate with Honors in that area and share their work publicly at Culver's annual Honors Fair. Admission to Honors Seminars is selective and determined through a review of student work by each department.

Committed music students are given the opportunity to earn either Honors or Concentration in music. The nature of the requirements between Honors and Concentration in Music is similar, but Concentration students master fewer pieces than Honors students.

Honors in Chinese Language and Culture
Honors in Computer Science
Honors in Creative Writing
Honors in Dance
Honors in Engineering
Honors in Entrepreneurial Studies
Honors in Equine Studies
Honors in Film Studies
Honors in French Language and Culture
Honors in Humanities
Honors in Latin Language and Culture
Honors in Leadership
Honors in Mathematics
Honors in Music
Honors in Musical Theater
Honors in Science
Honors in Spanish Language and Culture
Honors in Theater Acting
Honors in Technical Theater
Honors in Visual Arts
Honors in Wellness

Cum Laude (Grade 12) is a national honor society. The faculty members of the Culver Cum Laude chapter meet to elect student members at the beginning of their Senior or 1st Class year. No more than twenty percent of the senior class may be considered for membership. Their overall GPA, strength of course load, grades in individual courses, and citizenship are criteria considered. The tenets of Cum Laude – Excellence, Justice, and Honor – are the guiding principles for selection. Students awarded Cum Laude are required to maintain a high standard of academics, character, honor, and integrity in all aspects of their school life through graduation.

Blue Key (Grade 11) is a Culver honor society. The Dean of Faculty and Dean of Academic and College Advising select rising Juniors and 2nd Classmen (20% - 25% of the 11th grade class) over the summer to be announced in the fall of their Junior or 2nd Class year. Students chosen must have been enrolled at Culver for more than two terms, and their 10th grade GPA, strength of course load, grades in individual courses, and citizenship are criteria considered. Students awarded Blue Key wear a pin or patch on their uniform throughout their 11th and 12th grade years.

Golden Eagle Society (Grade 10) is a Culver honor society. The Dean of Faculty and Dean of Academic and College Advising select rising Sophomores and 3nd Classmen (25% - 30% of the 10th grade class) over the summer to be announced in the fall of their Sophomore and 3rd Class year. Students chosen must have been enrolled at Culver for their entire 9th grade year, and their 9th grade GPA, strength of course load, grades in individual courses, and citizenship are criteria considered. Students wear a Culver Eagle Society pin throughout their 10th, 11th, and 12th grade years. *For the Class of 2029, the Golden Eagle Society was named in May of 2026.*

Class Attendance

Valuable instructional time is lost when students miss class for any reason, and therefore, it is our expectation that students will attend or account for every class meeting. Student Life will account for any absence from a class or obligation and determine approval for any planned absences from Culver. Students are required to request programming absences through Student

Life two weeks in advance; failure to submit requests in a timely manner puts approval in jeopardy. Faculty cannot approve an absence from class.

Students are responsible for directly communicating with their teachers about any class absence once Student Life grants approval via the Reach student accountability system. Upon return from any absence, a student should work with their instructor to formulate a plan to account for the learning missed in the absence. Progress toward course competencies may be impacted by significant absences and could impact the Course grade.

Students who miss more than 20% of a course per grading period, regardless of the reason for the absence (illness, school trip, leave), will face consequences to reporting or crediting. Missing over 20% of a class is an excessive amount of class absence.

The Dean of CGA and Commandant of Cadets will not approve any absence if a student has accrued absences greater than 20% of the course for a grading period or if the request for leave is on a Culver blackout date (published on the Culver school year calendar and listed below). Absence without approval is an unapproved absence and has consequences in both student life and academics.

Excessive Class Absences

An excessive amount of class absences over a term or a course significantly disrupts a student's learning. Students who have missed a significant portion of a term or course are unlikely to achieve all course goals for the time they missed. Excessive is defined as missing more than 20%. For students who miss more than 20% of a term or course, the Dean of Advising will issue an attendance warning and alert the student of the situation. The student's teachers, advisor, counselor, and relevant student life and academic administrators will create a plan for the student to make up missed work and may recommend any of the following.

- Class will be graded and credited.
- Class will be graded as pass/fail and credited.
- Class will not be graded or credited.

Once a student is on attendance warning for a class, they will not be approved for any class absence, with rare exceptions for extraordinary circumstances, as judged by the individual responsible for each type of absence approval.

For a student who misses more than 30% of an entire course or of a term of a multi-term course, credit will not be awarded for the course or term. Courses that are graduation requirements will need to be rescheduled in coordination with a student's academic advisor and registrar.

Blackout Dates

There are dates that, no matter how many total absences, are automatically unapproved absences and subject to consequences related to an unapproved absence. Students on trips related to school-sponsored events and under the supervision of school personnel may miss a

blackout date without consequences. Any student who misses a blackout date is still responsible for formulating a plan with their teacher for the missed learning. The blackout dates for this school year are listed here and on the Culver school year calendar online at culver.org/calendar.

- October 13-14, 19-20
- November 19-20, 30 - December 1
- December 17-18, January 13-14
- February 10-11, 17-18
- March 17-18, April 5-6
- May 31 – June 3

Consequences for Unapproved Absences

Below is the list of consequences that may be applied for an unapproved absence. Applications of these consequences are at the discretion of the Dean of CGA and Commandant of Cadets with input from counselors, faculty, and members of the academic staff and depend on the accumulated number of unexcused absences and if the unapproved absence is on a blackout date.

- Disciplinary confinement
- Full restrictions
- Inability to reschedule assessment before or after unapproved absences (and any related impacts on a student's grade)
- Loss of leadership
- Dismissal from Culver Academies

Medical Leave of Absence and Medical Withdrawal

If a student is expected to be or has been away from Culver for documented physical or mental health issues for an extended period of time, a student may be subject to a medical leave of absence or a medical withdrawal. A medical leave of absence applies when a student can continue learning in a modified way. A medical withdrawal is when a student needs to discontinue learning or Culver cannot support the accommodations needed to learn.

Students on medical leave of absence or medical withdrawal will work with the Dean of Advising or a member of the advising staff to discuss the continuation of academic work, which may include enrolling in online classes from another approved source (not Culver) to replace the classes they are missing while away from Culver. Continuation of work will be outlined and defined by the academic team.

Extension of an agreed upon medical leave of absence can result in a medical withdrawal at the discretion of the Dean of CGA, Commandant of Cadets, and the Dean of Faculty.

After a medical leave of absence or medical withdrawal, reentry or readmission to Culver is based on review of the treatment received and aftercare recommendations by Health Center professionals. The Health Center professionals, along with the Advising and Student Life offices, will determine whether the Academies can meet the needs of the student in question. Students and parents must keep the Dean of CGA or the Commandant of Cadets informed throughout the leave of absence. No return should be anticipated until this review is completed.

Student Life

The Dean of CGA and Commandant manage the Student Life, Leadership, and Discipline programs.

Guiding Principles

- Behave in accordance with our Virtues, Values, Honor Code, Diversity Statement, and Code of Conduct.
- Contribute positively to the Culver Academies' community by participating in school programs, being involved in your living unit, and complying with the rules and regulations.

Culver Code of Conduct

My aim in life is to become the best person I can be. To this end I will strive always to develop my potential to its fullest – physically, intellectually, morally and spiritually; to make wise choices, exercise self-discipline, and accept responsibility for my actions; to treat everyone as I would have them treat me; to fulfill the ideal of service to others; to place duty before self; to lead by example and take care of those I lead; and to live by the Culver Honor Code and Diversity Statement.

Leadership

Leadership and Character Tenets

Central to the fulfillment of Culver's Mission is the education of students for leadership and responsible citizenship through the cultivation of character. The purpose of the Leadership and Character Tenets is to articulate Culver's enduring, foundational beliefs about how leaders of character are formed and how leadership is best learned, practiced, and lived.

Grounded in research and more than a century of institutional experience—these tenets affirm that leadership is both an ethical and developmental process. Just as the habits of mind, spirit, and body are built through practice and reflection, so too is the habit of leading with integrity, purpose, and service to others.

By embodying these tenets, Culver's programs, structures, and experiences foster the development of leaders of character—those who act with virtue and strive to transform both themselves and their communities in service to the common good.

Culver Academies believes that…

Leadership is grounded in character.
Leadership begins with virtues and values—integrity, authenticity, and ethical responsibility form the foundation for trust and influence. Leaders of character act with intention and for the good of the community.

Leadership and character can be practiced, taught, and learned.
Both develop through direct instruction, intentional practice, honest feedback, and cycles of trial, failure, and growth. Mistakes and setbacks are opportunities to learn. Leaders improve by reflecting, adapting, and striving toward excellence.

Leadership requires self-awareness.
Each leader brings unique strengths, experiences, and style. Effective leaders know who they are, who they aspire to be, and how they are perceived by others.

Leadership is relational.
Leadership exists only in collaboration with others. It is built on trust, connection, and shared purpose, and it depends on mutual influence between leaders and followers.

Leadership is a behavior, not a position.
Leadership is not a noun to be held, but a verb to be lived. It emerges when people choose to act with purpose and influence others, regardless of title. Every member of our community can and should practice leadership.

Leadership forms in community.
Character-driven leadership cannot be formed in isolation. Leadership is at its best when it embraces many perspectives. Communities of trust, respect, and accountability enable both leaders and followers to develop.

Leadership and character development is lifelong, challenging work.
Leadership and character development is never complete. It requires resilience, humility, and continual striving. Leaders remain learners—committed to growth, service, and the pursuit of excellence across their lives.

Student Life Leadership Programs

In keeping with its mission "to educate students for leadership and responsible citizenship in society," Culver Academies places a high premium on leadership training gained in the classroom, in living units, and in extra-curricular activities. Students practice values-driven leadership, empowering peers to achieve goals while balancing the welfare of individuals with the needs of the community. Central to each student's development is the practice of citizenship and leadership within the residential community comprised of co-ordinate systems uniquely designed for CGA and CMA students.

To provide students with as many leadership experiences as possible, the school year is divided into rotations/makes (CGA has three rotations; CMA has three NCO makes and two officer makes). Leaders assume new positions with each rotation/make. CMA and CGA honor representatives serve year-round, and in CGA, diversity council served year-round.

Leadership Responsibilities and Privileges

Culver Academies' student leaders are responsible for setting conditions for the success of their organization, team, and living unit. One of the primary conditions for success is establishing and maintaining a positive leadership climate. Student leadership is a privilege and a significant responsibility. Leaders are identified through distinctive apparel on their uniforms. CGA students wear white or green nametags and leadership sweaters, and CMA's officers wear a gold braid on

their garrison cap, silver piping on their overseas cap, and specific rank on their uniform. In addition, the highest-ranking leaders participate in the CGA Leader Charge and CMA Officers Figure during Fall Ball and Final Ball.

Minimum Qualifications to Hold Leadership Position

- Demonstrated ability to develop self, model the way, achieve goals, and serve the community
- Demonstrated ability to dedicate the time required for effective leadership, as evidenced by maintaining good academic standing (not on Academic Probation)
- Completion of CGA Crest Program or CMA Branch Insignia Boards
- Not on Citizenship Warning
- Pass the promotion test and take the Cadet Fitness Test; First Classmen must pass the PT test to be eligible for promotion to officer (CMA Only)

Loss of Leadership / Billet / Rank Reduction

Students may be suspended from leadership for a cause as determined and imposed by the Dean of CGA or Commandant of Cadets. Suspension entails immediate removal from leadership responsibilities and loss of leader privileges/rank. Suspension may occur because of any of the following.

- Failure to perform responsibilities and/or serve the community as a leader
- Assignment to Citizenship Ineligibility
- Failure to maintain academic standards (placed on Academic Probation at the end of a Reporting Period)
- Students found guilty of an honor violation or Type II disrespect violation.
- Officers and Chairs found guilty of an honor violation or Type II disrespect violation are required to resign their commission/leadership role
- Type I Offense of any kind. Officers and Chairs are required to resign their commission/leadership role

Officers and CGA Chairs that resign their commission/leadership due to their actions are not eligible for appointment to a new Chair position or Officer position/rank, and they will not be afforded the opportunity to participate in the CGA Leader Charge or Officers Figure. Seniors and First Classmen that are unwilling to fulfill their leadership responsibilities will lose their senior privileges.

Leadership / Billet / Rank Restoration

Restoration of leadership and rank are not automatic. It must be earned through actions, effort, and positive demeanor. Students that lose their leadership may reapply to the Dean of CGA/Commandant of Cadets no earlier than four weeks following the completion of their assigned corrective action.

CGA Leadership Overview

CGA junior and senior leaders serve in nearly 200 prefect positions. All these positions, except for the Honor Council and Diversity Council, rotate three times each year to allow for maximum interchange of responsibility and opportunity to practice leadership.

Positions **elected** by peers:

- **Senior Prefect** is elected by majority vote of student leaders each rotation.
- **8 Honor Council Representatives** are elected by dorm and serve entire senior year.
- **Honor Council Chair** is elected each rotation by Honor Council Representatives.
- **8 Diversity Council Representatives** are elected by the dorm and serve the entire year.

Positions **appointed** by Leadership Selection Committee with input from CGA leaders, faculty advisors, and an assessment of peer surveys:

- **24 Chair positions** – Positions held by Seniors, includes one dorm chair per dorm
- **18 Campus-wide Positions** - Seniors and Juniors
- **Roughly 144 Dorm Positions** - Throughout the eight dorms (Seniors and Juniors)

The Senior Prefect represents the voice of CGA. The Senior Prefect chairs the **Senior Advisory Board (SAB)**, which includes Dorm Chairs, the Honor Council Chair, Diversity Chair(s), CGA Council Chair and Aide to the Administration/Alumni. Together, these leaders provide direct communication between the Dean of CGA and the students of CGA.

The CGA and CMA Aides to Administration Co-Chair the **Common Council** and serve as the link between CGA, CMA, and the administration. Common Council includes the Senior Prefect, CGA Council Chair, Honor Chair, Diversity Chair and (CMA) Regimental Commander, Honor Captain, Regimental Diversity Officer, and Cadet Club President.

The CGA Council Chair oversees the management of the **CGA Council**, which serves as CGA's governing body and is made up of SAB, Committee Chairs, the CGA Council Secretary, and CGA Class Presidents. These leaders work to promote leadership, responsibility, unity, and morale while providing a forum for proposals from the student body.

Twelve committees, made up of a Chair or Co-Chairs (senior leader) and a prefect representing each dorm (junior or senior leader) are designed to support the Culver mission and address a variety of areas involving student life.

- Honor Council
- Leadership Training
- Leadership & Life Skills
- Freshmen Life Skills
- Admissions (1st Rotation)
- Communications
- CWC (1st and 2nd Rotation)
- Dining Hall
- Diversity
- Safety & Security
- Academic
- Wellness

Two campus committees, made up of a Chair (senior leader) and a prefect representing any dorm (junior or senior leader) are designed to support the Culver mission and address a variety of areas involving campus life.

- Fine Arts
- Spiritual Life

CGA Leadership Training & Residential Life Curriculum

<u>All New Students</u> – *Acclimating to Life at Culver*

GOAL: To earn their CGA Crest, each new student goes through a process that includes Crest lessons, weekly Crest tests, workshops, and many other enriching experiences.

Symbolic of the values CGA students represent, the **CGA Crest** serves as a reminder of the bond that unites CGA students through generations. Moreover, it symbolizes the shared goals and aspirations, both as a unified community and as individuals, striving to make a positive impact. The fundamental themes of the CGA prefect system are represented in the four quadrants of the CGA Crest: **service and success**, **strength and justice**, **knowledge and tradition**, and **strength of friendship**.

To qualify for their Crests, students must successfully complete Crest Requirements and be in good citizenship standing for both the first and second term. For those who do not qualify initially, the CGA Crest may be awarded during the spring of the first year.

Crest Topics

- Culver History & Traditions
- Community of Mutual Respect
- Service
- CGA Knowledge
- Safety
- Honor Code
- Code of Conduct
- Quadrants of Crest
- Values & Virtues
- Followership & Citizenship

<u>Freshmen</u> – *Leading Self*

GOAL: CGA students learn to balance their newfound independence with their responsibilities to others and the Culver community. This includes fundamentals of how to follow others while leading themselves.

Freshman Life Skills Topics

- Followership & Values
- Health & Wellness
- Self-Respect
- Organizational Skills
- Gratitude
- Time Management
- Relationship Building
- Friending
- Communication
- Goal Setting
- Diversity
- Conflict Resolution

Sophomores – ***Practicing Leadership Fundamentals***

GOAL: CGA students work towards a greater sense of self–awareness, continue to learn how to care for themselves, and explore service as leadership by caring for and leading others. They gain a deeper understanding of the CGA leadership system and practice executing prefect responsibilities under the supervision of the Leadership and Life Skills Committee.

Sophomore Leadership and Life Skills Topics

- CGA Leadership System
- Prefect Duties
- Collaboration
- Communication
- Healthy Relationships
- Goal Setting
- Proposal Writing
- Service
- Dorm Vision
- Interview Skills
- Character Strengths
- Leadership Resume

Juniors – ***Executing and Implementing Leadership***

GOAL: CGA students implement the lessons of the Leadership and Life Skills Program by serving as prefects in dorm and campus positions, and within the CGA committee structure. Their primary focus becomes leading, executing, and managing added responsibility.

Junior Leadership Training Topics

- CGA Leadership Overview
- Strengths & Teaming
- Feedback: Giving & Receiving
- Resume
- Goal Setting
- Facilita-tion
- Leadership Reflection
- Authentic Leadership
- Appreciative Inquiry
- Dorm Vision
- Stress Busters
- CGA History

Seniors – ***Leadership in Action: Serving and Leading Others***

GOAL: Students lead their peers and our school while honing skills as Prefects and Committee Chairs. Seniors on the Honor Council, Freshmen Life Skills, Leadership and Life Skills, and Leadership Training Committees help shape and execute leadership education for the freshmen, sophomores, and juniors.

Senior Leadership Training Topics

Beauty/Excellence: (Self Awareness)

- Relationships
- Leadership

Truth: (Values)

- Finding your voice
- Financial Literacy

Good: (Relationships)

CMA Leadership Overview

The Corps of Cadets at Culver Academies is formed as a regiment and is under the command of the Regimental Commander, supported by his staff. CMA Cadets serve in 334 leadership positions throughout the Corps of Cadets, ranging from Team Leader to Regimental Commander.

The noncommissioned officer positions rotate three times per school year to provide Cadets multiple opportunities with different responsibilities to practice leadership during their tenure at Culver. The officer billets change at the conclusion of Term 2 to provide continuity throughout the school year, allow the senior Cadet leaders to effect change, and ensure our best leaders are selected for the tremendous responsibility of leading the Corps. These leadership timeframes are often referred to as "makes," and more detailed information regarding the Corps' organization and leadership program can be found in CMA Regulations 3-1 and 3-2.

Positions **elected** by peers, which are in addition to their primary, appointed billet:

- **9 Unit Honor Reps** are elected by majority vote of returning cadets in a unit.
- **Honor Captain** is selected by the Unit Honor Representatives.
- **9 Unit Discipline Reps** are elected by majority vote of returning cadets in a unit.

The 334 leadership positions are **appointed** by the CMA Student Life Staff following a thorough selection process involving input from CMA leaders, student aspirations, interviews, peer surveys, and selection boards (for major battalion and regimental leadership positions):

- **13 Commander Positions** – 1st Classmen at the unit, battalion & regimental levels
- **6 Sergeant Major Positions** – 2nd Classmen at the battalion and regimental levels
- **27 Staff Positions** – 1st & 2nd Classmen at the battalion and regimental levels
- **288 Unit Positions** – 1st, 2nd & 3rd Classmen throughout the nine units

CMA Regimental Organization

The Regiment consists of an Infantry Battalion of 3 Companies, an Artillery Battalion of 3 Batteries, and a Cavalry Squadron which consists of the Band and 2 Troops. The name "Black Horse Troop" is synonymous with Troop A and B, and the terms battalion and squadron refer to same sized organizations of three subordinate units with different functions (squadrons are cavalry units with a reconnaissance function).

Regiment		
Infantry Battalion	Artillery Battalion	Cavalry Squadron
Company A	Battery A	Band
Company B	Battery B	Troop A
Company C	Battery C	Troop B

The Regimental Commander commands the Corps of Cadets. The Reg Com works directly with the Commandant and is responsible for everything the Corps does or fails to do. The Reg Com is an ex officio member of the Honor Council and is also a member of the Common Council, working closely with the senior leaders of CGA and CMA to coordinate, organize, and synchronize operations with the administration.

The Regimental Adjutant is considered second in command and serves as the "Chief of Staff," supervising and coordinating the plans and actions of the Regimental Staff. The Regimental Adjutant works closely with the Deputy Commandant and Regimental Operations Officer.

The Regimental Operations Officer is responsible to the Regimental Commander for the coordination, supervision, and execution of the training schedule and works closely with the Deputy Commandant.

Positions on the Regimental Staff that assist the Regimental Commander in leading the Corps include: the Regimental Adjutant, Regimental Operations Officer, Regimental Supply Officer, Regimental Athletic Officer, Aide to Admissions & Alumni, Aide to Spiritual Life, Aide to Administration, Aide to Technology & Academics, Honor Officer, Regimental Diversity Officer, and the Drum Major. At the 2nd Class level, three sergeants major also serve on the Regimental Staff: Regimental Sergeant Major, Operations Sergeant Major, and Color Sergeant Major.

Battalion Organization

Each battalion-level (can be referred to as a squadron or battalion) organization commands and controls three subordinate units. A simplified example organization chart for the Infantry Battalion consists of the following subordinate organizations.

Infantry Battalion		
Company A	Company B	Company C
1st Platoon	1st Platoon	1st Platoon
• 1st Squad	• 1st Squad	• 1st Squad
• 2nd Squad	• 2nd Squad	• 2nd Squad
2nd Platoon	2nd Platoon	2nd Platoon
• 1st Squad	• 1st Squad	• 1st Squad
• 2nd Squad	• 2nd Squad	• 2nd Squad
3rd Platoon	3rd Platoon	3rd Platoon
• 1st Squad	• 1st Squad	• 1st Squad
• 2nd Squad	• 2nd Squad	• 2nd Squad

Positions at the battalion staff level that assist the Battalion or Squadron Commander in leading their battalion/squadron include the Battalion/Squadron Adjutant, Battalion/Squadron Supply Officer, Battalion/Squadron Athletic Officer, and Battalion/Squadron Sergeant Major. In addition to these positions, the Artillery Battalion designates a Motor Transport Officer and Cannoneer; the Squadron assigns an M&A Officer (Band) and Stable Officer (Troop); and the Infantry assigns an Armorer and an Operations Officer.

Unit Organization

Each unit (i.e. a company, a troop, a battery, or the band) consists of 2-3 platoons, each of which may have 2-3 squads, depending on overall unit strength. A simplified example organization chart for Battery A consists of the following subordinate organizations.

Battery A		
1st Platoon	2nd Platoon	3rd Platoon
1st Squad	1st Squad	1st Squad
• Alpha Team	• Alpha Team	• Alpha Team
• Bravo Team	• Bravo Team	• Bravo Team
2nd Squad	2nd Squad	2nd Squad
• Alpha Team	• Alpha Team	• Alpha Team
• Bravo Team	• Bravo Team	• Bravo Team

Positions at the unit level that assist the Unit Commander in leading their unit include the Executive Officer, Unit Athletic Officer, Unit Supply Officer, Platoon Leaders, and Platoon Sergeants (1st Classmen); 1st Sergeant and Operations Sergeant (2nd Classmen); and Squad Leaders, Team Leaders, Unit Academic Officer, Unit Clerk, Unit NCO, and Unit Guidon (1st, 2nd & 3rd Classmen).

CMA Leadership Development Program

Cadets in CMA participate in the Leadership Development Program, designed to provide instruction and opportunities to practice leadership during their time at Culver. The system affords Cadets the opportunity to learn as they lead, receiving feedback from their chain of command, counselor, and military mentor as they progress from Fourth Classmen in 9th grade to First Classmen in 12th grade.

<u>New Cadet System</u> – ***Acclimating to Life at Culver & Earning Branch Insignia***

GOAL: To earn their CMA Branch Insignia, each newly arriving Cadet goes through a five-phase program that includes training, education, inspections, experiences, and ultimately culminates with the boards process where Cadets validate their knowledge about Culver, their branch, and their unit and demonstrate their commitment to becoming a full-fledged member of the unit.

Branch Insignia Training & Education Program

• Culver History & Tradition	• Service	• Honor Code	• Values & Virtues
• Community of Mutual Respect	• CMA Knowledg	• Code of Conduct	• Followership & Citizenship
	• Safety	• Community Standards	

Direct Leadership – ***Practicing Leadership Fundamentals***

GOAL: CMA Cadets practice leadership by serving in a direct leadership role by caring for and leading subordinates with whom they have daily contact on a meaningful level. These leaders are directly responsible for the training, direction, and performance of 2-3 individuals, usually as a Team Leader or Squad Leader as 2nd & 3rd Classmen, under the supervision of their Platoon Leaders and Platoon Sergeants. The skills and attributes required for successful direct level leadership are taught during the NCO Academy.

Direct Leadership Required Skills and Traits

- Model the Way
- Counseling & Feedback
- Positive Demeanor
- Goal Setting
- Supervision
- Service to Others
- Taking Initiative
- Conduct Inspections
- Provide Instruction
- Teamwork
- Inspire Others to Act
- Communication

Supervisory & Organizational Leadership – ***Executing and Implementing Leadership***

GOAL: CMA Cadets implement the lessons from the academic leadership curriculum, CMA training program, and experience as direct level leaders to serve as supervisory and organizational leaders responsible for the training, direction, and performance of larger units and organizations. Responsibility at this level increases dramatically from a few subordinates at the direct level to a dozen to hundreds at the supervisory and organizational level, leading platoons all the way to the regiment itself as 1st Classmen. The skills and attributes required for successful direct level leadership are taught during the Officer Academy and portions of the NCO Academy. These leaders have a high degree of organizational and time management skills, hold others accountable, develop a positive command climate, build cohesive teams, communicate well, and continually look for ways to improve their unit to become more effective.

Supervisory & Organizational Leadership Required Skills and Traits

- Model the Way
- Counseling & Feedback
- Build Cohesive Teams
- Establish Priorities
- Problem Solving
- Positive Demeanor
- Allocate Resources
- Develop Others
- Long-Range Planning
- Decision-Making
- Inspire Others to Act
- Communication

Living Units and Counselors

Living Units serve as a student's home during their time at Culver Academies. Students must respect the needs of others, their space, and their property. Students are responsible for the cleanliness and upkeep of their living unit and, of utmost importance, fostering a positive climate. **Counselors** serve as Culver students' first point of contact in navigating life at Culver and resolving the inevitable challenges that arise. Students seek them out first.

Living Unit Visitation and Guest Guidelines

Visitors and alumni are welcome guests at Culver Academies at times that do not interfere with the daily tasks and responsibilities of the students.

- Students hosting a visitor should provide a completed Guest Permission and Agreement Form and introduce their guests to the Student Life staff member on duty when entering living units.
- Guests are to be entertained in the appropriate places and at the appropriate times and are expected to abide by all school rules and expectations.
- Students are responsible for the actions of their guests and must escort their guest while on campus.
- Visitors of the opposite sex are generally not allowed in living units except for move-in/move-out times and for departure sign-outs.

Fire Safety

In case of fire in a building, students should:

- Stay calm and immediately exit the building, alerting those around them of the danger.
    - Not run; walk and check out the exit for smoke.
    - If it is possible to safely do so, sound the fire alarm on their way out of the building.
    - If there is smoke, get as low as possible to the floor and crawl to the nearest exit.
    - Do not break the windows as fresh air will fuel the fire.
    - Not leave doors open; close doors and leave smoke behind.
- Once outside, call 911 and give the location of the fire. Campus Safety (x8000) may also be alerted.
- Gather at the building's predetermined gathering location for roll-taking.
- Student leaders should take charge until relieved by an adult.
- Not re-enter the building until cleared by Campus Safety.
- Always practice two escape routes in living units—stairways and fire escapes.

Unauthorized Items

- Matches and lighters
- Candles, incense, wax-warmers, and plug-in air fresheners
- Extension cords (power strips are permitted).
- Unapproved refrigerators (approval through Health Center for medical needs only)
- Alcohol, nicotine, illegal substances, and paraphernalia
- Networking hardware such as hubs, routers, and switches
- Coffee makers of any kind
- Darts / dart boards
- External monitors
- Firearms, weapons, knives greater than 1.5” or with lock open feature (includes BB guns, air guns, hunting rifles, ammunition, bows, arrows, AirSoft weapons, etc.)
- Water guns

- Laser pointers
- Balloon launchers
- Chemicals and hazardous/flammable materials and substances
- Fireworks or explosives
- Fog machines
- Portable grills
- Halogen Lamps/Bulbs
- Hot pots, hot plates, smore makers, and George Foreman style grills
- Microwave ovens
- Non-approved prescription drugs (allowed one week of personally prescribed medication issued from the Health Center/Medicine Dispensing Office in Dining Hall)
- Power tools
- Space heaters
- Sun lamps
- Toasters / Toaster Ovens or any kitchen appliance
- Electric tea kettles
- Lava lamps
- Clip-on bed lamps
- Popcorn makers
- Holiday lights (battery powered are authorized in CGA)
- Headboards not provided by Culver Academies
- Electric blankets
- Heating pads
- False Identification
- Bicycles and unicycles (skateboards, scooters, and rollerblades are authorized in low density pedestrian traffic areas of campus and require a properly fitted helmet when in operation)
- Pets (includes fish)
- Tattoo kits
- Vehicles stored on campus or in town
- Keys not issued to a student (personal room key is only authorized key students are authorized)
- Any item that Student Life staff believes poses a risk of harm to students or is inconsistent with Culver's Mission Statement. When in doubt, ask Student Life staff before bringing item to campus.

Living Unit Expectations

- Cadets in Dorms/CGA Students in Barracks: Culver students are not authorized to be in dorms/barracks of the opposite sex unless authorized by Student Life staff.
- Cash and Valuables: Cash, credit cards, checkbooks, and other valuables should be carried on a student's person or locked in the student's lockbox in their room. Students are responsible for their own possessions, and high value items should be left at home. *Under no circumstances will Culver Academies be responsible for lost or stolen items.*

- Room Locks and Keys: Students receive one room key at the start of each school year, and they are responsible for ensuring their room is locked upon departure. Replacement keys are $25. Students that fail to return their key at the end of the school year are assessed a $50 fee.
- Unoccupied Rooms: Students may enter another's room only when invited. Under no circumstances are students to enter the unoccupied room of another student without that person's express consent.
- Room Inspections: On-duty faculty/staff members are authorized to enter student rooms at any time. This includes announced and unannounced inspections.
- Speakers: Students may bring small speakers to campus, but they must fit on the desk shelf. Volume which disturbs anyone outside the room is considered excessive and may result in loss of equipment. Music may be played during CQ and the academic day with the use of headphones only. Speakers will not be used when walking on campus, carried or in a backpack.
- Televisions: Lounge televisions are not to be used during the academic day or during study hours. This includes projectors and video game consoles in the lounge or student rooms.
- Telephones: See Cell Phone Policy. Landlines in the hallways and Student Life office spaces are available if needed.
- Smart glasses, personal hotspots, and wi-fi cameras
- Tack Boards and Picture Rails: Any material hung in rooms must be affixed to the tack board or picture rail. Nothing may be affixed to walls, ceilings, furniture, sprinkler devices, overhead pipes, air filtration devices, or doors. Nails, tacks, duct tape, scotch tape, or any other item which would mar surfaces may not be used. Fabric wall hangings are not authorized unless the fabric is flame-retardant.
- Room Decorations: Students are authorized to decorate their rooms to a certain extent (approved flags on tack rails and framed pictures in CMA; approved items on tack rails, framed pictures, and battery powered lights in CGA). Unauthorized room decorations include provocative pictures and other items not in good taste, signs taken from public places, advertisements for illegal substances (alcohol, nicotine, and any drug related content), curtains other than those issued by Culver, bed risers, and stickers/adhesive affixed to Culver property.
- Gambling: Gambling is not allowed in the living units or on campus.

CGA-Specific Living Unit Guidelines

CGA Daily Room Inspection Guidelines

Roommates share the responsibility for the condition of their room. Rooms are to stay inspection ready through the end of the first CP and are to always remain generally clean and orderly. For inspection, the rooms will be checked at a time determined by the Hall Prefect between 7:45 AM and 7:55 AM.

To pass inspection, the following standards apply.

- No clothes left on bed, desk, chair, or floor.
- Wardrobe doors closed and chair pushed under desk.
- Floor clear of dirt and clutter.
- All electronics turned off.
- Desk cleaned and neatly organized.
- Bed neatly made.
- Trash removed.
- Students prepared for class in the proper daily attire (pages 34-39 student handbook)

CGA Sunday Inspection Guidelines

On Sundays, all students are to be up by 8:30 AM in order to thoroughly clean their own rooms and other assigned areas of the dormitory. Students on leave must have their area cleaned and checked before departing by their Dorm Chair. Inspection on Sunday will begin at 11:45AM with doors propped. Sunday inspection will be done by the Dorm Chairs and Hall Prefects; members of the Common Council or an RD will serve as a guest observer on a rotational basis.

To pass CGA Sunday inspection, the following standards apply.

- No clothes left on bed, desk, chair, or floor.
- Wardrobe neatly organized with doors and drawers open.
- Bed neatly made (comforter must not touch the ground).
- Bags, clothes and other articles are not to be hung from the bed, desk chair or wardrobe doors.
- Desk neatly organized with no clutter, kitchen items, cleaning supplies, or toiletries.
- Desk, wardrobe, windowsill, and radiator free of dust.
- Floor swept and mopped. Rugs vacuumed.
- Drawers neatly organized and open (aside from lock drawer).
- Laundry not overflowing.
- Top of the wardrobe may be used to store laundry items.
- Trash removed and replaced with a clean liner.
- Mirror clean.
- Under bed storage (where available) may include one musical instrument, one bin (24x16x12), one sports bag, other items temporarily stored with RD or counselor approval.
- All electronics off during inspection.
- Students prepared for inspection in proper Dress A or B uniform depending on the season.
- Students stand when inspection team enters the room.

CGA Furniture Arrangement

- Furniture should not obstruct the view of beds and desks from the doorway.

- The backs of all furniture must be against the wall.
- Students may not rearrange dorm room furniture.
- No extra furniture is allowed, with the exception one extra chair (not a couch or loveseat) for rooms occupied by a 12th grade student.

CGA Rugs

- Small rugs (3x5) preferred, but larger short-haired rugs are allowed with the approval of the Residential Director.
- Rugs must be kept clean and are prohibited from being washed and/or dried in washers and driers.
- Two failed rug inspections will result in loss of privilege to have a large rug or more than one small rug.
- Wall to wall carpeting is not allowed, and the rug may not tuck under any furniture.

CMA-Specific Living Unit Guidelines

CMA Daily Room Inspection Guidelines (Personal Inspection—P.I.)

Roommates share the responsibility for the condition of their room. P.I. will be conducted daily, and rooms will remain in P.I. condition through the third class period of the day. Cadets (except for permanently commissioned officers) will present themselves in the hallway outside their assigned room in the Uniform of the Day in accordance with the unit's daily timeline, and student leaders empowered by the unit commander will inspect rooms. The military mentor, unit commander, or unit executive officer will inspect the rooms of commissioned officers.

To pass inspection, the following standards apply regardless of rank.

- Bed properly made
- Desk and bookshelves orderly
- Drapes open and window(s) unobstructed
- Clean, brush-shined shoes lined under bed
- Floor swept clean
- The wardrobe closed
- Wastebasket emptied
- General orderly appearance

CMA Formal Room Inspection Guidelines (General Inspection—G.I.)

G.I. is a more formal inspection normally conducted by military mentors, counselors, members of the regimental staff, the unit commander, or a designee of the Commandant. Cadets will wear the Dress uniform during G.I., and the prevailing conditions during G.I. are the same as for P.I. with the following additions.

- All furniture, picture rails, etc. dusted
- Windows cleaned

- The wardrobe open and clothing arranged as prescribed by locker standard operating procedure
- Desk drawers and lockbox open, stacked, and orderly
- Leather shoes worn with uniform; shoes under beds will be brush shined or Corfram/stay shines

CMA Afternoon/Weekend Room Conditions

At all times when rooms are not required to be in P.I. or G.I. condition, they will be in afternoon/weekend condition. This is the same as P.I. condition except wardrobes may be open, a few items of clothing may be neatly folded on chairs, and the bed must be neat and covers pulled up, but need not be made to P.I. standards. When cadets are present in rooms, they will still be neat and orderly.

CMA Furniture Arrangement (Reference: CMA Regulation 3-3)

The Deputy Commandant establishes regulations applying to the arrangement, furnishing, and decoration of cadet rooms:

- Furniture should not obstruct the view of beds and desks from the doorway so as not to interfere with inspection and Taps procedures by military mentor, counselor, BI, or OC.
- The layout of cadet rooms must be approved by the Deputy Commandant and, insofar as possible, will be uniform throughout the unit.
- Odd-shaped rooms must be arranged in a manner that approximates as closely as possible the layout of the other rooms.
- Wardrobe, bookshelf, and shoe arrangement will be prescribed by the Deputy Commandant.
- Cadets are limited to two posters, considered appropriate in the opinion of the Deputy Commandant, (not to exceed 12 square feet in total area) per room occupant.
- A Culver banner, a banner from one of the military services, or the cadet's national or state flag of similar proportions may be substituted for a poster(s).
- Cadets may not have extra furniture except that each room in which a permanently commissioned officer is housed may have one extra chair. The chair is to be reasonable in size and has arms and legs (standard lounge chair), no couches, bean bag, or odd framed chair, and one extra lamp.
- Permanently commissioned officers also may have a bedspread/quilt on their bed; however, the bed must be made per regulations beneath the bedspread.
- Cadets other than officers may have one extra Culver blanket neatly folded at the foot of the bed when not in use.
- Permanently commissioned officers may have an area carpet on the floor of their room. The carpet will be no wider than the distance from the wardrobe to the bed, about 5' x 7', and will be removable for cleaning. Wall to wall carpeting is not allowed.
- Cadets other than officers are authorized one Culver scatter rug per person.
- Cadets are permitted one small (non-halogen) additional desk lamp.

Civilian Clothes

Cadets may keep 2 sets of civilian clothes in their wardrobe to facilitate travel for weekend leaves and vacations. The civilian clothes must be stored in the wardrobe according to published SOP. Cadets found to be wearing the clothes at unauthorized times will lose this privilege.

Attire

Clothing at Culver emphases that everyone is part of a greater whole. Uniforms serve as equalizers, allowing students to focus on each others' contributions to the community, rather than what people look like. Students do have the opportunity to distinguish themselves individually through their achievements by earning pins, medals, and insignia awarded for leadership, academic, athletic, and community involvement.

Basic Attire and Appearance Guidelines

- During the academic day students are to remain in uniform of the day through the end of the class day (unless moving to an activity period or required change for class).
- During CQ, students are authorized to wear Reg Rec or the uniform of the day when outside their living area; however, students studying in the library are required to wear the uniform of the day.
- Clothing must be serviceable, have no holes, and properly fit.
- Students are <u>not</u> to wear uniform items of the opposite school (i.e. CGA students are not to wear CMA uniform items and vice versa).
- Names listed in Veracross are authorized on nametags.
- Bandanas or fashion scarves covering part of or all of the head are prohibited.
- Facial artwork or other types of extreme facial makeup are prohibited.
- Culver varsity sweaters decorated with awards earned by another student are prohibited.
- Jewelry other than watches, necklaces, or rings on earlobes (CGA only) or fingers are prohibited.
- Body piercings, gauges, clear plugs, and visible tattoos are prohibited.
- Portable electronic devices and headphones are <u>not</u> to be used when walking on campus. Students actively engaged in physical exercise and wearing regulation recreation attire may use headphones.
- CGA students may dye their hair; however, hair colors are limited solely to natural hair colors. Unnatural or eccentric colors are strictly prohibited. For example, purple, blue, pink, green, orange, bright neon colors, and any other unnatural colors are not allowed. Hair color that detracts from a professional appearance or results in an extreme appearance is not allowed. Highlights or something of the sort, should use low contrasting colors that result in a very natural look (CGA only; CMA hair will all be of the same color and not dyed).

Any exception to the above restrictions must be approved by the Dean of CGA or Commandant.

Regulation Recreation (Reg Rec) attire is worn during informal occasions, while conducting fitness activities, and for general recreation purposes. Guidelines for Regulation Recreation attire includes the following.

- Any clothing item purchased or distributed from the Campus Store, Uniform Department, or the Athletic Department, which is marked as Culver, CMA, or CGA. Pajama pants are not authorized for wear outside of the dorms/barracks.
- Club, living unit, and class attire (t-shirts & sweatshirts) approved by Student Life
- Plain white crew neck short-sleeved and long-sleeved t-shirts
- Sleeveless or tank top attire is not authorized unless it is part of a student's co-curricular uniform, and sleeveless and tank top attire is never to be worn in the Dining Hall or academic buildings.
- Must be worn right side out and in good repair; not torn, ripped, or cut
- When wearing reg rec attire outside of the living unit, students must wear either athletic shoes, boots, sandals, flip-flops/slides, or moccasins with a hard sole. Slippers are not authorized footwear outside of the dorms/barracks
- Students may go barefoot in "The Field"; however, they must wear footgear to and from all other areas on campus
- Reg Rec Alpha Uniform consists of unit/dorm t-shirt with nametag affixed properly, black Culver shorts, and athletic type footwear with socks. This variation is generally worn during the first week of school and as announced at times throughout the school year.

Regulation recreation attire can generally be worn during the following timeframes.

- Reg rec is authorized for wear from 3:45 PM – 7:30 PM Monday through Friday. Reg rec is generally authorized all day on Saturdays with published exceptions through Student Life. Additionally, Friday and Saturday evening's uniform will be published through Student Life and may revert to the specified uniform of the day.
- Students are authorized to wear reg rec during free blocks while traveling to and from the Fitness Center and while working out.
- If attending a Culver-sponsored event after 7:30 PM, a student must be in the uniform of the day (or whatever has been authorized as the uniform for the event).
- After 7:30 PM, a student outside of their living unit is expected to be in uniform of the day except for students playing sports.
- Reg rec is permitted within the Dining Hall for dinner only, except Saturdays when reg rec may be authorized for the entire day.
- *CGA Only* Sports bras, halter tops, or other sporting attire that does not cover the entire torso is not permitted as a substitute for reg rec attire, unless sunbathing in the appropriate designated location (east of Naval Building) or when actively exercising outdoors.
- *CMA Only* CMA cadets will have their entire torso always covered, unless sunbathing in the appropriate designated location (east of Naval Building) or when actively exercising outdoors.
- Attire that does not cover the entire torso is never acceptable in the dining hall, the fitness center, or academic buildings. Tank tops are never permitted in the dining hall. Students

are to wear shoes and a T-shirt or suitable cover-up when going to and from working out or sunbathing.
- Coaches have full discretion on athletes' attire during practices and competitions.

CGA-Specific Wardrobe Guidelines

The CGA student wardrobe is thoughtfully curated to cater to both formal and daily occasions throughout the seasons. Attire reserved for formal occasions (Sunday's, inspections, and formal ceremonies) is referred to as Dress A in Term 1 and Term 4 or Dress B in Term 2 and Term 3. Attire reserved for Friday classes and certain less-formal ceremonies is referred to as Modified Dress A (same terms as above) or Modified Dress B (same terms as above). CGA's daily wardrobe, also seasonal, may be worn for classes, weekdays for breakfast and lunch, permits, or anytime when prescribed by a student life staff member. The daily wardrobe offers a variety of pieces that may be mixed and matched on most days while the dress attire is more uniform.

Students are expected to wear their uniform properly, demonstrating self-discipline and commitment to Culver values, modeling the way for others, retaining the ability to lead effectively, and inspiring others to be their best. Wearing the uniform incorrectly may result in a Type IV personal appearance violation. When in civilian attire, students continue to represent our Culver community and have specific guidelines outlined below for such occasions.
Unserviceable clothing, including clothing with holes, must be retired.

Term 1 (Fall) and Term 4 (Spring)

- **Term 1: start of school year to Fall Long Weekend**
- **Term 4: Spring Break to end of school year**

Dress A

- CGA Blazer (top button buttoned when standing)
- Spring/Fall kilt with CGA kilt pin (kilt worn 3-inches above the knee) worn with Navy knee socks (pulled up) or
- Black slacks worn with black socks
- White regulation short-sleeve oxford-cloth shirt (buttoned to the 2nd button from top and collar buttons fastened)
- Black leather regulation shoes
- Correct Name tag
- All weather coat/dorm scarf (when weather dictates)

Modified Dress A

The Dress A guidelines above apply, with the following modifications.

- Modified Dress A oxford shirts may be buttoned to the 3rd button from top.
- Instead of a CGA blazer, the following regulation sweater may be worn.
    - Navy crew neck or cardigan sweater

- Varsity sweater
- Leader sweater (required on Wednesdays for all leaders)

Daily A (Daily attire is designed for mix and match)

- Spring/Fall kilt with kilt pin (kilt worn 3-inches above the knee) worn with Navy or White knee socks (pulled up)
- Black Slacks worn with black socks
- Navy Blue or White Turtleneck, Blue or White Oxford, or Culver polo
- Navy crew neck or cardigan sweaters (with turtleneck, oxford, or polo underneath)
- Black leather regulation shoes
- Correct Name Tag
- Issued navy blue windbreaker
- All Weather Coat (when weather dictates)

Season B: Term 2 and Term 3

- **Winter (Term 2 and Term 3): Fall Long Weekend to Spring Break**

Dress B

- CGA Blazer (top button buttoned when standing)
- Black Watch kilt with CGA kilt pin (kilt worn 3-inches above the knee) worn with Navy tights (no pattern or textures)
- Black slacks worn with black socks
- White regulation long-sleeve oxford-cloth blouse (buttoned to the 2nd button from top and collar buttons fastened)
- Black leather regulation shoes or Regulation Boots
- Correct Name tag
- All weather coat/dorm scarf (when weather dictates)

Modified Dress B

The Dress B guidelines above apply, with the following modifications:

- Oxford shirt may be buttoned to the 3rd button from top.
- Buttons on sleeves can be neatly rolled in a ¾ fashion.
- Regulation boots may be worn instead of black leather regulation shoes.
- Navy knee socks or navy tights may be worn.
- Instead of CGA Blazers, the following regulation sweaters are authorized for Modified Dress B attire.
  - Navy crewneck or cardigan sweater
  - Varsity sweater
  - Leader sweater (required on Wednesdays for all leaders)

Daily B (Daily attire is designed for mix and match)

- Black Watch kilt with kilt pin (kilt worn 3-inches above the knee) worn with Navy knee socks (pulled up) or navy tights

- Black Slacks worn with black socks
- Navy Blue or White Turtleneck, Blue or White Oxford, or Culver polo
- Navy crewneck or cardigan sweaters (turtleneck, oxford, or polo worn underneath)
- Black leather regulations shoes or regulation boots
- Correct Name Tag
- Issued navy blue windbreaker
- All Weather Coat (when weather dictates)

Reminders about CGA wardrobe attire

- The Uniform department will clean and press blazers (seasonally) and kilts (monthly). Students are to remove kilt pins and all pins/medals on blazers prior to this service.
- Students are not to roll, push up, or fold the cuffs of their long sleeve white oxford shirt over the sleeves of their blazers.
- The blazer must be able to be buttoned, and the top button is to be buttoned when participating in a formal event, such as receiving an award.
- Kilts are not to be rolled at the waist; rolling of the kilt is a personal appearance violation, Type IV.
- Black Slacks may be purchased by students at home or through the uniform department. Slacks must have pockets, belt loops, button at waist and zipper. Slacks should be straight leg or boot cut. Slacks should not be skintight. Yoga pants and dress yoga pants are prohibited. Black slacks purchased from home must be approved by Residential Directors. Examples of approved black slacks can be found here: Examples of approved dress slacks.
- Slacks may not be tucked into boots.
- Oxford Shirts must be tucked into the kilt or slacks.
- Solid white t-shirts may be worn under oxford blouses with daily wardrobe only; however, the shirt must still be buttoned to the third button. The white t-shirt is not permitted for wear under the oxford shirt with Dress Uniform. Appropriate bra is to be worn under oxford shirts, so it is not seen through the shirt (wear nude or white bra, not a red bra, under a white shirt.)
- Varsity Sweater patches: Students may have up to three patches applied to the right sleeve of their varsity sweater. A fourth and fifth patch can be placed on the lower left sleeve. Up to three additional patches may be worn on the back of the sweater, generally over each shoulder. No more than eight patches may be displayed on the sweater. Once adhered, the uniform department is unable to remove patches.
- Name Tags: Name tags are part of the uniform and are to be always worn, except with regulation recreation wear. They are worn on the left side of uniform tops or blazers. They are also to be worn with the varsity/JV sweater. Names are to be visible on name tags, which should be free of stickers, nail polish, or decoration. Names listed in Veracross are authorized on nametags.
- Regulation Shoes: A black shoe option (Sperry's brand) will be available for order at Uniform; however, shoes may also be brought from home. If shoes are brought from home, we strongly recommend students break the shoes in before arriving on campus. Shoes must be solid black leather (or leather-like) and must be closed-toe and standard closed-

heel (no clogs or mules). Moccasins, sneakers (i.e. all black Converse, Nike, or Vans), and any variation of **cloth shoes are not permitted.** Shoes may not exceed a combined sole and heel height of 1.5 inches. Decorative adornments like bows, buttons, broaches, or other fashion accessories are allowed if they are black. Buckles may have the typical metals of silver, copper, gold, or black coloring. A *small amount* of white stitching is acceptable.

- Boots (optional item): Plain, black, ankle to lower calf height boots with non-skid soles may be worn with winter black pants. Boots are intended for warmth and protection from ice and snow. Boots that are not allowed include knee-high boots, fold down or flop style boots, or decorations like bows, fur or embellishments. Platform style and Micro height boots are **not allowed.** See Winter Boot Example*
- Only black rain boots purchased from the Uniform Department and black Ugg-style boots can be worn with a kilt.
- Rain boots (optional item): may only be worn with Dress A when authorized by the Dean of CGA.
- Polo shirts (optional item): are purchased from the uniform department and may be left untucked and worn alone or with a regulation sweater over it. No long sleeve shirt may be worn under a polo shirt. When a sweater is worn over the polo, the shirt tails must be tucked in and not hang out from under the sweater.
- Turtlenecks (Optional Item): Traditional plain (not ribbed), white or navy blue, cotton or cotton blend. Mock turtlenecks, 3/4-length sleeves, turtleneck sweaters, and tight-fitting turtlenecks are not permitted. Turtlenecks must be tucked into kilt or slacks. White turtlenecks may be worn under white long-sleeved oxfords, and navy-blue turtlenecks may be worn under blue long-sleeved oxfords. Turtlenecks are not worn under short sleeved shirts. Example from LL Bean
- Hats, Mittens/Gloves, Scarves: These items are recommended when temperatures drop below 30˚F or as instructed by Student Life staff. These items may be worn with a coat outside of buildings for warmth in inclement weather only; they should be removed upon entry of a building or classroom. Scarves may only be worn with a coat or windbreaker and must be removed when outerwear is removed. These items should be tasteful and free of writing/logos (except Culver's logo).
- Caps from the Bookstore and bandannas may be worn outdoors only with regulation recreational attire.
- Spiritual or cultural headwear worn with Daily, Modified Dress, or Dress Attire should be navy, black, tan, or dark green. Other colors may be worn with Reg Rec.
- Only pins issued by Culver are allowed on the blazer lapel. Culver Summer School pins are not authorized to be worn on the blazer lapel.

CGA Civvies

When civilian attire, or civvies, is approved attire on campus, clothing should meet the standards that follow or approved by a member of the CGA Student Life staff.

Approved

- Skirts and dresses must be fingertip in length and approved by Resident Director.
- Shorts must have an inseam of at least 3 inches
- Leggings must be worn with longer shirts that cover the backside
- Spaghetti strap tops may only be worn if a blouse or sweater is also worn over it
- Straps on blouses, tank tops or other shirts must be at least two inches wide.
- Fashion-oriented sweatshirts/hoodies are permitted (may not have writing or logos)

Not Approved

- Civvies may not have writing or pictures in reference to any inappropriate subject matter
- No clothing that is torn, ripped, or has holes.
- Undergarments must be worn but may not be exposed.
- No tops that expose the torso, waistline or bust area
- Reg Rec or other athletic clothing is not permitted. Casual sweatshirts representing college/school names, teams or brand logos are not allowed.
- Pajama bottoms and slippers outside of dorms

CGA Formal Attire Guidelines

Culver Academies hosts the Fall and Final Ball which are formal occasions that include meaningful traditions like CGA Leader Charge and Senior Waltz. As such, CGA requires evening attire for these formal affairs. **Floor length** dresses or pantsuits **are required for Fall Ball, CGA Leader Charge, Senior Waltz, Final Ball, and Graduation.** Formal Attire Examples.pdf

Formal Attire

- Formal attire may **not** have plunging necklines, cut-away detailing in front and/or sides or see through mesh. Backless attire should **not** extend below the lower portion of the back. The bust area of formal attire should be completely covered, and skin should **not** be visible below the cleavage line.
- Formal attire should **not** be so form-fitting that all areas of the body are hugged.
- Cocktail length attire is approved for Sadies and Senior Dinner Dances, and must follow the civvies length guidelines.
- Formal attire must be approved prior to Fall Ball, Sadies, Senior Dinner Dance, Final Ball, and Graduation by the student's Residential Director. Formal attire not approved may not be worn.

CGA Equitation Attire

Students require breeches; button-down blouse; rat catcher blouse; or regulation Culver T-shirt, sweater, or sweatshirt; black riding boots; spurs; and hardhat. Students will also need gloves, stock ties, and pins. Occasionally, students involved with equitation find it necessary to eat breakfast or lunch in the Dining Hall in their riding attire. If this is the case, the following stipulations exist:

- Clean full-length riding boots or paddock boots with half-chaps and breeches must be worn. Other kinds of footwear may not be substituted for boots.
- A white or blue Culver oxford blouse should be worn and tucked into the breeches. A sweater may be worn over the blouse.

Additional Attire Items NOT Allowed in CGA

- Ankle-length socks or knee socks that won't stay up.
- Headbands that are wider than 2 inches with Daily or Dress Attire.
- Fabric headbands may not be worn with Dress A or Dress B.
- Turtlenecks with ribs, mock neck, or ¾ sleeves, or turtleneck sweaters.
- Two-piece swimming suits.

Any exception to the above restrictions must be approved by the Dean of CGA.

CMA Specific Uniform Guidelines (Reference: CMA Regulation 3-4)

Cadet clothing is referred to as a uniform, and the Commandant or Deputy Commandant designates the appropriate uniform to be worn for each occasion, which is communicated through the cadet chain of command. General expectations include the following.

- Clothing must be serviceable—properly fitting without holes, snags, or threadbare.
- Clean shaven daily prior to BRC.
- Hair properly cut and combed.
- Uniform items neat and properly laundered/clean.
- Shirts tucked in.
- All shirt buttons buttoned when wearing a tie.
- Headgear worn properly outdoors when in uniform (headgear not required in reg rec).
- Clothing items properly buttoned.
- No holes, rips, cracks, or tears in service dress, black oxford shoes and riding boots.
- Each item of uniform and personal equipment must be marked with indelible ink, tagged with a name strip, or stenciled with a permanent ink to identify the name of the owner.

CMA Uniforms

Cadets wear different uniforms based on the prevailing weather conditions and season of the year. In general, cadets wear the Duty A and Dress B uniforms during the fall and spring, and they wear the Duty B and Dress A uniforms in the winter. Uniform changeover typically occurs at some point in late October or November and upon return from spring break.

Dress A
Regulation Dress A jacket with appropriate brass and name-plate, regulation blue shirt, dress trousers and belt, black crew socks and regulation shoes, regulation cap, and black leather or white belts. Note: On order, wraps, sabers and swords, and white gloves may be added. On order, white duck trousers may be substituted. White gloves must be worn when outside.

Dress A (Troop)
Same as Dress A, except that regulation blue-gray breeches, boots, and spurs are worn. Note: On order, white ducks may be substituted.

Dress B
Regulation short-sleeved white Dress B shirt with shoulder boards, name-plate, dress trousers and belt, black crew socks, regulation shoes, and regulation cap. On order, black leather and white belts, wraps, sabers and swords, and white gloves may be added. Also on order, white duck trousers may be substituted.

Dress B (Troop)
Same as Dress B, except that regulation blue-gray or khaki breeches, boots, and spurs are worn.

Duty A
Regulation short-sleeved blue shirt with appropriate brass and nameplate, white T-shirt, daily trousers, belt, black crew socks, regulation shoes, and regulation caps.

Duty A (Troop)
Same as Duty A, except that regulation blue-gray breeches or khakis, boots, and spurs are worn.

Duty B
Regulation long-sleeved shirt with appropriate brass and nameplate. On order, regulation tie worn with the ends tucked into the shirt, between the second and third button. Daily trousers, belt, black crew socks, regulation shoes, and regulation cap.

Duty B (Troop)
Same as Duty B, except that regulation blue-gray or khaki breeches, or khakis, boots, and spurs are worn.

Duty with sweater
Same as Duty A or B, except that a regulation sweater or varsity sweater is worn over the shirt prescribed with the uniform of the day. A nameplate is worn on the sweater, on the upper right quadrant of the chest. When worn with a shirt without a necktie, the collar with collar brass will be worn outside the sweater. Daily trousers or for Troop, regulation blue-gray breeches, or khakis, boots, and spurs are worn.

Riding A (recreation period only)
Khaki, white, or Summer School breeches, regulation T-shirt and/or sweatshirt, regulation belt, regulation boots and spurs, and regulation riding helmet. A regulation blue shirt may be worn, but without brass and nameplate. A Fatigue C may be worn.

CMA Outer Wear

Fatigue C Jacket
Worn on order with all Duty Uniforms and on order or optionally with Riding A or regulation recreational attire. The zipper must be zipped up to a level at least as high as the cadet's name tag. Can be worn with the appropriate unit scarf on order or optionally.

Rain Jacket/Winter Coat
Worn on order. The overcoat will always be zipped and buttoned up to the second button from the top. On order, the white or NCO/Officer belt will be worn.

Regulation Coveralls (Troopers and Stage Crew only)
Worn on order in connection with horse activities and theater activities.

Daily and Dress Trousers
Dress trousers are always worn with Dress A or B. Daily trousers are worn with Duty A or B.

CMA Headgear

Dress Cap
Worn with Dress A and Dress B and as otherwise ordered.

Overseas Cap
To be worn with all duty uniforms. Branch qualified cadets will wear the appropriate battalion/squadron patch on the cap. Cadet rank will be worn opposite the patch.

Winter Cap (Black Watch Cap)
Worn on order with fatigue jacket or All-weather Overcoat. Worn snug to the top of the head and folded on the edges with a minimum of one 2-inch flat fold. May or may not cover the ears but will conform to the top of the head. Black gloves and a jacket must be worn when this cap is assigned for wear or worn as an optional item in inclement weather.

Equitation Hard Hat
Worn at all times in conjunction with riding activities and to/from the Riding Hall.

Shoes/Boots

Dress shoes and boots worn with the military uniform are black tie-oxford style with at least three eyelets and a closed toe and heel. They have a smooth toe without any design, cross tie stitching, or cap toe. The shoes will fit snuggly, be properly tied, and serviceable (no cracks, holes, or excessively worn). Shoes worn to class are not required to be spit shined but must be blackened and free of dirt. Patent leather shoes are authorized for PI but must be leather and spit shined for GI and during formal dress uniform inspections.

Belts

White Waist Belt
Worn on order by all cadets with the permanent rank of Private, PFC, or Lance Corporal.

Noncommissioned Officer (NCO) Belt
Worn on order by all cadets with the permanent rank of Corporal through Sergeant Major.

Commissioned Officer Belt
Worn on order by cadets who are permanently commissioned officers.

Wraps

Officer and NCO wraps will be worn on the hip, beneath the sword/saber frog, so that the bottom of the lower tassel hangs next to the bend of the knee and the other tassel slightly above this point. The lower tassel will be adjusted so that it hangs closer to the leg, and the other outside of it. When wrapping in this fashion, the wrap will be adjusted properly to use all slack and avoid having to bunch up extra wrap in a cumbersome manner. Wrap pins will not be visible.

Medals, Ribbons, and Pins

Only medals, ribbons, and pins authorized by the Commandant are approved for wear with CMA uniforms, and these can only be purchased through the Uniform Department. See CMA Regulation 3-4 for more details.

Civilian Attire

Cadets will not wear civilian attire unless departing or returning from holiday or weekend leave, PONL, or ONL. Cadets on permit or town privileges are required to be in the uniform of the day.

Jewelry

Cadets are authorized to wear the following items of jewelry when they are in uniform or reg rec.

- Wristwatch.
- Metal identification bracelet.
- Simple religious medal on a neck chain, provided it is not visible. The chain is to be metallic, gold, or silver in color.
- No more than one ring per hand.
- Medical alert bracelet or necklace.
- One bracelet or watch per wrist (includes bands supporting causes, metal ID bracelets, and medical bracelets).

Cadets are <u>not</u> authorized to wear the following items when in uniform or reg rec.

- Necklaces or bracelets other than those authorized above.
- Other items of jewelry not authorized above, which include but is not limited to earrings, body piercings, and tattoos.

Haircut Regulations

The student barbershop is located in the basement of South Barracks, and students can make an appointment by selecting the “Barber Shop appointments” tab on the right-hand side of the Student Portal. Cadet haircuts will conform to the following standards.

- Neat, clean, and well groomed.
- Hair above the ears and around the neck shall be tapered from the lower natural hairline upwards at least ¾ inch to blend with the hairstyle.

- Hair will be no longer than 3 inches and may not touch the ears or collar or extend below the eyebrows when headgear is removed.
- Hair follows the natural shape and contours of the head.
- The bulk of the hair will not exceed 2 inches (no excessive "poofs"). Bulk is defined as the distance that the mass of hair protrudes from the scalp.
- Hair coloring must be natural and may not be dyed, highlighted, or bleached.
- Faddish styles and lines are not authorized.
- The unique quality and texture of curled, waved, and straight hair are recognized, which may make the ¾ inch taper at the back of the neck difficult to attain. In those cases, hair must present a graduated appearance, and may combine the taper with a line at the back of the neck.
- ONE (cut, clipped, or shaved) natural, narrow, fore, and aft part is authorized.
- Varying hairstyles, to include afro, are permitted if these styles meet the criteria of maximum length and bulk, tapered neck and sides, conform to the shape of the head, and do not interfere with properly worn military headgear.
- Plaited, twists, or braided hair is not authorized.
- Sideburns will be neatly trimmed and tailored in the same manner as the haircut. Sideburns may not extend below a point level with the middle of the ear, shall be even width (not flared), and shall end with a clean-shaven horizontal line.

Accountability and Campus Leaves

Attendance and punctuality at all student obligations is an essential expectation. Culver's responsibility for its students necessitates detailed accountability procedures. Culver uses the **Reach** boarding management system to account for a student's whereabouts. Students and parents can learn more about Reach through dorm and unit counselors.

Signing In and Signing Out

Students will sign out with Student Life staff when leaving campus on permit, PONL, weekend leave, or major campus departures, and they will sign back in upon return to campus. Students may conduct departure accountability procedures with their counselor or resident director.

When departing the living unit during CQ or when taking Town Privileges, students will update their location in Reach and be in the uniform of the day. This includes visiting approved study locations on campus such as the library, M&A, Piggott Center, Crisp, etc.

Closing and Taps

Students must be in their own living unit areas by closing (9:30 PM Sunday through Thursday and 11:00 PM on Friday and Saturday unless otherwise noted). Students must be in their own room at taps.

Departures from Campus

Culver has several different types of departures from campus outlined below (Holiday Leaves, Flexible Weekend Leaves, Fixed Long Weekend Leaves, PONLs, ONLs, Permits, and Town Privileges). To build community at the start of each school year, students are required to remain on campus from arrival in mid-August until after matriculation. This includes Permits, Town Privileges, PONLs, etc, and applies to all students, returning and new. Additionally, **Culver's rules and regulations outlined in the Student Handbook apply when a student is off campus for any reason.**

- Other than Town Privileges, students must initiate a leave request using Reach. Parents approve or deny the request via email. Once approved by a parent, the leave request goes to student life for final approval. Other than Town Privileges, students must be signed out by an adult approved by parents in Reach.
- The parent approving a student's departure from campus assumes responsibility for the student for the entire departure period.
- Students are not to drive unless accompanied by their parents while away from campus. There are two exceptions to this policy: when the student is on specific types of leave: WEL, LWEL, and Holiday Leaves (not while on PONL, ONL, Permit, or Town Privileges) and when a faculty member's student is on permit or PONL. A student may ride as a passenger with another licensed student while on WEL, LWEL, and Holiday Leaves (not while on PONL, ONL, Permit, or Town Privileges). This includes golf carts.
- Unapproved early departures or late returns are subject to corrective action. (See Unapproved Class Absence.)
- Students unavoidably delayed in returning to campus must call their counselor. If they cannot get ahold of their counselor, students should contact their resident director. A message transmitted from a third party does not suffice.
- Culver reserves the right to deny departures that do not meet the following stipulations outlined below or that concern the Student Life staff.

Flexible Weekend Leave (WEL—Two Nights). Students may take **four flexible weekend leaves per school year**, and students are expected to manage their utilization. **To help students adjust to boarding school life, WELs will not be granted to new students for the first six weeks of the school year.** Ideally, students take one WEL per term to reconnect with friends and family, but they can bank them for a particular timeframe where their weekend requirements on campus are fewer in nature. **CMA Cadets are only authorized to miss one parade per parade season.**

- Students will submit a WEL request in Reach no later than Wednesday prior to departure for approval by Student Life staff. A WEL may be denied if the counselor feels that being away from campus at that time may hinder the student's progress.
- WELs begin after classes or a student's final obligation on campus on Friday afternoon and end at 7:00 PM the following Sunday (12th graders in good standing and not accompanied by underclass students may remain on an approved WEL until 9:25 PM). WELs may be granted for shorter time periods as well but still count towards the four flexible weekend leaves per school year.

- Students on WEL may not return to campus during a WEL. Once a student returns to campus, their leave terminates, and students must immediately change into the uniform of the day.
- WELs will not be granted on Fall and Spring Parents Weekends, CAR, CWC, Alumni Weekend, and Graduation.
- When on WEL, students must wear the designated uniform to off campus Culver events they choose to attend.
- Students on WEL may depart and return in uniform, approved civilian attire, or regulation recreation attire (reg rec).

Fixed Long Weekend Leaves (LWEL) happen twice yearly, one in the fall and one in the spring. Students are highly encouraged, but not required, to depart on LWEL.

- Students taking LWEL will submit a request in Reach no later than the Wednesday prior to departure for approval by parents, host parents (if applicable), and Student Life staff.
- Culver offers bus service to/from airports in Chicago, Indianapolis, and South Bend. Students are expected to ride the Academies' transportation to and from the local airports when flights allow. There is an additional charge for students signing up past the deadline.
- Students on LWEL may depart and return in uniform, approved civilian attire, or reg rec.

Parental Overnight Leave (PONL—One Night with Parents) is used when a student will be off campus overnight with their own parent(s) in the vicinity of Culver for one night per week, ideally on a Friday or Saturday night. PONLs are not granted for new students until Fall Parents Weekend. There is no limit to the number of PONLs a student can take in a term, but PONLs cannot be taken back-to-back (exception for back-to-back PONLs granted on Parents Weekends for Friday and Saturday evenings. There are no Sunday PONLs on Parents Weekends).

- Approval is granted by Student Life. PONL requests can be submitted in Reach at any time prior to departure from campus.
- A Friday PONL terminates at 11:00 PM (closing) on Saturday. If a student has earlier obligations on campus on Saturday, the PONL terminates upon return to Culver.
- A Saturday PONL terminates on Sunday in time for Spiritual Life services, formations, inspections, parades (CMA), or other obligations, whichever comes first.
- Students may depart campus on PONL in uniform, approved civilian attire, or reg rec.

Overnight Leave (ONL—One Night with friend's Parents) is used when a student will be off campus for one weekend overnight with current Culver parents other than their own parent and will return prior to their first obligation the following day (including Spiritual Life Services and Student Life obligations). **There is no limit to the number of Overnight Leaves a student can take in a term, but Overnight Leaves cannot be taken back-to-back** (only one per weekend, Friday or Saturday).

- Overnight Leave requests must be submitted by the Wednesday prior to the requested leave using Reach and must be approved by the student's parents, host parents, and Student Life staff prior to departure.

- While on Overnight Leave, students are expected to remain under the supervision of their host parents.
- Overnight Leave ends when students return to campus, and students must immediately change into the uniform of the day upon return.
- Each host family student is authorized to bring one additional student with them on Overnight Leave. A family with two enrolled Culver students could have a total of four students at their house for Overnight Leave, including their two children.
- Overnight Leaves expire before the student's first obligation the following day.
- Students may depart campus on Overnight Leave in uniform, approved civilian attire, or reg rec.

Medical Appointment (MDAPP) is used when a student needs to be off campus for an appointment, typically a medical or dental appointment. Medical and/or dental appointments are scheduled through the Health Center by the Medical Secretary. Students departing on medical appointment will sign out at the Health Center and sign back in at the Health Center with a return to school slip outlining important pertinent medical orders and/or restrictions. In some cases, approval from the Academies' Medical Director may be required for a student to return to campus. Students departing campus on medical appointments are required to be in uniform of the day.

Leaves Requiring Absence from Class

Approval for departures from campus requiring a class absence for anything other than a school sponsored event requires approval from the Dean of CGA or Commandant of Cadets using the Reach student accountability system. The policy related to class absences can be found in the academic section.

School-wide Holiday Leaves (Thanksgiving, Winter, Spring Break, and Summer Leave)

School-wide Holiday Leaves are specifically designed to provide longer durations of time away from campus for students and their families. Campus closes during these timeframes, and students must depart.

- School-wide Holiday Leave requests are due one-week prior to departure using Reach and must be approved by the student's parents, host parents, and Student Life staff prior to departure.
- Culver offers bus service to and from airports in Chicago, Indianapolis, and South Bend through the office of Student Life. Students are expected to ride the Academies' transportation to and from the local airports when flights allow. There is an additional charge for students signing up past the deadline.
- Students may depart campus on Holiday Leave in uniform, approved civilian attire, or reg rec.

Permits

Permits are used when a student will be off campus during the day or evening with their parent or another approved adult and will return the same day and prior to their next obligation (typically CQ or closing). There is no limit to the number of permits a student can take.

- Permits are approved in accordance with parental permission on file in the Student Life Office. Permit approval options for parents include the following categories:
    - Family members over 25 years of age
    - Parents of other Culver students
    - Culver faculty/professional staff
    - Other adults as specifically approved by parents on Student Life permission form
    - Exceptions may be made only in cases where parents speak directly with the Student Life staff member granting the permit.
- Students must be in uniform of the day when on permit. When visiting a faculty home, students may wear regulation recreation attire if the visit does not include other stops beyond the faculty member's home.
- Students are required to have an approved permit whenever departing campus during the day or evening with the following exceptions.
    - School sponsored group trips (athletic, academic, or other group departure sponsored by faculty/staff on a trip list)
    - Visits to the town of Culver (when allowed)
    - Supervised team/group activities
    - Permits over the lunch period during the class day, provided faculty receive approval from Dean of Faculty
    - Visits to faculty homes bordering the immediate campus grounds (North Terrace, North Shore Lane, Academy Road, and the faculty apartments to the west of the Dining Hall), provided the student signs out
- A student should never be alone in a private space with a faculty or staff member, including when on permit. We follow a "you plus two" rule, meaning when in a car or when visiting a faculty home, there should be another individual (student or adult) present in addition to the student and the faculty or staff member.

Town Privileges

Town Privileges are designed for students to enjoy time in town, and they are authorized for students in good standing to walk into town to go shopping, dine at a local restaurant, or simply go for a walk.

- Authorized Town Privilege timeframes include the following.
    - Saturdays: 9:00 AM to 7:30 PM (All students)
    - Sundays: CGA 12:30 PM to 7:30 PM; CMA 1:30 PM – 7:30 PM
    - Wednesdays: After classes to 7:30 PM (special privilege for 11th and 12th graders)
    - Fridays: After classes to 7:30 PM (All students)

    - Return times are seasonal to ensure students are back to campus during daylight hours, transitioning from 7:30 PM to 6:00PM in the winter months
- Students are to sign out in Reach at the kiosk and are encouraged to walk with another student.
- Students are to walk on sidewalks or paths, not on private property. The wooded and lake areas on either side of the paths are off limits.
- Private homes, condominiums, motel rooms, and other rented rooms are off limits.
- Failure to exercise Town Privileges responsibly may result in loss of the privilege.
- Students must be in uniform of the day when on Town Privileges.
- Students are not authorized to be in a vehicle of any sort while taking Town Privileges, which includes golf carts.

Campus Limits and Access

The purpose of campus limits is to ensure students can enjoy all that Culver has to offer in a safe manner. You can find the places referenced in this section on the online campus map.

Day Limits include the general area bounded by Route 117 (White Devries Rowing Center and Oliver Field) in the east, the Gable Tennis Center in the north, the Schrage Leadership Building in the west, and Lake Maxinkuckee in the south. See map of limits.

- Day limits exist between 7:30 AM and 7:30 PM.
- From October through March, day limits end at 6:00 PM due to limited daylight.

Night Limits apply during hours of limited visibility. Campus limits shrink and include the general area bounded by the sidewalk to the Health Center and the Health Center in the east for those needing medical or emotional support services as well as the dorms, barracks, and quad area. See map of limits.

- Night limits are in effect between 7:30 PM and 7:00 AM.
- Night limits begin at 6:00 PM from October through March.

McMillen Athletic Center is open to students for athletic and recreation purposes.

- Sunday through Thursday. 8:00 AM to 7:30 PM; students using full second or Senior privileges may use McMillen Athletic Center until closing.
- Friday and Saturday. 8:00 AM to 11:00 PM.

Beason Hall is used by seniors, first classmen, faculty, and alumni. Seniors and first classmen are responsible for Beason Hall's proper usage. The Legion Board established guidelines for the use of Beason Hall as follows.

- Underclassmen are not permitted in or on the grounds of the facility under any circumstances.
- Underclassmen found in Beason Hall or on the grounds outside of Beason Hall will be considered off limits. Underclassmen violating the sanctity of Beason Hall may lose Beason privileges for the first semester of their senior/first class year.

- Seniors/First classmen who do not adhere to Beason Hall's rules and regulations will be banned from the facility.
- The entire Beason Hall area (building, porch, and lawn) is off limits to seniors and first classmen on Citizenship Warning or Full Restrictions.

The **Senior Class Ring** is used by seniors, first classmen, faculty, and alumni. Seniors and first classmen are responsible for the Senior Class Ring's proper usage.

- Underclassmen are not permitted to use the Senior Class Ring under any circumstances.
- Underclassmen found on the Senior Class Ring will be considered off limits. Underclassman violating this regulation may lose Senior Class Ring privileges for the first semester of their senior/first class year.
- Unless directed otherwise, 12th graders may use the ring until night limits, Monday through Friday. 12th graders may use the ring throughout the day until night limits on Saturday and Sunday.
- Usage of the Senior Class Ring closes at 6:00 PM from October through March in accordance with adjusted night limit hours.
- The Ring is off limits to seniors and first classmen on Citizenship Warning or Full Restrictions.
- Juniors and second classmen are permitted at the Ring following their Ringing Ceremony at the end of the school year.

Sunbathing is confined to the lakefront field area east of the Naval Building (between the Naval Building and the Rowing Center) and lakeside of Benson and Linden/Ithaka.

- Sunbathing is not authorized during the class day (8:30 AM to 3:45 PM, Monday through Friday).
- Students are to wear shoes and a T-shirt or suitable cover-up when going to and from the authorized sunbathing area.
- CGA students are authorized to wear either a one-piece bathing suit or shorts with sports bras.
- CMA cadets are authorized to go shirtless when sunbathing in the appropriate location.
- Students are not to enter other campus buildings while dressed for sunbathing.

Off Limits Access Areas

- Construction Areas (See map of limits.)
- Woods and lake on either side of trail to town. The trail itself is on limits.
- Lake Maxinkuckee and Piers, unless signed out by parents on permit, PONL, ONL, or leave (not Town Privileges).
- Outside of living units from closing until 7:30 a.m
- Roofs of buildings
- Facilities buildings
- Woodcraft Camp, except with authorization (see below)
- Woods behind Boat Shed

Access Areas with Coordinated Authorization

Students will coordinate with their counselor, resident director, officer in charge, health center, or adult sponsor to receive permission to access the following areas during day limits.

- Bird Sanctuary. Authorization through Student Life staff.
- Class buildings are off limits after the class day unless meeting with a teacher(s) or adult sponsor.
- Elevators in Campus Buildings. Authorization through Health Center for those whose physical capacity prevents the use of stairs.
- Eppley Auditorium. Authorization through adult sponsor or Culver sponsored function.
- Faculty Homes. Authorization through invitation by faculty member; permit is necessary except to homes that are immediately adjacent to campus (North Terrace, West Terrace, and Academy Road).
- Faculty Quarters on Campus. Authorization through invitation of faculty member; always off limits after taps and never alone (you plus two applies to these visits).
- Golf Course. Authorization through Student Life staff or coach for golf playing purposes only.
- Lake Maxinkuckee. Walking on the frozen lake is strictly forbidden for safety reasons. Authorization for on campus swimming is through the Student Activities Director and Wellness Department for coordination of required lifeguards, equipment, and faculty/staff support. The ratio of certified lifeguards to swimmers is 1:10, and two adult supervisors must be present for coordinated and approved swimming events.
- Naval Pier. Authorization through Student Life staff for fishing. Students over 18 will need to obtain a fishing license, in accordance with Indiana state law.
- Naval Building. Authorization through adult sponsor for a scheduled meeting or event.
- Running Outside of Campus Limits. Authorization through Student Life staff, fitness center attendant, or coach. When running off campus, students must be in buddy-team pairs and have at least one functioning cell phone on their person. Approved Running Routes are listed here.

  Bird Sanctuary: Begin at the gym proceed to the trail past tennis courts to W.18th-S.Queen, W.16th C-Sycamore,S.R.10 (4.5 miles/4.75 miles when ending at the gym).

  Woodcraft: Follow the line of trees around the golf course along the boundary of S.R.117 from the clubhouse; S.R.10 from the B-Ball courts, then by the pine grove to green #2 and around golf course (2.4 miles).

  West Aubbeenaubbee Trail (Trail into town): Suggested route: Gym to Sycamore to W.17th-School St. to Academy Rd. back to the Gym. (3.5 miles).

  Shady Lane (out and back): Take the trail past the Rowing Center along the lake to W 18 Road to the stop sign at Queen Road (3 miles).

Student Photographers

Students are encouraged to take amateur photos with cameras and cell phones to capture memories of their time at Culver Academies. Culver employs several staff photographers who take photos at major events throughout the school year. To avoid excessive coverage and detract from events, the following policy applies to student photographers.

- Students with an official obligation require both Student Life and Marketing & Communications approval to take photos (e.g. a Cadet taking photos during a parade; his place of duty is participating in the parade, not taking photos, which requires express approval). Photos taken in this approved capacity are considered Culver property.
- Students taking photos during "down time" / non-required time do not require approval (e.g. a student in good standing taking photos during a Saturday evening basketball game). Photos taken in this capacity are considered the student's property, and the student photographer should be cognizant of their impact on the event (be an observer/photographer, not in the way of the event or professional photographers in attendance).
- Student photographers must adhere to the campus limit guidelines as delineated in the student handbook.

Positive Relationships and Appropriate Displays of Affection

The school values and promotes positive and respectful relationships among its students. While recognizing the importance of such connections, it is crucial to consider the comfort of others, and excessive displays of affection in public places can prove to be uncomfortable for others in the community. Students are expected to exercise discretion and good judgment in their interactions with others.

The Academies' overriding concern is for our students' emotional, physical, and spiritual well-being. As a result, the school may also respond to sexually active student behavior by initiating and fostering open communication among the students and their parents. While sexual intimacy is a normal aspect of human nature, considering the varying ages and maturity levels within our community, the school deems sexual intercourse or other acts of such intimacy inappropriate. If such incidents occur under the jurisdiction of the school, appropriate measures will be taken.

According to Indiana law, the school strictly prohibits students from engaging in nonconsensual sexual activity, which is considered severe misconduct and a major disciplinary violation. Every sexually intimate encounter must be based on consent, meaning a voluntary, positive agreement to engage in specific sexual activity. However, certain circumstances may render it impossible for an individual to legally provide consent.

- Under Indiana law, consent to sexual intercourse, oral sex, or any penetrative act is not valid if the individual is under the age of 16.
- Consent cannot be obtained from someone who is asleep or mentally or physically incapacitated due to drugs, alcohol, or other conditions.
- Consent cannot be coerced, forced, or obtained through threats. Any agreement under such circumstances does not constitute consent.
- Consent is an ongoing process and can be withdrawn at any stage during an encounter.

- Consenting to one behavior does not imply consent for any other behavior.
- Consenting on one occasion does not imply consent on any other occasion.

Effective communication of consent involves the following.

- The person is legally capable of giving consent.
- Continuous verbal interaction, obtaining explicit and honest "yes" responses.
- Seeking permission for specific activities and progression to new, different, or more intimate activities, regardless of who initiates the contact.
- Clearly expressing desires and expectations, with a definite "yes." The absence of a "no" does not imply consent.
- Being open to and respecting another person's expression of disagreement to engage in a particular activity. "No" means "no" in every sexual encounter.

The school is obligated to prohibit and may report any sexual activity that violates the law, including rape, sexual assault, and statutory rape.

Sexual activity, in any form, is strictly prohibited between any student or applicant and any school employee.

Students are not permitted to display explicit or objectionable posters, possess, or distribute pornographic materials, or use the internet for viewing or sharing such content.

Appropriate Display of Affection

During Day Limits (Spring and Fall—Before 8 p.m./Winter—Before 6 p.m.)
The general rule of thumb is that students should conduct themselves as they would with a friend. Examples of appropriate conduct are a short hug, a short kiss, and appropriate touching that includes holding hands or other innocent touching (i.e. hands on shoulders, neck rubs, etc.). In the “field” or other day limits areas, a couple may lie on the same blanket, but not lie beneath the same blanket.

During Night Limits
Acceptable behavior includes hugging, kissing (“deep kissing” is inappropriate), and staying fully clothed in the uniform of the day.

Unacceptable Behavior
Unacceptable behavior includes any sort of sexual relations, undressing, venturing off-limits, any touching of “private parts” (private parts are defined as female breasts and male or female genitalia), hands beneath a partner’s clothing, and lying with your head in a partner’s lap. Additionally, sitting on laps or wrapping legs around one another while seated or lying down are unacceptable.

Citizenship and Disciplinary Procedures

School policies and discipline are essential in our large community, but they are only a means to the greater goal of developing self-discipline. The attitudes, habits, and behaviors you develop

here will extend far beyond your time at Culver, shaping you into ethical, responsible citizens. Embrace challenges, adhere to rules, and strive to develop into a leader of character.

The Dean of CGA and Commandant of Cadets manage the citizenship and disciplinary process at Culver Academies. Culver groups disciplinary infractions into four categories, Types I – IV, with Type I the most serious with the potential for dismissal and Type IV the least serious. The following formal processes are in place, and students are responsible for understanding them.

Disciplinary Process and Procedures

- Students are encouraged to conduct on-the-spot corrections to ensure the community is thriving and adhering to the school's norms and regulations. There are multiple pathways to inform the school of infractions that one cannot rectify at their level. These reporting channels include a discussion with a counselor, resident director, military mentor, teacher, coach, or other trusted adult; an anonymous note under a counselor's door; and an online anonymous report via EthicsPoint (link found on the Student Portal).
- When a rule violation has been reported, the Student Life staff will conduct an investigation to determine whether a violation has occurred, the Type level of violation, and what corrective action should be imposed.
- The disciplinary process is a school-run process, not a legal proceeding. Students are not entitled to legal representation, and we do not expect parents to become involved in the process.
- Culver reserves the right to search school issued and personal electronic devices, to include cell phones, as necessary during investigations.
- Students are required to cooperate with investigations. Failure to do so will be considered a violation and subject to corrective action (withholding information, refusal to provide information, or the provision of false information).
- Corrective action will be based on the nature of the infraction and the risk of harm to the student or others caused by the violation, the student's attitude and response to the situation, and the student's overall record at Culver.
- Students and parents will be kept informed of the investigation, but copies of investigative reports or documents relating to the incident will not be released.
- If a Type I violation is reported about a student a reasonable effort will be made to notify the student's parent(s) or guardian. The investigation, determination, and imposition of corrective action will not be delayed pending such notification. Notification of Type II violations may also be given if deemed appropriate by the Student Life staff.
- Parents are not generally notified of Type III or Type IV violations unless there is a significant pattern of repeated offenses.

Disciplinary Committee

The Disciplinary Committee convenes whenever a student allegedly commits a Type I offense (except for those concerning inappropriate sexual conduct and Type I honor violations). This committee helps inform the Head of Schools' decision to retain or dismiss a student.

- The Dean of CGA and Commandant of Cadets co-chair the Disciplinary Committee.
- Rotating members of the committee include three faculty/staff members as well as a specially selected senior from CGA and first classman from CMA, if scheduling permits.
- Students facing the Disciplinary Committee will typically have their counselor present and are authorized to bring a faculty/staff member to accompany them.

Types of Infractions (I – IV)

Type I Infractions are the most serious, normally result in a Disciplinary Committee meeting, and often lead to dismissal or Citizenship Warning. Type I infractions tend to include: substantial actual or threatened injury or harm to any person or student, including the student committing the violation; substantial lack of respect for the rights and/or dignity of others; a substantial failure to conform to Culver's mission and values; or substantial actual or threatened damage, destruction, or theft of personal or school property. Type I violations include but are not limited to the following.

- Accumulation of Type II, III, and/or IV Infractions
- Harassment/Hazing/Bullying/Substantial Disrespect
- Chemical Substance Violation
- Repeated use or possession of nicotine products
- Production, possession or use of false identification
- Inappropriate sexual behavior
- Endangering others or oneself
- Theft
- Tampering with the alarm system, fire extinguishers, or placing a false 911 call
- Misuse or mistreatment of another's property
- Condoning or failing to report serious violations
- Failure to comply with the stipulations of Citizenship Warning
- Violation of the Network Responsible Use Policy
- Possession of unauthorized Academies' keys or unauthorized entry
- Compromising the welfare of the Academies through inappropriate behavior
- Absent without leave
- Other conduct falling generally within the description of a Type I violation, as determined by Student Life

Type II Infractions are similar to Type I, only different in degree. These infractions could result in Citizenship Warning, Full Restrictions, or other less severe penalties. Type II violations include but are not limited to the following.

- Accumulation of Type III and/or IV infractions
- Off limits (flagrant and/or off campus)
- Use/possession of nicotine products (1st and 2nd offense)
- Failure to comply with Full Restrictions
- Repeated class absences
- Fighting, physical contact or threats

- Auto Violation (driving/riding/transporting/storage)
- Absent required duty, formation or meeting
- Honor violations other than theft, not limited to dishonesty, cheating or plagiarism
- Abuse of authority
- Safety violation
- Failure to report violations
- After taps violation-out of living unit
- Excessive class lates
- Disrespect or disobedience
- Repeated classroom misconduct
- Guest in living unit after taps
- Late returning from leave
- Other conduct falling generally within the description of a Type II violation as determined by Student Life

Type III Infractions are infractions that justify a corrective response normally resulting in Full Restrictions, Disciplinary Confinement, or other action, but are not serious enough to warrant Citizenship Warning or more severe discipline. Corrective action for Type III violations may be imposed on-the-spot. These infractions normally result in Full Restrictions, Disciplinary Confinement, or other action. Type III violations include but are not limited to the following.

- Accumulation of Type IV infractions
- Neglect of duty or neglect of duty by a leader
- General misconduct, unbecoming manners or language
- Class or tutorial absence (1st and 2nd offense)
- Entering another's unoccupied room
- Disobedience or disrespect
- Failure to follow leave or permit procedures
- Absent required duty, formation, or meeting
- Violation of the New Cadet System
- Study time violation
- Off limits (on campus)
- Public display of affection (PDA)
- Failure to report violations
- Physical contact or threats
- Failure to observe corrective action
- Classroom or library misconduct
- Cell Phone Violation
- After taps violation - out of room
- Late to class or tutorial
- Unauthorized item in room
- Violation of the Network Acceptable Use Policy
- Other conduct falling generally within the description of a Type III violation as determined by Student Life

Type IV Infractions are infractions that, in the opinion of any Culver faculty or staff member who observes the behavior, justify a reprimand or other corrective action less severe than Full Restrictions or Disciplinary Confinement. Type IV violations will be determined and corrective actions imposed on-the-spot and documented by student life. Type IV violations may include but are not limited to the following.

- Neglect or improper performance of duty
- Failure to follow instructions
- Room condition or arrangement violation
- Late or absent required duty, formation, meeting or meal
- General misconduct
- Failure to sign in or out
- After taps violation (in room)
- Violation of the New Cadet System
- Personal appearance violation
- Other conduct falling generally within the description of a Type IV violation as determined by Student Life

Honor System

Conceived by and for the students nearly 100 years ago, the Honor System is designed to help each student develop their character and learn to lead an honorable life. Students vote annually whether to maintain a student-run honor system or have a faculty-run system. The CGA and CMA Honor Councils, comprised of seniors and first classmen selected by their living units, are responsible for maintaining the Honor Code at Culver: "*I will not lie, cheat, or steal, and I will discourage others from such actions,*" and training members of their living units on the Honor Code.

- **Lie**: a statement or action intended to deceive or to mislead or that allows someone to be misled or deceived
- **Cheat**: gaining an unfair advantage over others (or attempting to do so), which includes unfairly taking or giving assistance, plagiarism (using the words or ideas of others without giving proper credit), misrepresentation, failure to properly document assistance received, and/or the unauthorized use or attempted use of material, information, notes, study aids, devices, artificial intelligence, or communication
- **Steal**: take another person's property without that person's permission or knowledge with the intent to deprive them of the use of their property for some period of time

Honor Code Violations

Students reported to be in violation of the Honor Code are generally referred to the CMA or CGA Honor Councils for investigation. If the investigation reveals it is likely that an honor infraction occurred, the reported student will appear before their respective Honor Council. The Honor Council determines by a majority vote whether it is more likely than not that a violation occurred, and then the Honor Council makes a recommendation to the Dean of CGA/Commandant of Cadets regarding corrective action and honor restoration. The Dean of

CGA/Commandant of Cadets are the final authority on questions of guilt or innocence as well as corrective action and honor restoration.

Honor Code violations typically result in Citizenship Warning, Full Restrictions, Disciplinary Confinement, loss of rank/leadership, loss of nominations to academic societies such as Golden Eagle, Blue Key, and Cum Laude, removal from Honor Organizations, and assignment to Honor Restoration.

Officers and Prefects are required to resign their commission/leadership role. Officers and Prefects that resign their commission/leadership due to their actions are not eligible for appointment to a new chair position or officer position/rank, and they will not be afforded the opportunity to participate in the CGA Leader Charge or Officers Figure.

Honor Restoration

Students found in violation of the Honor Code are typically assigned Honor Restoration as a component of their corrective action plan. Honor Restoration is a period of contemplation, reflection, and writing under the supervision of a faculty/staff member, which helps a student learn and grow from their actions and restore their place as a person of honor within the Culver community.

Respect Violations

Students reported to be in violation of the Culver Diversity Statement will be investigated. If the investigation reveals that a respect violation has occurred, the student will face the consequences of the respective Type I-IV violation depending on the circumstances of the infraction. Respect violations can result in Citizenship Warning, Full Restrictions, Disciplinary Confinement, loss of rank/leadership, loss of nominations to academic societies such as Golden Eagle, Culver Scholar Society, Blue Key and Cum Laude, removal from Honor Organizations, assignment to Recommitment to the Diversity Statement process, and/or dismissal.

Officers and Prefects with Type I or Type II respect violations are required to resign their commission/leadership role. Officers and CGA Chairs that resign their commission/leadership due to their actions are not eligible for appointment to a new chair position or officer position/rank, and they will not be afforded the opportunity to participate in the CGA Leader Charge or Officers Figure.

Recommitment to the Diversity Statement

When a student's actions are contrary to the Diversity Statement, *I will promote the well-being of others by respecting differences with kindness and open-mindedness*, they are typically assigned to formally recommit to the Diversity Statement as a component of their corrective action plan. The Recommitment to the Diversity Statement is a period of contemplation, reflection, and writing under the supervision of a faculty/staff members assigned by Student Life, which helps to guide the student's reflection on their respect shortfall. The purpose of this process is to promote

student growth and learning while reinforcing their accountability to uphold the Diversity Statement through their individual actions.

Citizenship Warning

Citizenship Warning is Culver's sternest corrective action short of Trial Citizenship Year status or dismissal, and it may be assigned when a student commits a Type I violation, honor offense, or a Type II respect offense. Citizenship Warning is a probationary period when students must prove willing and able to live within Culver's expectations. The failure of a student to comply with the conditions of Citizenship Warning shall be considered a violation of the Academies' rules and subject to corrective action, including dismissal.

Below is the list of consequences that may be applied when a student is assigned Citizenship Warning. Applications of these consequences are at the discretion of the Dean of CGA and Commandant of Cadets.

- Loss of the ability to represent Culver Academies for up to two weeks (athletic competitions, horsemanship, speech events, quiz bowl, fine arts performances, etc). Students are allowed to continue practicing but are not allowed to travel with their team/extracurricular activity group. If out of season, students may be assigned work details in lieu.
- Seniors/First Classmen placed on Citizenship Warning are ineligible to participate in the CGA Leader Charge or Officers Figure for the duration of the school year.
- Ineligible to perform in an Honor Organization for eight weeks or the next Honor Org performance, whichever comes later. Students can still practice with their Honor Org during this time.
- Assignment to Weekend Disciplinary Confinement (DC). Absences from DC need to be approved in advance by the Dean of CGA/Commandant.
- Restriction to campus with the exception of school sponsored departures or signed out by the student's parent(s) (no ONLs, permits with non-parental adults, or Town Privileges).
- Denied use of The Shack except with parents or guardians.
- Loss of Senior Privileges and Full Seconds.
- Seniors and First Classmen may not use Beason.
- Conduct Full Restriction check-ins wearing the uniform of the day with the designated Student Life adult on duty as directed.
- Placed on Room Study.
- Assigned a Special Citizenship Warning Mentor (SCWM), who will monitor the student's progress, offer advice and counsel to the student, and, upon request by the Dean of CGA/Commandant, recommend removal or extension of the probationary period.
- Depending on class and rank, Citizenship Warning may include the loss of rank and loss of any leadership positions, the loss of potential academic awards and nominations to academic societies such as Golden Eagle, Blue Key, and Cum Laude.

A student is removed from Citizenship Warning when, in the opinion of the Dean of CGA/Commandant, acceptable conduct and trust are re-established through a sustained effort of positive behavior and attitude. Citizenship Warning is normally a minimum of three weeks. Reinstatement to rank or prefect status and removal from the citizenship ineligibility list will not be considered until four weeks after the student is removed from Citizenship Warning.

Full Restrictions

Full Restrictions are the corrective action step just below Citizenship Warning. The requirements are similar to Citizenship Warning but usually shorter in duration. Full Restrictions generally entails:

- Assignment to Weekend Disciplinary Confinement (DC) as specified. Absences from DC need to be approved in advance by Student Life adjudicating authority.
- Conduct Full Restriction check-ins at with RD/Adult on Duty in uniform as directed.
- Restriction to campus with the exception of school sponsored departures or signed out by the student's parent(s) (no ONLs, permits with non-parental adults, or Town Privileges).
- Denied use of The Shack except with parents or guardians.
- Seniors and First Classmen may not use Beason.
- Placed on Room Study.
- Rank reduction/removal from leadership position.
- Denied use of the library unless for an academic class or when approved by a student life staff member.

Partial Restrictions

Partial Restrictions may be assigned by Student Life staff as warranted. Students conduct Partial Restriction check-ins with the RD/Adult on Duty in uniform as directed.

Disciplinary Confinement

Disciplinary Confinement (DC), or detention, is a supervised study hall from 7:30 through 10:30 p.m. on Friday and Saturday. Students assigned to DC should take sufficient academic material to keep busy until DC concludes.

Room Confinement

At the discretion of the Dean of CGA/Commandant, students may sometimes be assigned to Room Confinement in lieu of Weekend Disciplinary Confinement. Students assigned to Room Confinement will be supervised by the Barrack Inspector/Dorm Supervisor on duty, will be in the uniform/attire for the day at their desks in their own rooms, and will observe the same times as weekend DC.

Early-In

At the discretion of Student Life staff, students may be assigned an early-in as a corrective action measure. This entails the student being confined to their living unit on a Friday or Saturday evening earlier than the school's designated closing time. Generally, a student will report to their RD or BI two hours prior to closing and remain in their living unit for the night.

Notations on Transcript

If a student is dismissed from Culver, the fact will be noted on the student's official transcript. If a student chooses to withdraw from Culver while suspected of a violation that might lead to dismissal, the student's official transcript will note that withdrawal occurred pending disciplinary action.

External Requests for Information

To maintain the integrity and accuracy of college admission and/or transfer procedures, evaluations given by any Culver faculty, administrator or staff member regarding a student will not be disclosed to the student or parents. Furthermore, students who request transcript records need to know that, at the discretion of the Dean of CGA or Commandant, a record of Type I or Type II violations may be disclosed.

Trial Citizenship Year (TCY)

The Dean of CGA or the Commandant may place a student on Trial Citizenship Year (TCY) when the student has demonstrated difficulty meeting the Academy's citizenship expectations. A student on TCY is subject to heightened review by faculty and staff to determine whether continued enrollment at Culver is appropriate. Failure to maintain a satisfactory citizenship record while on TCY may result in immediate dismissal.

To successfully complete TCY, a student must:

- Refrain from conduct resulting in a Type I or Type II infraction.
- Avoid being placed on restriction for more than two weeks.
- Maintain a satisfactory overall citizenship record. For purposes of TCY, multiple Type III and Type IV infractions may be treated collectively as the equivalent of a Type II infraction.
- Complete assigned restoration process.

Discipline and Interscholastic Athletics

Culver athletes are expected at all times to compete with enthusiasm, sportsmanship, and a concern for safety—both in practice and interscholastic contests. Culver athletes are at all times subject to regulations prescribed by the school, the team, and, in some cases, the sport's sanctioning body. Normally, misconduct in practice or in competition will be addressed by the

coach; however, the Dean of CGA/Commandant, in consultation with the Athletic Director, may impose corrective action for gross misbehavior.

Suspension

A student may be suspended when, in the opinion of the Dean of CGA/Commandant, the student's presence on campus is not in the student's or Culver's best interest. Academic support and other necessary school services may be provided upon request during the suspension.

Readmission

Students who have withdrawn or been dismissed may be eligible to apply for readmission to Culver. The requirements for the Culver diploma specify that the final year must be in residence. Thus, students are not eligible for readmission for the last half of the senior/first class year. Readmission shall be at the sole discretion of Culver Academies. Students interested in re-admission should contact the Office of Admissions for more information.

Student Records Committee

The Student Records Committee is comprised of key academic and student life faculty, staff, and administrators who convene at the conclusion of each reporting period to review the academic progress of students. The committee recommends to the Head of Schools that certain students be placed on Academic Probation, required to immediately withdraw, or not be permitted to return because of their academic and/or citizenship records. The committee will place students on restricted statuses (Academic Concern, Academic Probation, Trial Academic Year, and Trial Citizenship Year) in response to their academic and/or citizenship status.

Spiritual Life

As a key component of our commitment to cultivate student leaders in mind, spirit, and body, Culver expects all students to engage in a structured, weekly spiritual or contemplative practice. The Spiritual Life Office strives to honor the faith and non-faith traditions of all Culver students by offering a variety of Spiritual Life options. Services include traditional religious practices, non-denominational spiritual experiences, and contemplative practices:

- Interdenominational Christian Chapel (Protestant)
- Islamic Studies
- Jewish Shabbat Service
- Nature Spirituality
- Philosophers Café
- Roman Catholic Mass
- Eastern Christian Orthodox
- Unitarian Universalist
- Guided Meditation
- The Church of Jesus Christ of Latter-Day Saints
- Sacred Flow Yoga

For whichever Spiritual Life service students select, weekly attendance is mandatory.

Service Selection Process

During the registration process, parents will select one of the weekly Spiritual Life service options for their student to attend. Once a service is selected, students must commit to that service for the entire term. At the start of each term, students will have the opportunity to select a different service with parent permission.

Excused and Unexcused Absences

If a school-sponsored event prevents a student from attending a service, they are required to attend a make-up service on Monday afternoons during their afternoon activity period. Unexcused absences from Spiritual Life services will result in disciplinary action as determined by Student Life.

Religious/Spiritual Accommodations

Culver is committed to growth as an inclusive community. Any student seeking accommodations to support their religious or spiritual observances and practices are encouraged to contact the Director of Spiritual Life.

Spiritual Support

Students seeking to connect with ordained pastoral counselors are encouraged to reach out to professionals in the Spiritual Life Office who can assist with spiritual guidance and discernment or offer pastoral care. This support is available to all regardless of their faith, background, or worldview.

Medical and Mental Wellness

The Health Center is located between Memorial Chapel and the Vaughn Equestrian Center, and it operates with a registered nurse on duty 24/7 when students are on campus to meet students' medical needs. A board-certified medical doctor oversees the Health Center, and a board-certified nurse practitioner serves as the in-house provider.

The Health Center functions as an urgent care clinic with overnight capability. Students in need of medical services will schedule an appointment by using the Point and Click app. Students will be able to see all available appointment openings and choose a time that best fits their schedule. The Health Center staff will determine treatment, admission, duration of inpatient status, and discharge for any student seeking assistance. A student who is treated but not admitted to the Health Center must still attend classes, including any portion of classes not yet concluded at the time of the student's release.

In the event of a **medical crisis** requiring immediate assistance, students can walk over or be escorted by an adult to the Health Center 24/7 to be assessed by the nursing staff. However, the fastest route to care is typically through the aforementioned Health Center appointment tab on the student portal.

Students confined to the Health Center are responsible for assignments unless the provider indicates they are unable to study. It is the student's responsibility to remain in contact with instructors via email and Schoology. The Health Center staff may excuse students from participating in required activities. However, these excuses do not release a student from a class or obligation unless specifically annotated and discussed with Student Life.

Medical and/or dental leaves are scheduled through the Health Center with the Medical Secretary. Students departing on medical leave will sign out at the Health Center and sign back in at the Health Center with a return to school slip outlining important pertinent medical orders and/or restrictions. Students departing campus on medical leave are required to be in the uniform of the day.

Information shared with Health Center professionals shall be treated as confidential; however, Culver's health and emotional support professionals reserve the right to disclose to the Dean of CGA/Commandant or to others the Dean of CGA/Commandant deem appropriate. Students with questions about confidentiality are encouraged to discuss them with a Health Center or Emotional Support Services team member.

Parents receive notification from the Health Center about their student's visit when they see a medical provider (nurse practitioner or medical director). They are not notified when the student simply sees one of the nurses on duty 24/7.

Medication

Rules and policies pertaining to medications are designed to maintain a safe campus environment while recognizing that, in a boarding environment, students must have the ability to access appropriate medications. Students are expected to handle their personal medications responsibly and according to the following rules.

- All prescription medication must be registered through the Health Center. Students shall not possess prescription medication that has not been prescribed to them personally or that is not appropriately labeled (name of medication, strength, date of prescription, student's name, physician's name, and direction for administration written in English).
- All prescription medication, except that requiring refrigeration, will be properly always secured under lock and key. Students have a lockable desk drawer for this purpose.
- Students may not share or sell prescription medication, which is grounds for dismissal.
- No prescription medicine is to be sent directly to any student. Parents or providers must utilize one of the following three methods to get prescription medicine to students:
    - Drop off filled prescriptions directly to the Health Center, which is open 24/7 unless closed for Thanksgiving, Winter, and Spring Breaks.
    - Fill the prescription at your local pharmacy and mail the prescription to the Health Center for distribution (1300 Academy Road, #137, Culver, IN 46511).
    - Utilize Walgreens Pharmacy in Plymouth, Indiana (2014 N. Michigan Street). Prescriptions are picked up every weekday. Parents using this option must download the Walgreens app to create an account for proper payment.
- If a prescription dosage changes or is discontinued, the Health Center needs documentation from the prescribing physician regarding the change.
- Non-prescription medication is to be used according to the guidelines provided with the medication. Parents should be aware of the medication their student possesses.
- Prescription medicine is dispensed at the Lay Dining Center on a weekly basis. Any unused or damaged medication must be exchanged at the following weekly pick-up appointment.
- When warranted, students may need to pick up medication daily at the Health Center.
- Allergy and growth hormone injections must be administered by the Health Center.
- Students requiring administration of an Epi-Pen or Auvi-Q will be transported to the nearest Emergency Room by Ambulance per Culver Policy and the manufacturer's guidelines.

Injury and Sickness Insurance and Coverage

Culver Academies requires every student to be covered by a comprehensive injury and sickness plan that meets the high cost of medical services and is accepted by local area providers and practitioners. For international families, Culver Academies requires comprehensive coverage from a domestic insurer, and Culver Academies offers a plan in which all international students must enroll.

Culver Academies Health Center covers the cost of almost all treatment rendered at the facility; almost every student visit is covered through the student's tuition. However, if there is an occasion to screen a student for chemical substances, parents are responsible for charges submitted by the laboratory performing blood, saliva and/or hair sample screenings. All such payments will then be charged to the student's Academies' Business Office Charge Account. There is no fee for staying overnight in the Health Center. Over-the-counter medication prescribed by the Health center is also free of charge. Parents are responsible for the cost of any prescription medicine and some durable medical equipment prescribed by the Health Center, which is billed to the student's account.

Emotional Support Services

The Emotional Support Services (ESS) team works out of the Health Center in coordination with the medical team. Services provided include behavior-based intervention, group therapy, follow-up care, educational training, informal consultation, and admissions support. Due to limited available resources, ESS does not provide addiction assessment and therapy, high-risk eating disorder therapy, psychiatric medication assessment, psychoeducational assessment, or long-term therapy.

Students in need of emotional health services will book an appointment by selecting the "Make a Health Center Appointment" tab along the right-hand side of the Student Portal, and the ESS staff will schedule the student as soon as feasible while trying to minimize class disruptions and absences, which typically occurs within seven school days of the request. Parents and Student Life counselors can also schedule appointments via the Point and Click Electronic Health Record system at Culver.

In the event of an emergency requiring immediate assistance, students can walk over or be escorted by an adult to the Health Center 24/7 to be assessed.

Disclosure

Culver's Emotional Support Services disclosure approach is as follows.

- **Facilitation of Services.** The ESS Team will facilitate campus therapy, psychiatric assessments, or educational testing. The ESS Team can assist in providing a list of local providers, which families can use to determine which provider will work best for their family's medical insurance and child's specific needs. When requested in writing by a parent/guardian or student (if over 18), the ESS Team will provide approved collateral information.

- **Parameters of Service.** ESS licensed providers will follow all ethical and legal requirements regarding confidentiality. Students have a legal right to confidentiality, but there are occasions necessitating confidentiality exemptions: when a student is a danger to self or others, a student's behavior jeopardizes the safety and security of the community, or any mandated reporting situation.

Co-Curricular Opportunities

Consistent with the Culver mission of educating students for leadership and responsible citizenship in society, we believe co-curricular offerings can deliver the practical experiences that reinforce the learning that occurs in our classrooms. Involvement in co-curricular opportunities can profoundly shape students over their Culver careers.

All students are encouraged to participate in co-curricular opportunities throughout their Culver experience. To foster connectivity to the community, we require students in 9th and 10th grade as well as any new 11th grader to participate in co-curricular activities during two seasons. One of those activities must be in the Fall season for new students; returning 10th graders may select any two of the three co-curricular seasons for participation. Full participation in an off-season player development program (strength & conditioning, skill development) will count towards the co-curricular participation requirement.

While we encourage broad participation in Culver Academies' co-curricular activities, it is not at the expense of overall programming and developmental opportunities. Sleep and recovery is critical to both athletic and academic performance, and coaches will coordinate with Student Life staff regarding late returns to campus to ensure late returning students have the opportunity to receive eight hours of sleep. Sleep-in accommodations only apply ot Culver sponsored trips, and students are still required to turn in their phone upon return to campus Sunday - Thursday.

Broadly, co-curricular opportunities can be divided into those supported by horsemanship, those supported by the fine arts faculty members, competitive activities and clubs sponsored by various faculty and staff members, those supported by athletics, and other activities and clubs supported by student life. To meet the participation requirement, any activity must meet at least three times a week with an adult sponsor or coach during the activity period. Opportunities may change depending on student interest and available support.

Horsemanship

We offer several teams and organizations through which young equestrians of all skill levels develop character and leadership while learning to control and manage their horses. Students participating in the horsemanship co-curricular opportunities must be enrolled in an Equine Science course until they achieve high enough proficiency to test out of the requirement.

The following honor organizations meet year-round and provide opportunities for students to represent Culver at major events both on and off campus.

- Black Horse Troop
- Equestriennes
- Lancers

Fine Arts

Culver students can develop and showcase their artistic talent across four disciplines – dance, music, theater, and visual arts – in the academic program. Students may choose to participate in dance or theater as a co-curricular experience (including as part of their first-year requirement). In both, students perform, create, and connect to each other and the greater school community through their unique artistic exploration.

Theatre offers three performances a year – a fall musical, student film festival preparation and screenings during winter, and a spring play. There are opportunities both onstage (acting) by audition and offstage (technical theatre, orchestra for the musical, set design, etc.) by expressing interest and dedication. Auditions will be advertised for all shows on campus and for the fall show at registration. Interested students in CGA or CMA should contact Adam Joyce, Director of Theatre, with any questions.

Dancevision, Culver's dance performance group, meets year-round building to performances in early December and mid-May. Students may participate in one or both seasons in consultation with the dance faculty. Dancevision is by audition. Interested students in CGA or CMA should contact Emily Fought, Dancevision Director, to express their interest.

Students who are interested in practicing music or visual arts can take advantage of the open hours in the Music Building and the Crisp Visual Arts Center during CQ and on Saturday. Hours are published at the beginning of the school year.

Competitive Activities and Clubs

Clubs meet outside the academic day and provide opportunities for students with unique skill sets to pursue the things that they are passionate about. Students who participate in our competitive clubs may have the opportunity to earn a varsity letter in addition to competing for the championships that are offered within the organization that governs their competitions.

Athletics

Culver provides a wide variety of interscholastic athletic experiences to our students. Our teams compete at the national, regional, and state levels. While there are distinct differences between these levels of competition, we provide a high-quality athletic experience for all of our students regardless of team. We are committed to providing the resources that each one of our teams needs to compete, and we will celebrate the successes that our teams enjoy – at all levels of competition – novice, junior varsity, varsity, and prep.

Athletic involvement can be an important part of a student's overall Culver experience. We expect our student-athletes to pursue excellence in the areas of academics, leadership training, responsible citizenship, and athletics. Success is defined by a team's ability to reach its potential while always modeling the highest degree of sportsmanship.

Opportunities Each Season

The following tables list the co-curricular options available to students each season. All activities listed in the table meet the participation requirement for 9th, 10th, and new 11th grade students. Out-of-season training opportunities are available for many athletic sports and typically involve several days of practice and skill-building and several days of strength and conditioning training per week. These opportunities are available based on student interest and are shown in grey in the following tables.

Season	School	Category	Sport/Activity	Teams	Roster Cap
FALL	CMA	Horsemanship	Polo	JV & Varsity	10
		Athletics	Cross Country	JV & Varsity	None
			Football	JV & Varsity	None
			Rowing	Novice & Varsity	None
			Soccer	JV & Varsity	25, 25
			Tennis	JV & Varsity	None
			Baseball	Off Season	None
			Basketball	Off Season	None
			Swim & Dive	Off Season	None
			Track & Field	Off Season	None
			Fencing	Off Season	None
			Hockey	Off Season	None/experience required
			Lacrosse	Off Season	None
	COED	Horsemanship	Dressage	JV & Varsity	10
			Trick Riding	JV & Varsity	24 (total)
			Jumping	JV & Varsity	7(JV) & 7(V)
			Western	JV & Varsity	10
		Fine Arts	Fall Musical	Varsity	None
			Dancevision (runs through December)	Varsity	Tryouts
		Competitive	Robotics	Varsity	None
		Noncompetitive	Community Service	Club	None
			Sailing	JV & Varsity	None
		Athletics	Cheer – Football	JV & Varsity	24
			Strength TNG	N/A	240
			Wrestling	Off Season	None
			Polo	JV& Varsity	10
	CGA	Horsemanship	Cross Country	JV & Varsity	None
		Athletics	Golf	JV & Varsity	None
			Rowing	Novice & Varsity	None
			Soccer	JV & Varsity	25, 25
			Volleyball	JV & Varsity	12, 12
			Basketball	Off Season	None
			Swim & Dive	Off Season	None
			Tennis	Off Season	None
			Track & Field	Off Season	None
			Fencing	Off Season	None
			Hockey	Off Season	None/experience required
			Lacrosse	Off Season	None

Season	School	Category	Sport/Activity	Teams	Roster Cap
WINTER	CMA	Horsemanship	Polo	JV & Varsity	10
		Athletics	Basketball	C-Team, JV, Varsity	30 (total)
			Fencing	JV, Varsity, Prep	None
			Hockey	Var A, Var B, U16, Prep	25 (VA), 25 (VB), 22 (U16), 22 (P)
			Swim & Dive	JV & Varsity	None
			Baseball	Off Season	None
			Cross Country	Off Season	None
			Tennis	Off Season	None
			Track & Field	Off Season	None
			Lacrosse	Off Season	None
			Rowing	Off Season	None
	COED	Horsemanship	Dressage	JV & Varsity	10
			Jumping	JV & Varsity	7(JV) & 7(V)
		Fine Arts	Film Festival	Varsity	None
			Dancevision (Aug-Dec; Jan-May)	Varsity	Tryouts
			Vocal Arts Ensemble	Varsity	None
		Competitive Activity	Quizbowl	JV & Varsity	None
			Model UN	N/A	None
			Robotics	Varsity	None
			Rifle	N/A	None
			Science Olympiad	Varsity	None
			Speech	N/A	None
		Noncompetitive	Community Service	Club	None
		Athletics	Cheer - Basketball	JV & Varsity	24 (total)
			Wrestling	JV & Varsity	None
			Strength Training	N/A	240
	CGA	Horsemanship	Polo	JV & Varsity	10
		Athletics	Basketball	JV & Varsity	20 (total)
			Fencing	JV, Varsity, Prep	None
			Hockey	U16 & Prep	20 (U16), 22 (P)
			Swim & Dive	JV & Varsity	None
			Cross Country	Off Season	None
			Tennis	Off Season	None
			Track & Field	Off Season	None
			Volleyball	Off Season	None
			Lacrosse	Off Season	None
			Rowing	Off Season	None

Season	School	Category	Sport/Activity	Teams	Roster Cap
SPRING	CMA	Athletics	Baseball	JV & Varsity	None
			Golf	JV & Varsity	None
			Lacrosse	JV, Varsity, Prep	None, None, 35 (P)
			Rowing	Novice & Varsity	None
			Track & Field	JV & Varsity	None
			Basketball	Off Season	None
			Cross Country	Off Season	None
			Swim & Dive	Off Season	None
			Tennis	Off Season	None
			Fencing	Off Season	None
			Hockey	Off Season	None/experience required
	COED	Horsemanship	Polo	Novice	12
			Trick Riding	JV & Varsity	24(total)
			Dressage	JV & Varsity	10
			Western	JV & Varsity	10
			Jumping	JV & Varsity	7(JV) & 7(V)
		Fine Arts	Spring Play	Varsity	None
			Dancevision (season starts in January)	Varsity	Tryouts
			Vocal Arts Ensemble	Varsity	None
		Competitive Activity	Model UN	N/A	None
		Noncompetitive	Community Service	Club	None
		Athletics	Sailing	JV & Varsity	None
			Strength Training	N/A	240
			Wrestling	Off Season	None
	CGA	Athletics	Lacrosse	JV & Varsity	None
			Rowing	Novice & Varsity	None
			Softball	Varsity	18
			Tennis	JV & Varsity	None
			Track & Field	JV & Varsity	None
			Basketball	Off Season	None
			Cross Country	Off Season	None
			Swim & Dive	Off Season	None
			Volleyball	Off Season	None
			Fencing	Off Season	None
			Hockey	Off Season	None/experience required

Additional Clubs

In addition to co-curricular programs, students may participate in a variety of clubs and organizations supported by Student Life and the Director of Student Activities. Opportunities are introduced during the annual Activities Fair held at the beginning of each academic year. Active clubs are listed and maintained through Culver's ClubHub, are open to all students, and do not fulfill the co-curricular participation requirement. Clubs are reviewed annually to evaluate student participation and long-term sustainability.

Global Pathways Spring Programs

Culver's Global Pathways Spring Program (GPS) provides students, faculty, staff, and patrons service-learning, educational, and cultural exchange opportunities for those who desire to learn about another culture and to live responsibly as global citizens. Opportunities for GPS trips are promoted throughout the fall. These trips have an extra expense associated with them; some financial aid is available through an advertised application process.

Language Immersion Opportunities

Up to two students each year may participate in the School Year Abroad (SYA) program. While not a seasonal co-curricular experience, this yearlong opportunity does exist outside our curriculum and complements a student's overall experience with a full language immersion opportunity. This program is supported by Culver and managed by an independent organization (SYA). For more information on this selective and limited opportunity, students should speak with the faculty in the World Languages and Cultures (WLC) Department.

The WLC Department will promote and share other language immersion opportunities, including Council on International Exchange (CIEE), throughout the year. For more information on these opportunities, students should speak with the faculty in the World Languages and Cultures (WLC) Department. There is a small amount of support for summer language and culture immersion experiences that support a student's academic planning (WLC course planning) through the Dean of Faculty.

Community Service Opportunities

Students interested in community service will find a myriad of opportunities to both be involved and lead service experiences. The Community Service Council meets regularly to plan and sponsor opportunities to serve others. For more information, students can contact Angie Strobel, Service Learning and Community Engagement Coordinator.

Safety and Security

One of Culver's primary responsibilities is to create conditions that promote the physical safety of students and adults on campus. This is accomplished by maintaining the school's physical plant, as well as by creating policies and procedures to guide behaviors. However, it is important to recognize that an individual's own decisions are often the largest factor in determining their physical safety. We expect students to show respect for themselves and others by making safe choices even if there is no guiding policy for a given situation and to show respect and care for each other by encouraging those around them to make safe choices as well.

Emergency Procedures

In the event of a serious emergency, students' chances of survival increase if they have already formulated and practiced a plan. Accordingly, Culver conducts regular fire, tornado, and active shooter drills to prepare our community for emergencies.

Fire

In case of fire in a building, students should:

1. Stay calm and immediately exit the building, alerting those around them of the danger.
    a. Check the exit for smoke.
    b. If it is possible to safely do so, sound the fire alarm on their way out of the building.
    c. If there is smoke, get as low as possible to the floor and crawl to the nearest exit.
    d. Do not break the windows as fresh air will fuel the fire.
    e. Not leave doors open; close doors and leave smoke behind.
2. Once outside, call 911 and give the location of the fire. Campus Safety (x8000) should also be alerted.
3. Gather at the building's predetermined gathering location for roll-taking.
4. Student leaders should take charge until relieved by an adult.
5. Not re-enter the building until cleared by Campus Safety.
6. Always practice two escape routes in living units—stairways and fire escapes.

Tornado

In the case of a tornado warning, students should:

1. Upon hearing the tornado siren (one long continuous siren) or being alerted through the CulverALERT system, proceed immediately to the closest building and shelter in the interior hallway of the lowest floor.
2. Find a ditch or low-lying area if they cannot reach the safety of a building.
3. Gather for roll-taking, if inside.
4. If the surroundings become unsafe, position themselves on their hands and knees, covering their head and neck with their hands. Covering with clothing, blankets or pillows may also provide protection.
5. Student leaders should take charge until relieved by an adult.
6. Shelter in place until the "All Clear" is sounded.

When campus is threatened by severe weather, community members will be notified of a Weather Hold or a Weather Watch by the CulverALERT system.

Weather Watch
A Weather Watch indicates that dangerous weather may be approaching campus. Students should remain indoors but may briefly travel outdoors to move directly to their next commitment.

Weather Hold
A Weather Hold indicates that dangerous weather is currently affecting or threatening campus. Students should immediately seek shelter in the nearest building and remain indoors until the Weather Hold is lifted.

Administrative Move
An Administrative Move is a temporary suspension of a Weather Hold, typically lasting no more than five minutes, to allow students to transition to their next required activity. Students should move immediately and directly to the building where their next activity is scheduled and remain there until the Weather Hold is lifted.

Active Shooter

All community members must participate in an annual, online active shooter training that offers a comprehensive outline of active shooter procedures. Below is a summary. In the event of an active shooter on campus or nearby, Culver community members should be guided by the principle of Run, Hide, Fight. Once Campus Safety is aware of any such incident, an alert will be sent through the CulverALERT system.

1. RUN - This is the first choice if possible to do safely. If the location of all shooters can be determined and there is a clear exit path, students should quickly run away from the shooter's location until they reach a safe place. This might mean leaving campus and heading into town or into the woods. Once in a safe location, dial 911 or Campus Safety (x8000) to notify them of their location.

2. HIDE - If unable to safely leave their current location, students' next option is to hide. They should stay where they are and use furniture or any available resources to barricade themselves inside, making it as difficult as possible for somebody to enter. They should turn off the lights, close the blinds, and silence any electronic equipment. They may call 911 or Campus Safety to notify them of their location, if it is safe to do so. Students should not leave their location until they are notified by law enforcement that all is clear.

3. FIGHT - As a last resort, if students are confronted with an active shooter, they should use any available resources to fight, including fire extinguishers, furniture, or any other object that is available. People should work together to overwhelm the shooter.

Routine Safety Policies

Cars and Driving

For the purpose of this policy, a "car" is any motorized vehicle used for transportation.

- Students may not keep cars in town or elsewhere for the purpose of having access during the school year. Students who assist or ride with students in violation of this policy are also in violation.
- When driving to and from campus:
    - Students may only ride in the car of an adult who has signed them out.
    - Licensed students may drive only if accompanied by their own parents.
- While on leave, PONL (not ONL), or **permit** if signed out by the student's parents through Reach, fully licensed students may drive and students may ride with other licensed student drivers.
- Students should never be in a car alone with a faculty or staff member. Culver follows a "you plus two" policy; student and faculty members must drive with an additional person. Exceptions are made for our Health Center driver contracted to take students to the local medical facilities.
- Motorized scooters are permissible and are not considered "cars" in this policy.

Hunting

Hunting is prohibited on campus.

Winter Weather Activities

- Students may sled on the Woodcraft Archery Hill from 3:45 PM - 5:30 PM on weekdays and 1:00 PM -5:30 PM on weekends. Other areas of Woodcraft and the golf course are off limits.
- Students may check out sleds from the Director of Student Activities.
- Snowballs may be thrown only in the area east of the flagpole, but never at vehicles or unsuspecting passersby.
- Snowballs are never to be thrown in a manner that may cause damage or injury. Iceballs are never permitted.

Technology

Culver offers students a variety of technology tools that are intended to promote learning, collaboration, and communication. Students may also bring their own technology to Culver for their personal use. As with all activities at Culver, student use of technology should be guided by the Code of Conduct, the Honor Code, and the Diversity Statement. Note that to protect students' privacy and liability, as well as the health of the network, equipment, and data, Culver reserves the right to monitor and restrict the technology usage of students.

Culver-Issued Laptops

All students are issued a laptop for their time at Culver. This program ensures each student has access to the necessary tools to enhance their learning experience inside and outside the classroom. Students are required to use their Culver-issued laptop in class. If they do not bring it, a teacher may ask them to return to their room to get it to ensure seamless integration of technology into the learning process.

- Each student is provided a Lenovo X1 Yoga Gen 8 laptop, fully equipped with antivirus software, Microsoft Office, the full Adobe Creative Cloud suite, and applications for digital standardized testing.
- Students are required to use their Culver-issued device in the classroom, which maintains cybersecurity measures and prepares students with the skills vital in professional environments.
- During the academic day, a Culver-issued laptop is akin to the “uniform of the day.” Students may also take their Culver-issued laptops home during the summer months, ensuring continual access to educational resources.
- Students are authorized to connect personal devices (iPad, Kindle, etc.) in the dorms and barracks but are discouraged from purchasing a second computer for personal usage. Culver’s laptops are specifically tailored to meet our academic requirements.
- Internet of Things (IoT) devices (Amazon Echo, Dyson Fans, etc.) that do not require you to enter a password may not work on campus.
- Network devices like cell phone boosters, wireless hotspots, routers, switches, network attached storage, and network printers are prohibited.
- Culver IT supports students with medical devices that need connectivity 24/7, and will work with students to set up their medical device on Culver’s network.
- The laptop is on lease from a third party, and therefore, must be maintained in good working order. Students are financially responsible for any damage to the computer, and repair parts range from $45 - $1500 (if the laptop is lost or damaged beyond repair). Stickers or markings on the laptop are considered vandalism. Culver aims to teach students how to become responsible leaders, including respect for property provided for their academic and personal use. It is recommended to purchase a carrying case for the laptop (14” wide).
- The IT Service Desk team is available to help students with technical questions or issues. When a student laptop needs to be fixed, the student is provided a laptop from stock so that they do not need to wait for a repair.

Caring for the Laptop

- Do not apply any stickers, glitter, paint, white-out, or labels to the laptop.
- Do not write or etch on the laptop.
- Cords and cables must be carefully inserted into the laptop to prevent damage.
- Laptops must never be left in an unattended or unsupervised area.
- Do not lean on the top of the laptop when it is closed.
- Do not "bump" the laptop against lockers, walls, car doors, floors, etc. as this could cause damage and eventually break the screen.
- Take care when using the laptop on a top bunk.

Repairing the Laptop

- The laptop is on lease from a third party, and therefore, must be maintained in good working order.
- Broken or improperly working laptops must be taken to the IT Service Desk under the Dining Hall for an evaluation of the equipment.
- The IT Service Desk staff will troubleshoot and fix minor issues.
- If the IT Service Desk staff determines that there is damage to the laptop, the repair will be performed or another working laptop will be issued to the student.

Damage

- **Students are financially responsible for any damage to the laptop.**
- **Students will be billed for the cost of the repair per the Fee Schedule below.** Culver aims to teach students how to become responsible leaders, including respect for property provided for their academic and personal use.
- Stickers or markings on the laptop will be considered vandalism, and the student will be liable for the repair.
- Students should care for the devices as if they are their own.

Repair and Replacement Fee Schedule

Part	Description	Cost
LCD Screen/Top Cover	Damage due to negligence, abuse, or misuse, including structural damage or writing, glitter, nail polish, white out, etching, sticker/sticker residue, etc. Note: this is a single part; if the top cover is damaged the entire assembly needs to be replaced	$600
LCD Screen/Top Cover	Structural damage including but not limited to: -Cracked LCD, Scratched LCD, -Damaged LCD -Broken/Cracked corners due to being dropped or carried without a case	$300
Palm Rest/Keyboard	Missing keys or damage to palm rest, including writing, glitter, nail polish, white out, etching, sticker/sticker residue, etc. Liquid spills	$200
Bottom Cover	Structural damage due to negligence, abuse, or misuse, including writing or stickers	$50
Touchpad	Damage due to negligence, abuse, or misuse, including writing, glitter, nail polish, white out, etching, sticker/sticker residue, etc.	$50
AC Adapter	Lost, stolen, or damaged	$50
Stylus	Lost, stolen, or bent	$30
Laptop Replacement	Replacement of entire laptop if lost, stolen, or damaged beyond repair	$1500
ID Card Replacement	Replacement photo ID card	$10

*The costs of these and any other parts needed for repairs will be based on the vendor's current price list.

*If the damage exceeds $1500, the student will be billed for just the cost of a complete laptop ($1500).

Acceptable Use of Technology

Culver's technology resources are intended to help students achieve success in academic and other Culver activities. Students are responsible for using the technology with respect and care. Authorized individuals within CEF may monitor equipment, systems, and network traffic at any time.

Culver's Responsible Use Policy (RUP)

- I understand that Culver Academies' technology and related educational and business records belong to the Culver Educational Foundation.
- I am responsible for understanding this section of the Student Handbook on "Technology" and commit myself to abide by its guidelines.
- I understand that if I fail to follow the guidelines, I will be held accountable with appropriate disciplinary action. This may include but is not limited to:

- My network access privileges may be denied.
- My use of technology may be restricted or denied.
- I may face legal action in the case of severe damage.
- I may be dismissed from Culver Academies.

Prohibited Activities

The following list of activities are prohibited, no matter if the student is using a Culver-issued or personal device. These actions may result in disciplinary action, up to and including dismissal from school:

Privacy and Liability

- Sharing a Student ID or password (either their own or someone else's);
- Displaying, sending, or creating offensive messages or pictures;
- Making threats to compromise the security or integrity of the school's network;
- Harassing, bullying, insulting, or attacking others using technology;
- Electronic trespassing (unauthorized entry);
- Misrepresentation when setting up or using an account;
- Violations of the rights of any person or company protected by copyright, trade secret, patent, or other intellectual property laws, including the installation or distribution of "pirated" media or software products that are not appropriately licensed for use;
- Inappropriate sexual behavior, including displaying, creating, or sharing messages or images;
- Compromising the welfare or reputation of Culver Academies through inappropriate behavior;
- Engaging in any activity that is illegal under local, state, federal, or international law while utilizing the CEF network or equipment

Network and Data Security

- Bypassing the network filters;
- Attempts to harm or destroy Culver data;
- Connecting an unauthorized device to the network;
- Introduction of malicious programs into the network (e.g., viruses, worms, Trojan horses, e-mail spam, etc.);
- Partaking in security breaches or disruptions of network communication, including port scanning, security scanning, executing any form of network monitoring, circumventing user authentication or security of any host, network, or account, introducing honeypots or similar technology on the CEF network, using bots or initiating DDOS attacks, or interfering with or denying service to any user;
- Use of VPNs is not permitted on Culver-issued laptops, and is discouraged on personal devices, as Culver Academies does not allow anyone to log in to their Culver account while using a VPN

Unacceptable Use

- Repeatedly accessing resources inappropriate to the setting (e.g. accessing non-academic resources during class);
- Violating the Honor Code through cheating or plagiarism;
- Using Culver technology for non-Culver commercial purposes;

- Using inappropriate language or behavior online, including making any discriminatory, disparaging, defamatory, or harassing comments;
- Making fraudulent offers of products, items, or services originating from any CEF account;
- Sending unsolicited email messages, including "junk mail" or other advertising material to individuals who did not specifically request such material (email spam);
- Sharing information, such as lists of employees or students, with external parties;
- Damaging or attempting to damage devices or other technology

Prohibited Equipment

- **Unauthorized Cameras.** Any wi-fi enabled camera not approved by the school administration, especially those placed in private spaces. This does not apply to cameras included in personal smart phones or digital cameras.
- **Personal Routers.** Personal routers or any device that creates a separate network.
- **Unauthorized IoT Devices.** Internet of Things (IoT) devices that have not been approved by the school administration.
- **Hacking Tools.** Any device or software designed to bypass security measures or gain unauthorized access to the network.

Student ID Cards

A student ID card is issued to each student at the start of the school year. Replacement cards can be obtained from the IT Service Desk on the ground-floor of the Lay Dining Center for a $10 charge. Students use this ID to access certain buildings and for accountability, therefore, students must carry their ID with them at all times.

Cell Phones and Personal Technology

Culver's cell phone policy was developed with significant input from students, parents, faculty, and staff to meet the following goals.

- To create the kind of community we want.
- To create a unified experience, with the same expectations for all students in different spaces, times, and places.
- To preserve reasonable access to phones for students so that they might develop healthy phone use habits.

In 2026 the State of Indiana passed Senate Bill No. 78 that restricted all technology during the school day. While that law does not apply to independent schools, it (along with research) does inform how to apply our zones to **all** personal technology and not just cell phones.

Zones

Culver has designated different areas of campus (zones) with different rules for phone usage. A general rule of thumb is that phones are allowed in spaces where a student sleeps or works out with use in accordance with the Responsible Use Policy (green). Cell phones are restricted (red or yellow) with any other type of roof above their head. The following chart gives specific locations and the type of zone: red (zipper), yellow (mindful & minimal), or green (you do you).

Red Light: "Zipper Zones." In these spaces, we prioritize the community over the individual. Phones are not to be seen or heard in these 100% shared and purposeful spaces and times. Students should have a zipper between themselves and their phones. **Phones may not be in clothing or pockets (including back pocket) and should be stored in bags**. In the chapel and during Spiritual Life services, no phones are permitted at all.

Yellow Light: "Mindful & Minimal." In these spaces, we balance community and individual needs. Phones can be used for making quick plans, paying for things, and doing quick checks. Students should not spend prolonged time looking at their phones in M&M spaces. Students should not walk while looking at their phone or on speakerphone (not even to mom) but should "pull over" until they are finished checking, then store their phone to continue walking.

Green Light: "You do You." In these spaces, we prioritize individual time over community time. Students may use their phones in accordance with the Responsible Use Policy.

Place	Zones
Dorms and Units (inside)	You do You
Huffington Library and academic buildings during the academic day	Zipper Zone
Dining Hall during breakfast and lunch	Zipper Zone
Auditorium	Zipper Zone
Chapel/Spiritual Life Services	No Phones Permitted
Sidewalks and outside spaces	Mindful & Minimal
Lay Student Center	Mindful & Minimal
The Shack	Mindful & Minimal
Fitness Center/Wilk	Mindful & Minimal
Beason Hall	Mindful & Minimal
Dining Hall during office hours, open blocks, weekends, and dinner	**Mindful & Minimal**
Library and academic buildings outside the academic day	**Mindful & Minimal**
Campus-sponsored activities	Mindful & Minimal
Off Campus **Coaches/Supervisors set norms when w/ teams or groups.*	You do You

Evening Phone Turn-In
Phones will be collected no later than 10:00 PM each evening and locked in the counselor's office overnight. Phones will be returned to students between 7:00 AM and 8:00 AM each morning.

Personal Technology (updated for 2026 – 2027)

- Apple watches and other wrist-worn devices are permitted in yellow and green zones but should be used in accordance with that zone. In red zones, they should be behind a zipper along with other personal devices.
- Earbuds and headphones are fully authorized in living units and the fitness center. In all other spaces, they may not be worn unless the student is outdoors **and** actively working out. In a red zone, they should be behind a zipper along with cell phones and all personal technology.
- Earbuds and headphones may be used in class to access class materials, if authorized by the instructor.
- Personal laptops, tablets, and other personal technology should not be in the classroom at all. Tablets are authorized for student use within living units. Continued authorization is contingent upon responsible academic performance. Students who accumulate repeated after taps violations (ATVs) or demonstrate a recurring inability to remain awake and attentive in class may be required to send their devices home.
- Smart glasses are not permitted.

Electronic Payment
Phones may be quickly used to make a payment at the Rubin Café or Eagle Outfitters but should be stored in a bag immediately after payment.

Phone and Personal Technology Policy Violations
Individual. Any student in violation of the cell phone policy will have their phone confiscated for 72 hours and potentially receive a Type III infraction. Phones will be stored in the Student Life office and may be retrieved at the end of the 3-day period. Students may stop by the Student Life office from 8:00 AM to 4:00 PM in the event they must access their phone during the confiscation period. Parents will be notified that their student has lost access to their phone by email. At times, cell phones may be confiscated for longer than 72 hours due the Student Life office's limited weekend hours.

Community. Maintaining community adherence to the cell phone policy is everyone's responsibility. Students are encouraged to remind other students of the policy if they witness violations. If at any point, more than 20 phones have been collected in the Student Life Office, campus will revert to a more restrictive policy for the week following the violation. Under these conditions, phones are not permitted outside of living units unless students are actively exercising outdoors or working out at the Fitness center.

Connecting Personal Devices to the Culver Network

Students are authorized to connect personal devices such as a tablet (iPad, Kindle, etc.) or phone to the Culver Guest Wireless Network. Other network devices like cell phone boosters, wireless hotspots, network attached storage, and network printers are prohibited. Personal printers are not needed; Culver Academies provides the ability for students to print at no charge at over 40 locations around campus.

Artificial Intelligence

Culver Academies recognizes the increasing role that generative artificial intelligence (AI) plays in education and in the workforce. This policy outlines guidelines for students to use AI tools effectively and according to the Culver Honor Code.

Guidelines for Students

If a student is uncertain whether an AI tool can be used in a class, it is the student's responsibility to obtain clarification from the teacher before using the tool. Misuse will result in disciplinary action as outlined in the Culver Honor Code.

Students should check both their course syllabus and the Academic Honor Template (if an assignment allows students to use AI in ways beyond what is stated in the syllabus).

Students are expected to use the following three steps when using an AI tool for coursework:

- Track your conversation with the AI tool by cutting and pasting the entire interaction (prompt and response) into a document that can be shared with your teacher.
- Review and check content and citations given by the AI tool for accuracy, appropriateness, and bias. Never rely solely on AI-generated content without review. Use the Student AI Resources Document.
- When appropriate, cite or disclose the use of the tool when submitting work.
    - MLA Style - Generative AI
    - APA Style - ChatGPT
    - Chicago Style - Generative AI

Any misuse of AI, such as using it for cheating or deleting history, may result in disciplinary action as outlined in the Culver Honor Code. This includes using AI to complete assignments, exams, or projects without proper attribution or as a substitute for the student's own work.

Data, Security, and Privacy

When using Generative AI:

- Do not input anyone else's Intellectual Property (IP), such as class content from your teacher (assignments, questions, quizzes, essay prompts, etc.).
- Do not input Personal Information into AI tools, such as:
    - First and last names
    - Student ID Number
    - Email Address
    - Phone Number
    - Home Address
    - Date of Birth
    - Class Schedules

Prohibited Use of AI Tools

- **Bullying/harassment:** Using AI tools to manipulate media to impersonate others for bullying, harassment, or any form of intimidation is strictly prohibited.
- **Plagiarism and cheating:** Students should not copy from any source, including generative AI, without prior approval, disclosure, and citation. Students should not submit AI-generated work as their original work.

Risks of AI Tools

- **Overreliance on AI**: If you have a question, your first resource for help should be teacher or classmates. Students are expected to use AI to support their understanding, not replace their own thinking. Using AI as a crutch can stop students from learning the material.
- **Using AI without Checking Responses:** Treating AI as a tool for quick answers without verification or consideration of different perspectives could lead to students accepting incorrect information.

Glossary

ACT Abbreviation for American College Testing, a standardized admissions assessment used by some colleges.

Acting A temporary assignment of leadership responsibility.

Arch Wrought-iron arch set up at graduation ceremonies. Only a graduating CGA senior may go through the arch (CGA).

Beason The senior activities center gifted by Ross Beason in memory of his son, who died in World War II.

Beason Park Elvira Beason Memorial Park, donated by Ross Beason for summer and winter school retreats.

BHTs Branch insignia of the Black Horse Troop (CMA).

BI Abbreviation for Barracks Inspector, the faculty/staff supervisor on duty in the student living units throughout the evening to monitor students and maintain study conditions during C.Q. (call to quarters).

BRC Abbreviation for breakfast roll call, now used in CMA to refer to breakfast time.

Brush shine Shoes that are blackened and shined to pass CMA personal inspection for day-to-day wear.

CBs Branch insignia of the Culver Battery (CMA).

CEF The Culver Educational Foundation.

CGA Drill Team Honor organization for CGA students interested in precision drill formations.

Cit Pro Term for "Citizenship Probation."

CMs Culver Musicians, branch insignia of the Band (CMA).

CP Class period

Closing The time of the evening when students are to be in their living units for the remainder of the night.

CQ Call to Quarters for studying. There are open and closed CQs. Closed CQ requires students to be in the dorms, barracks, or other designated location to study. Open CQ is open call to quarters. It is a time when students may be absent from living units until a set closing time.

CRs Branch insignia of the Infantry Battalion; stands for Culver Rifles (CMA).

Culvers Small insignia worn on the lapels of the Dress A, awarded for physical fitness score of 180-239 (CMA).

Culvers With Wreath Enhanced Culvers insignia for CMA students scoring 240-300 on the Culvers test (also known as Super Culvers) (CMA).

Daily Room Inspection A brief inspection to check room conditions (CMA).

DC Disciplinary Confinement (detention).

DHO Duty Hall Officer, the CMA student responsible for study conditions in a given hall of a CMA barrack.

Dietler Oval The lawn near the flagpoles, just east of North and East barracks.

DISA Department of International Student Achievement.

Disciplinary Committee Faculty/student committee which hears serious student discipline cases for Type 1 offenses.

Dorm Aide The CGA prefect responsible for study conditions accountability (CGA).

DRC "Lunch," originally called Dinner Roll Call.

Eagle The school mascot.

Eagle Pride EPR Notable update on exemplary student behavior or performances that are submitted to a student's internal support network as well as their parents.

Electronic Progress Report (EPR) Notable updates on student progress or concerns in academics or behavior submitted to student's internal support network.

Equestriennes Honor organization for CGA students in equitation (CGA).

Fall Ball Formal dance held during Fall Parents Weekend.

The Field Grassy area on the lakefront used for recreation.

Final Formation Graduation ceremonies.

First Classman A senior (12th grade) CMA student.

Four-Gun Drill Honor organization of the Artillery Battalion (CMA).

Fourth Classman A freshman (9th grade) CMA student.

Full Wrap A sash (blue, red, yellow, or green) worn by First Class officers for ceremonies, special formations, and guard duty (CMA).

G.I. General inspection. A formal inspection held to determine room conditions and individual grooming/clothing (CMA).

Guidon Small parade flag that identifies each unit when it marches in formation (CMA).

Hall Officer A CMA student or NCO who is responsible for the room conditions, discipline, and well-being of the CMA residents in an assigned hall.

Honor Guard Honor organization of the Infantry Battalion (CMA).

Homework Café A supervised study environment outside of the living unit in which students are assigned to ensure completion assignments and effective study habits.

Huffington Concert Series A funded program which brings a variety of performing arts events to campus.

Iron Gate An actual iron gate set up at the final formation as a symbol of graduation. Only a graduating CMA student may go through the iron gate.

Lancers Honor organization for the Black Horse Troop (CMA).

Lancer Band Honor organization for the Band (CMA).

Lay Student Center Student activity center located in the lower level of the Lay Dining Center (Dining Hall).

Logansport Gate A gate presented by the city of Logansport in appreciation for the service rendered by Culver students in their rescue of flood victims in 1913. Students matriculate to Culver through this important Culver location. Located on Academy Road.

Main Guard A work detail of CMA students assigned during the weekends with headquarters at Sally Port to support the Officer in Charge.

Make Order The promotion order for CMA students.

Non-reg Term describing attire that does not meet regulation recreation guidelines.

O.C. Officer in Charge, a faculty/staff member who supervises the guard (CMA) and represents Student Life during off hours.

Officers' Figure Formal military ceremony held at Fall Ball and Final Ball (CMA).

PDA Public display of affection; inappropriate physical touch or conduct between students.

PI Personal inspection; a daily, brief inspection to check room conditions and uniform/grooming standards (CMA).

Prefect CGA leadership term identifying dorm and campus positions.

R&E Restrictions and excusals from various student life and co-curricular activities due to sickness, physical injury, or disability.

Reg Rec Abbreviation for regulation recreation; an approved attire for recreational activity.

Retreat A ceremony at which CMA students and spectators pay respect to the American flag as it is lowered.

Review Line (1) Where reviewing officer and their party stands during parades and retreats in CMA. (2) Culver's student-produced literary magazine.

Ringing Ceremony The official ceremony when juniors are presented with a ring by a senior or alum of their choice on the Friday of graduation weekend.

Saber The traditional edged weapon carried by CMA officers as a symbol of office.

Sally Port The portal which is part of the Administration Building and Military Activities between North and East Barracks.

Second Classman A junior (11th grade) CMA student.

Senior Waltz Traditional dance at Final Ball.

The Shack The fountain and grill located lakeside between Library and Math/Science building.

SOPs Standard Operating Procedures.

Spit shine Shoes polished to a high shine with moisture and black shoe polish. Required for General Inspections (CMA).

SRC "Dinner"; originally Supper Roll Call.

Stripes The chevrons worn on the CMA uniform to denote rank or years of service.

Student Records Committee Administrative committee which reviews academic and citizenship records of students at the end of each grading period.

Sword The straight-edged sword carried by sword-bearing sergeants or corporals as a symbol of office (CMA).

Taps A bugle call signifying lights out and time for bed.

Third Classman A sophomore (10th grade) CMA student.

Uniform of the Day Required dress announced daily.

UDO Unit duty officer, the CMA student responsible for study conditions on a given night in CMA.

Vedette The student newspaper.

CGA Leadership Positions

Academic Committee (3 Prefects and 1 Chair). Promote academic success by partnering with the Learning Resources Department to increase awareness of academic support services. Encourage students to develop effective study skills, time management, and organizational habits while serving as academic resources within the CGA community.

Admissions Committee (8 dorm prefects and chair). Partner with the Admissions Office to welcome prospective and newly admitted students to Culver Girls Academy. Support admissions events, train student ambassadors, and represent CGA during Open Houses and other recruitment activities.

Aide to the Administration/Alumni. Serve as the liaison between the student body, the Administration, and the Alumni Office. Co-chair Common Council and help plan and facilitate All School Meetings in collaboration with the CMA Aide to Administration.

CGA Council Chair. Leads the CGA Council (approximately 34 Chairs) to promote leadership, responsibility, unity, and student voice within Culver Girls Academy. Facilitate council meetings, guide student initiatives, and collaborate with committee chairs and class presidents to strengthen the CGA community.

CGA Council Secretary. Support the work of the CGA Council by maintaining accurate records and facilitating communication across the CGA community. Record meeting minutes, communicate important updates, and assist with the student proposal process.

Communications Committee (8 dorm prefects and chair/co-chairs). Promote CGA events and initiatives through effective communication and marketing. Partner with Culver's Marketing and Communications Department to publicize activities and increase student engagement across multiple media platforms.

CWC Committee (8 dorm prefects and co-chairs). Lead the planning and execution of Culver Women's Celebration events in collaboration with committee members and faculty advisors. Coordinate programming that celebrates leadership, community, and the accomplishments of women at Culver.

Dancevision Prefect. Serve as the student captain for Dancevision by supporting instructors with the day-to-day leadership of the team. Promote teamwork, organization, and communication throughout the rotation.

Dining Committee (8 dorm prefects and chair). Promote respectful dining hall behavior and healthy nutritional practices within the CGA community. Coordinate committee initiatives, oversee waitress duty assignments, and support daily dining hall operations within each dorm.

Diversity Council (8 dorm prefects and chair). Promote an inclusive and respectful community by educating students on diversity, belonging, and inclusion. Lead programming, address student concerns, and collaborate with the CMA Diversity Council while supporting diversity initiatives within each dorm. (Full year position)

Dorm Chair. Lead the dorm community (44-48 students) by fostering a positive culture, belonging, and shared responsibility. Collaborate with the Counselor and Resident Director to coordinate dorm leaders, encourage student engagement, and model the Code of Conduct and Leadership Oath.

Dorm Secretary. Support effective communication within the dorm by maintaining records and sharing important information. Record meeting minutes, coordinate dorm schedules, and assist with the organization of dorm activities.

Event Coordinator (1-2 per dorm)**.** Strengthen dorm community through planning and hosting engaging social and bonding activities. Plan dorm events, collaborate with the Resident Director on holiday programming, and lead the sophomore events committee.

Fine Arts Committee (3 prefects and chair)**.** Promote participation and appreciation of the fine arts throughout the Culver community. Collaborate with the Fine Arts Department to support performances, exhibitions, and extracurricular arts programming. The prefects include Dancevision, Music, Theater, and Visual Arts prefects.

Freshmen Training Committee (8 dorm prefects and co-chairs). Welcome new students to the Culver community and support their transition into CGA. Lead leadership development and Residential Life programming that promotes wellness, organization, healthy decision-making, and personal responsibility (formerly known as WALS or Wellness and Life Skills)**.**

Global Pathways Spring Program (GPS) Prefect. Serve as the student liaison for the Global Pathways Spring Program. Promote travel opportunities, assist with program preparation, and support students participating in GPS experiences.

Hall Prefect (3-4 students per dorm)**.**Foster connection and accountability within assigned areas of the dorm. Build positive relationships with students while supporting the Counselor and Resident Director in maintaining a safe and welcoming residential community.

Honor Council. (8 dorm prefects and 1 chair elected from the 8). Promote the values of the Honor Code through education, leadership, and accountability. Lead Crest training and ceremonies while investigating honor concerns and supporting the honor process. (Full year position)

Horsemanship Prefect. Serve as the liaison between the Horsemanship Department and the student body. Promote riding opportunities and assist with department events and programming.

Junior Training Committee (8 dorm prefects and chair/co-chairs). Prepare juniors for leadership by facilitating workshops and mentorship opportunities. Lead the Big/Little Sister Program and support dorm leadership development in preparation for the following school year.

Library Prefect. Promote the resources, programs, and services of the Huffington Library. Partner with library staff to encourage student engagement and manage library duty rosters.

Music Prefect. Promote music performances, events, and opportunities within the CGA community. Collaborate with the Fine Arts Chair and Music Department to increase awareness of music programming. Students must have at least 2 semesters of Music classes or Music co-curricular experience to be considered for this position.

Residential Life Prefect (Res Life). Promote pride, cleanliness, and responsibility within the dorm community. Supervise nightly inspections of common areas and encourage students to maintain shared living spaces.

Safety & Technology Committee(8 dorm prefects and co-chairs). Promote a culture of safety and responsible technology use across the CGA community. Partner with Campus Safety and Information Technology to support training, identify student needs, and lead safety initiatives.

Senior Prefect. Represent the CGA student body while supporting consistent leadership across all dorms. Collaborate with the Dean of CGA and dorm leaders to promote belonging, accountability, honor, and effective student leadership.

Sophomore Training Committee (8 dorm prefects and co-chairs). Prepare sophomores for future leadership through workshops, mentoring, and Residential Life programming. Guide students through leadership development, the leadership essay process, and Prefect application preparation.

Spiritual Life Committee. Promote spiritual growth and awareness by connecting students with opportunities for reflection, faith, and service. Collaborate with the Spiritual Life Department to plan programs that foster meaningful engagement across the CGA community.

Theater Prefect. Serve as the student representative for the Theatre & Film Department. Promote performances and opportunities while supporting theater programming and student participation. Prior involvement in the Theatre & Film co-curricular season for the duration of at least two seasons as a co-curricular (theater tech, actor, film festival) or for the duration of at least two related classes is preferred.

Visual Arts Prefect. Promote the visual arts through student programming, exhibitions, and campus engagement. Lead Art Club activities, showcase student artwork, and support gallery installations and educational events. Prefects are involved in the campus gallery by helping install and curate exhibitions, leading gallery events, and teaching the community how to respectfully engage with and care for art on campus.

Wellness Committee (8 dorm prefects and co-chairs). Promote physical, mental, and emotional wellness throughout the CGA community. Lead initiatives that encourage healthy lifestyles, athletic participation, and wellness programming within each dorm and across campus.

CMA Leadership Positions

Regimental Commander Responsible for everything the Corps does or fails to do, specifically the discipline, internal administration and supply, training, morale, and general efficiency of CMA.

Regimental Adjutant Responsible to the Regimental Commander for the internal administration of the Corps of Cadets. Is CMA's second in command and serves as the "Chief of Staff," supervising and coordinating the plans and actions of the Regimental Staff.

Regimental Operations Officer Responsible to the Regimental Commander for the coordination, supervision, and execution of the training schedule as directed by the Commandant with specific focus on special events and ceremonies, the Regimental Banner Program, the Honor Unit Program, and the Culver Annual Review (CAR).

Regimental Sergeant Major Responsible to the Regimental Commander and will perform such duties as assigned. Serves the Regimental Drill Master, responsible for ensuring NCO's are trained and prepared for drill and ceremonies.

Regimental Color Sergeant Major Commands the Regimental Color Guard and is responsible for the selection, coordination, and training of these Cadets.

Regimental Operations Sergeant Major Responsible for coordinating all matters pertaining to the dining arrangements for the Corps with the Dining Hall staff as well as working with the Deputy Commandant/Operations regarding training matters. Assists in the planning and daily execution of the training schedule as well as the training and maintenance of the battalion and unit guidon bearers.

Regimental Aide to the Administration Coordinates administrative communications via the All-School meetings, and serves as narrator for parades, special events and ceremonies. Works closely with the Coordinator for Service Learning and Community Engagement, Theatre Director, Deputy Commandant, and Assistant Dean of Cadets.

Regimental Supply Officer Works closely with the Uniform Department and the Deputy Commandant/Operations Officer and coordinates with the Uniform Department on all matters pertaining to the laundry/dry cleaning schedule and uniform requirements. Responsible for assigning police areas and ensuring that units are policing the grounds in the assigned area of responsibility.

Regimental Athletic Officer Responsible to the Regimental Commander and Deputy Commandant/Assistant Dean of Cadets to coordinate and supervise the non-interscholastic athletic programs within the Corps of Cadets. Supervises the conduct of the Culver Fitness test in accordance with the published procedures and reports results to the Military Activities Office.

Aide to Spiritual Life Assists the Director of Spiritual Life with any assignments as directed; supervises the Chapel ushers; ensures the Chapel is set up as directed by the Chaplain for each service, to include Guidon stanchions; and coordinates accountability procedures at all services with the Regimental Sergeant Major.

Aide to Admissions Assists the Admissions office in preparing for and conducting Open Houses, campus tours, and presentations to prospective students and families.

Aide to Academics Coordinates with and assists the Battalion/Squadron Academic Officers in overseeing the mentor system, or other academic assistance programs in the Corps.

Technology Officer Coordinates and assists in resolving any technology issues between the Technology Department and the Corps. Assists in planning and implementing new technologies or systems into the Corps.

Diversity Officer Responsible for the Diversity and Respect training for the Corps as the leader of the CMA Diversity Council. Together with the unit Diversity Representatives, they are entrusted with educating and creating awareness in topics of diversity and respect in our community. Works in conjunction with the CGA Diversity Chair in order to plan and execute community wide events.

Honor Officer Coordinates Honor Training for the Corps with the Commandant and Operations Officer. Serves as the leader of the Honor Council and oversees honor cases as the Lead Cadet.

Drum Major Responsible for coordinating all requests for band support to the Corps and school functions. Leads the field band at all parades, ceremonies and other events requiring field music.

Battalion Commander Responsible for everything the battalion does or fails to do, specifically the discipline, internal administration and supply, training, morale, accountability, and general efficiency of the battalion. Report directly to the Regimental Commander and work closely with their Military Mentor.

Battalion/Squadron Adjutant Responsible to the Battalion/Squadron Commander for the internal administration of the battalion/squadron and effects staff coordination with the Regimental Adjutant. Second in command and serves as the battalion "Chief of Staff," ensuring the staff functions effectively. Oversees New Cadet System; works closely with Military Mentor.

Battalion Sergeant Major Responsible to the Battalion Commander and works closely with the Regimental Sergeant Major to perform such duties as assigned. Works closely with the unit First Sergeants to ensure accurate accountability and is responsible for the proper training and maintenance of battalion/unit guidons and bearers.

Battalion/Squadron Supply Officer Responsible to the Battalion Commander for coordinating the uniform, laundry, and supply requirements of the battalion for all matters of supply.

Battalion Motor Transportation Officer Responsible to the Artillery Battalion Commander and Military Mentor for the safe operation of the vehicles used by the Artillery with a focus on safety, drivers training, parade preparation and execution, maintenance, and security.

Battalion Cannoneer Responsible to the Artillery Battalion Commander and 4 Gun Commanders as well as the Military Mentor for all aspects of gunnery utilizing the Artillery Battalion's cannons. Responsible for the proper training and safe utilization of the cannons.

Infantry Battalion Operations Officer Ensure all Operations of training, inspection, and practice are coordinated and run smoothly, works directly with the Military Mentor to accomplish specific tasks as assigned.

Battalion Armory Officer/NCO Responsible to the Battalion Commander and Military Mentor for the assignment, accountability, and maintenance of the unit rifles.

Squadron Stable Officer Within the Cavalry Squadron, coordinates duties with the Senior Cavalry Instructor and the Squadron Military Mentor with a focus on maintaining an up-to-date roster of horse rider assignments, supervising saddling and bridling and unsaddling and unbridling operations in the Riding Hall, and the maintenance of "tack" and horses after use.

M&A Officer Reports to the Director of Bands and directly to the Band Executive Officer. Supervises the maintenance of the instrumental music library, the issue and maintenance of music, flip-folders and concert folios for the various music performing groups.

Unit Commander Commanders Responsible for everything his unit does or fails to do, specifically the discipline, internal administration and supply, training, morale, accountability, and general efficiency of the unit. They report directly to their Battalion Commander and work closely with their Counselor and Military Mentor.

Unit Executive Officer Second in command of the unit and is responsible to the Unit Commander, Counselor, and Military Mentor for the administration of the unit with a specific focus on the proper execution of the New Cadet System.

Unit First Sergeant Responsible to the Unit Commander for those administrative duties within the unit assigned. Responsible for the NCOs in his unit as well as the individual level training, accountability, and discipline of the Cadets, enforcing the school's policies and procedures. Unit First Sergeants works closely with the Battalion Sergeant Major, Counselor, and Military Mentor.

Operations Sergeant Responsible to the Unit Commander and works with the Unit First Sergeant for duties assigned. Implements the New Cadet System with guidance from the Unit Counselor, Military Mentor, and Unit Commander, and supervises the cleaning of the unit.

Platoon Leader Responsible for everything the platoon does or fails to do, specifically the discipline, internal administration and supply, training, morale, accountability, and general efficiency of the platoon. Reports directly to the Unit Commander.

Platoon Sergeant Assists Platoon leader in training as well as meeting the daily requirements and administration of the platoon. Works closely with First Sergeant and Platoon Leader.

Squad Leader Under supervision of the Platoon Leader/Platoon Sergeant, commands a squad. Responsible for the discipline, internal administration, training, morale, personal needs, and general efficiency of the squad.

Team Leader Provides the first level of supervision for the unit and has the closest relationship with team members. Responsible for the training, discipline, and inspection of a team. Ensure sufficient time is spent each day supervising and working with the team.

Troop Stable NCO Responsible to the Squadron/Troop Commanders & Stable Officer for the administration of stable activities to maintain accurate unit rosters of horse rider assignments, proper tacking procedures, and maintenance of equipment.

Athletic Officer Responsible to the Unit Commander and Counselor for the administration of the athletic program within the unit.

Branch Insignia Officer Responsible to the Unit Commander, Counselor, and Military Mentor for all matters relating to branch qualification.

Unit NCO Responsible to the Unit Commander and Counselor for providing waiters as directed by the Regimental Operations Sergeant Major. Responsible for the orderliness and cleanliness of the unit's assigned area in the Dining Hall. Perform other duties as directed by Unit 1SG.

Supply Officer Responsible to the Unit Commander for all aspects of supply and safety within the unit. Works in staff coordination with the Battalion/Squadron Supply Officer and knows this staff officer's duties.

M&A NCO Reports to the M&A Officer, to the Director of Bands, and directly to the Unit Executive Officer when within his assigned or assumed span of control. Performs as the M&A Officer when that officer is absent from duties.

Unit Clerk Responsible to the Unit First Sergeant for administrative duties as assigned. Posts current orders and schedules and assures the neatness of the unit's bulletin board. Keep such records as the unit counselor may require.

Guidon Bearer Responsible for the safekeeping of the unit guidon. Ensures that it is present at unit formations as directed by the Commander. An alternate bearer will be assigned by the Unit Commander to perform the duties in the absence of the guidon bearer. Either the guidon bearer or the alternate will ensure the guidon is present and retrieved from both religious services on Sundays. The guidon is never to be left unattended.

Culver Traditions and Ceremonies

While not exhaustive, these are some of the key Culver Traditions and Ceremonies that happen throughout the year. These are listed in the general order they happen throughout the school year.

Opening Convocation Each school year is officially opened by a formal convocation. Convocations are our most formal of ceremonies at Culver. The opening convocation is an occasion to open the academic year and hear from the first-rotation Senior Prefect and the first-make Regimental Commander prior to matriculation.

Matriculation The matriculation of new students involves passing through Logansport Gate and crossing the Leadership Plaza. This is symbolic of the eventual passage through the Graduation Arch (CGA) and Iron Gate (CMA). As each student matriculates, they are welcomed by the Head of Schools, the Commandant of Cadets, the Dean of CGA, and the top student leaders, the Regimental Commander and Senior Prefect.

Frank Batten Day It is a time of recognition and honor for Frank Batten Sr. '45. Mr. Batten gave his time, his creativity, and his resources to help those in whom he believed. Mr. Batten's generosity has impacted many at Culver by authoring the Batten Scholars Program, The Batten Fellows Program, The Batten Teaching and Learning Initiative, and The Batten Leadership Challenge.

Dean England Day Ceremony The Dean England Day ceremony is held in September of each school year in commemoration of the founding Dean of CGA, Mary Frances England. The CGA Council coordinates the ceremony. New students dive into the history of CGA through this ceremony and are presented the Mary Frances England pin, worn by all CGA students on their dress blazer.

Fall and Spring Parents Weekend Parents Weekends are a great opportunity for parents and students to experience Culver in action. Parents can attend classes with students on Friday, go to a Culver All School Meeting, set up parent-teacher and counselor meetings, cheer on the Eagles at athletic events, attend the Live the Legacy Auction (in even-numbered years), and enjoy Fall Ball! Most of all, it is a chance for parents and children to spend time together.

Fall Ball & CGA Leader Charge/CMA Officers' Figure At both Fall and Final Balls, the CGA Leader Charge is a ceremony designed to promote CGA leadership and achievement. Officers' Figure is a formal military ceremony also held at both balls that dates back to the earliest days of the school. Cadet officers, their dates, and mothers perform a military grand march.

Spirit Games Spirit Games is a fun field day for all students at Culver. CMA units are paired with CGA dorms for a fun day of competitive field events.

Veterans Day Two of Culver's time-honored traditions are tied to its roots in the military. The Veterans Day ceremony and Gold Star Ceremony on Memorial Day both recognize the sacrifices made by Culver alumni during times of war. Since 1924, Culver has recognized the sacrifices of American and Allied soldiers during World War I at 11 a.m. on November 11. The ceremony has not changed since that original Armistice Day ceremony was conducted at the Legion Memorial Building dedication over 95 years ago.

Vespers Ceremony When the snow blankets Culver's campus, the community gathers to celebrate the Christmas holiday together in the Memorial Chapel. The traditional lessons and carols service led by Spiritual Life in conjunction with the Fine Arts Department is a notable time of reflection in the holiday season.

CGA Crest Ceremony The Crest Ceremony is the culmination of the new CGA students' orientation to Culver and a meaningful occasion when they receive their Crest patch on their blazers and are formally inducted as full members of CGA.

Day of Spirit The Day of Spirit is a day for the students, faculty, and staff to learn about different spiritual traditions, reconnect to our own spirit, and celebrate our connectedness as a community.

Culver Women's Celebration (CWC) CWC is a CGA event held each winter and spring featuring speakers and workshops centered around a theme selected by student leadership. The goal of CWC is to educate on topics relevant to the CGA students as well as to honor accomplishments of women.

Culver Annual Review (CAR) is a yearly inspection and challenge of the Corps of Cadets that evaluates CMA students in all aspects of life in the military system.

Culver Connections Weekend Culver Connections enlists alumni and parents, along with Culver's leadership faculty, for a weekend of dynamic networking sessions, mock interviews, career conversations, ethical discussions and the beginnings of relationships with the Culver Legion. The program involves all CMA first classmen and CGA seniors.

Senior Dinner Dance The Senior Dinner Dance is a time when seniors only attend a dinner dance away from campus in personal formal wear (not uniform). This function is chaperoned by Culver faculty/staff.

Alumni Weekend Every third weekend in May, alumni celebrating a reunion year (a multiple of five years since their graduation) gather on campus to celebrate all things Culver, including a special All-School Meeting and Alumni Parade.

Honors Academic Fair Students who completed their Honors Seminar work and will receive honors in the discipline at graduation have a public display of their work for the extended community. All students and faculty attend the Honors fair along with many visiting alumni.

Academic Convocation This is a formal occasion to recognize achievement for the school year particularly to specific academic, residential, or co-curricular programs.

Memorial Day & Gold Star Ceremony The Gold Star Ceremony on Memorial Day recognizes all the Culver alumni who have made the ultimate sacrifice. During the ceremony, the names of alumni killed during times of conflict, from World War I to Iraq, are read aloud in the Memorial Chapel. Following the service, a solemn procession moves out to the Dietler Oval and the Corps of Cadets honor those fallen Culver veterans with a 21-gun salute and military review.

CGA Junior/Senior Tea Held Friday afternoon of graduation weekend, CGA Juniors honor the Seniors of CGA and the Tiffany Powell Award is announced. Following the ceremony, participants and guests view the senior video, which is created by the Communications Chairs and Prefects.

The Ringing Ceremony The Ringing Ceremony is the official time when 11th-graders are "ringed" by a 12th grader or a Culver graduate of their choice on Friday of graduation weekend.

Final Ball, CGA Leader Charge/Senior Waltz, and CMA Officers' Figure At Final Ball, the CGA Leader Charge is a ceremony designed to promote CGA leadership and achievement. The Senior Waltz is the traditional dance for graduating CGA Senior and their fathers or other significant adult male. As at Fall Ball, Officers' Figure is a formal military ceremony where cadet officers, their dates, and mothers perform a military grand march.

Baccalaureate Service While graduation weekend offers many opportunities for graduates and their families to remember and celebrate their time at Culver, the Baccalaureate Ceremony, which takes place in the Memorial Chapel holds a special place in the celebrations. The many cultures and traditions of our school are honored in prayer and reflection, featuring Baccalaureate addresses from two members of the graduating class. This service is a final moment of spiritual connection for graduates before they leave campus as proud alumni of the Academies.

Commencement Convocation This is an opportunity to honor our Seniors, First Classmen, Faculty, and Staff who have earned significant distinctions in how they've lived the Culver mission and values. All students attend this formal ceremony. This includes the honoring of Cum Laude, a commitment to military service, academic recognitions, and major student and faculty distinctions such as the YMCA Cup, Superintendent's Bowl, and Mars Award.

CGA Graduation Arch & Ceremony Initiated at the 1975 Commencement exercises, the Graduation Arch is the portal through which graduating CGA Seniors walk, signifying passage from Culver to their future. They are greeted by the Legion president, who welcomes them to the Culver Legion, Culver's alumni association.

CMA Graduation Iron Gate & Ceremony Initiated at the 1911 Commencement exercises, the Iron Gate is the portal through which graduating CMA cadets walk, signifying passage from Culver to their future. Each cadet salutes the Commandant and then is greeted by the Legion President, who welcomes each to the Culver Legion, Culver's alumni association. The Gate is opened by the Head of Schools just prior to the graduating cadets' procession and closed after the last cadet passes through it.

Culver Competencies

For each pillar of a Culver experience – **scholarship**, **communication**, **well-being**, **leadership**, and **citizenship** – there are a set of foundational and advanced competencies for students to realize. These competencies are realized not only in the academic experiences students engage but also the student life and leadership programming and co-curricular opportunities that define the whole student experience.

Faculty, counselors, coaches, and supervisors will introduce the foundational competencies related to the class or experience.

Scholarship: Students solve problems and pursue truth as resilient, critical thinkers.

Reading. A Culver graduate reads using a variety of skills and techniques to attain understanding, broaden perspectives, and inspire investigation.

Developing Questions. A Culver graduate formulates relevant questions by exploring appropriate, comprehensive resources.

Deepening Understanding. A Culver graduate considers new evidence and diverse perspectives to form and hone their understanding, actively countering their cognitive biases, and adjusting their confidence in what they know.

Solving Problems. A Culver graduate applies understandings and skills to solve novel problems, intentionally engaging in a creative process by considering alternatives.

Supporting Conclusions. A Culver graduate makes, refutes, and justifies claims using logical thinking and credible evidence.

Iteration. A Culver graduate engages in cycles of practice, feedback, reflection, and revision to improve.

Communication: Culver students effectively interpret and convey complex ideas through multiple avenues.

Written Expression. A Culver graduate writes with appropriate clarity, concision, and precision, adapting to audience and purpose.

Spoken Expression. A Culver graduate speaks fluently, using appropriate volume, enunciation, tempo, posture, eye contact, and body language to communicate purposefully with an audience.

Artistic Expression. A Culver graduate expresses intentional ideas, thoughts, feelings, or knowledge through effective visual, auditory, or physical avenues.

Listening and Observation. A Culver graduate listens to spoken and non-verbal communication attentively to learn, build trust, and inform a developing perspective.

Collaboration. A Culver graduate shares responsibility for group goals, exchanging ideas and questions with respect and humility.

Interculturality. A culver graduate makes use of cultural and intercultural knowledge, skills, and attitudes to interact appropriately and communicate effectively.

Well-being: Students develop prudent habits through practice and reflection.

Spiritual Development. A Culver graduate practices and reflects on spiritual values and beliefs that lead to a life of purpose beyond the self.

Self-regulation. A Culver graduate can identify their emotions and regulate their responses, especially in times of change, challenge, or conflict.

Social Relationships. A Culver graduate actively cultivates positive, supportive relationships with peers and mentors.

Physical Moderation. A Culver graduate balances sleep, nutrition, exercise, and recovery.

Perseverance. A Culver graduate perseveres in the face of setbacks through their own agency or by seeking appropriate assistance.

Leadership: Students practice values-driven leadership, empowering peers to achieve goals while balancing the welfare of individuals with the needs of the community.

Applying Leadership. A Culver graduate practices effective leadership approaches by acting on opportunities to positively influence others.

Modeling and Empowering. A Culver graduate serves as a model for peers and empowers leaders in order to support community values and the group's purpose.

Achieving Goals. A Culver graduate achieves goals for personal growth aimed at improving their contribution to their team or group.

Serving Community. A Culver graduate fulfills their responsibilities and acts on opportunities to serve and improve their community.

Citizenship: Students participate in a diverse, pluralistic society as informed and responsible citizens.

Behaving Honorably. A Culver graduate speaks up for and acts on behalf of what is right and holds themselves and others accountable for what they do and say.

Promoting Fairness. A Culver graduate promotes equality and equity in their communities, carefully considering the needs of diverse groups.

Responsible Rhetoric. A Culver graduate consumes and creates rhetoric conscientiously.

Decision Making. A Culver graduate makes sound decisions by accurately defining problems, considering multiple perspectives when developing values-driven solutions, and analyzing tradeoffs to evaluate their solutions.

Evaluating Sources A Culver graduate sources and accurately assesses texts, and they reject both disinformation and coercive conformity.

Culver Learning Tenets

Central to the successful execution of Culver's Mission is the development of students as thinkers and learners. Culver's Learning Pillars and Competencies articulate our educational priorities in developing leaders and citizens of character, while the learning tenets below are an evergreen list of understandings about how people learn best. These tenets are not a prescription for a particular pedagogical approach, but rather an acknowledgment that teaching, in all its forms, should be an evidence-based practice. When we build a culture and design learning experiences that are mindful of these tenets, we create the conditions for meaningful, enduring learning.

- **Learning is an active process within an individual**. During learning, people build intellectual frameworks to organize and understand ideas and to understand how new ideas relate to what they already know.[i] This takes effort and must be completed by the learner; it cannot be done by anybody else.

- **Learning is built on prior knowledge.** What people already know, whether it is accurate or not, serves as a foundation upon which new knowledge is constructed. Learning is the activity of creating connections between what is already encoded in the mind and new information. Inaccurate or incomplete prior knowledge can be a barrier to new learning.[ii]

- **Learning is often challenging and uncomfortable.** People can be challenged in learning when they encounter concepts and skills that are difficult to master, requiring focused, effortful practice over time.[iii] Other times, people's understandings and beliefs may be challenged by ideas and perspectives that conflict with their own.[iv] Though both types of challenge may cause discomfort, they are normal parts of learning.

- **People learn at different paces.** There are a variety of reasons people learn at different paces. Learning is best done when it is aligned with a person's development.[v] Learning is built by the learner upon their unique prior understanding.[vi] Learning is situational, happening within specific social, cultural, and physical contexts.[vii] Learning can also be hindered or advanced by self-perceptions of intellectual ability.[viii] Each of these will impact the pace of an individual's learning.

- **People become better learners when they critically reflect on their own thinking, biases, values, and motivations.** People's best learning occurs when they think, speak, and write accurately about their own thinking; doing so in a community of diverse thinkers can help people more effectively identify their own biases, values, and motivations.[ix] This type of reflection fosters intellectual tenacity, encouraging people to take greater responsibility for their learning and ideas.[x]

- **People learn from feedback, practice, and reflection on successes and failures.** People learn best when they know the learning goals towards which they are working; have opportunities to practice those learning goals multiple times[xi]; and receive and use specific, timely, well-scaffolded feedback to help them improve their learning[xii]. Reflecting on their experiences helps people make sense of and assimilate what they have experienced in order to build understanding.[xiii]

- **People build self-efficacy when they are empowered to make decisions about their learning.** In order to make meaningful decisions about their learning, people must have accurate information about their own skills and understandings.[xiv] When armed with this information, people who are empowered to shape their own goals and processes are more likely to believe in their ability to grow and achieve mastery of what they are learning. [xv] Self-management strategies and "voice and choice" promote deep, lasting learning and motivation.[xvi]

- **People learn with and through others.** While learning and thinking is an active process within an individual, it is also more effective when done in concert with others. Confronting those with different ideas, experiences, and perceptions clarifies people's thoughts as they talk through their differences, notice gaps in their thinking, and reevaluate what they thought they knew.[xvii] When properly designed, the social element of learning can heighten people's focus[xviii], leading to residual thoughts and memories that strengthen recall.[xix]

- **People build intrinsic motivation when they experience success in learning and when they recognize the value and relevance of their learning**. A common myth is that motivation leads to learning, but the opposite is true: learning leads to motivation.[xx] When people experience success in tasks that are challenging, it feeds their inclination to persist and builds their confidence; competence and confidence thus enter a positive feedback loop and cultivate intellectual tenacity and intrinsic motivation. Intrinsic motivation deepens when this success is tied to learning that feels important and relevant to people, which may be found in what they're learning, how they're learning it, with whom they're learning, and/or why they're learning.[xxi]

- **People learn best when their sense of social belonging is high and when their physical and emotional needs are met.** People learn best when they are physically and emotionally well, and when they feel respected, cared for, and connected to others.[xxii] A pervasive, cultural belief that every individual can succeed fosters engagement and improves performance.[xxiii] Becoming a valued member of a goal-driven community strengthens the learner's identity, while a mutually supportive, positive, and trusting environment encourages cooperative learning.[xxiv]

- **People learn when they alternate periods of sustained focus with intermittent breaks.** This balance is essential for managing cognitive load[xxv] and restoring attentional resources, which are easily depleted[xxvi]. Distracting stimuli or reaching the limits of working memory impair focus and learning quality. Well-timed breaks facilitate information processing and consolidation[xxvii], easing the effort required to redirect attention after disruptions.[xxviii]

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Parent Addendum

The preceding handbook is written for students, and as such, focuses on our community guidelines and policies most relevant to their experiences. What follows is additional information to support parents in their relationship with Culver Academies. This complements information presented on the Parent Portal and in the monthly *Academy Road* parent update email.

If you have any questions about the contents of this parent addendum or anything else about life at Culver Academies, please feel free to ask your counselor, members of the administration, or Julie Crews Barger, Director of Parent Relations. The many links throughout this section are active in Parent Portal PDF version of this handbook.

Addendum Quick Links

(114) Parent-School Partnership

(116) Culver Parents Association

(117) Financial Information

(120) Academics

(123) Student Life

(124) International

(125) Student Travel to and from Culver

(127) Visiting Culver

(127) Important Links and Phone Numbers

Parent-School Partnership

To provide clarity around the partnership between the school and parents in the education of Culver students, Culver leaders worked closely with our Culver Parents Association to create this summary of mutual expectations. We serve jointly, though in different capacities, to support the development of independent, well-rounded, mindful young adults who will thrive at Culver and beyond.

Parent Expectations of Culver Academies

- Mission-Driven Approach:
    - Educate for leadership by designing a challenging, rich educational environment focused on the school mission.
    - Foster a school community of leaders and educators who embrace Culver's mission and live our virtues and values.
- Development of Independence & Resilience in Students:
    - Provide opportunities for students to build the confidence, skills, and independence necessary to advocate for themselves at Culver, in college, and beyond.
    - Embrace student mistakes and allow for failure with a clear support net to redirect and develop students.
    - Employ policies to help manage student screen time and educate students to practice good digital citizenship.
    - Give students the opportunity to question processes and policies in responsible, respectful ways and to propose changes that receive thoughtful consideration.
- Balanced Instruction that Develops Independent Thinking:

    - Teach students, both inside and outside the classroom, to generate their own ideas and to explore and gather evidence to support their claims, while also stopping to listen carefully to opinions different from their own in a supportive environment.
- Information that Enables Parents to Develop Institutional Knowledge:
    - Equip parents with institutional knowledge and a clear understanding of the process utilized to teach and develop students, both in and out of the classroom.
    - Supply a roadmap for parents to help understand and properly navigate the process for engaging with the school in the resolution of issues.
- Proactive Communication, Communication Vehicles, and Responsiveness:
    - Respond to parent messages within a timely manner (48 hours, outside of emergencies).
    - Communicate with each family at least once per month outside the monthly dorm/unit newsletter.
    - Provide parents a means by which to voice their concerns and opinions that will be reviewed by school leaders.
    - Provide mental/emotional health support services and a vehicle for referrals from students, parents, and counselors.
    - Create a safe environment with clear ways for students and parents to report when a situation seems potentially unsafe.
- Partnership with Parents in the Education of Students:
    - Involve parents as a partner in their student's key academic decisions, such as course selection and the college admissions process.
    - Provide timely, thoughtful, and authentic feedback on student performance.

Culver Academies' Expectations of Parents

- Understanding of Culver Mission, Policies and Campus Life:
    - Embrace and seek to understand Culver's mission, virtues, and values.
    - Know, support, and reinforce school policies published in the Student Handbook, both on and off campus.
    - Remain current by reading available communication resources, such as the monthly issues of the *Academy Road* newsletter.
    - Adopt Culver's model of providing feedback on your student's performance, which is designed to be less frequent but more in-depth and holistic.
    - Give your child the opportunity to benefit from the Culver experience and form important relationships with peers by avoiding excessive departures from campus. Being present on campus is a necessary component of your child's development at Culver.
- Participation in Student Development of Independence:
    - Encourage and support student self-advocacy to develop independence.
    - Help students to understand that learning to respond to struggle and failure is healthy, productive, and essential to students' personal growth, learning, and the development of grit.
    - Provide support that empowers your student to play the lead role in navigating their relationships with peers and faculty.

- Open and Direct Communication:
    - Contact the student's counselor any time you are uncomfortable, unclear, or have questions about your child.
    - Partner with the school by being transparent about educational, mental, and behavioral health challenges so that the school can best meet their needs.
    - Use the provided communication channels for engaging with the school in the pursuit of resolution to issues, addressing concerns directly with the school.
- Partnership in Addressing Concerns:
    - Offer a listening ear before reacting to your student's complaints in that they are often venting in the heat of the moment and that emotion sometimes clouds their perspective.
    - Familiarize yourself with school policies outlined in the Student Handbook regarding disciplinary issues. Please note that every situation carries a unique set of circumstances that guide decision-making.
- Engagement in Creation of a Supportive Parent Community:
    - Create a supportive community of parents who provide knowledge and encouragement by sharing personal experiences and reinforcing school norms and standards.
    - Utilize social media channels for matters that pertain to and support all families, not just an individual issue. It is also a place to communicate on topics such as ride shares and the sharing of textbooks, uniforms, and the like. Specific questions and feedback for the school should be directed to your student's counselor or the Director of Parent Relations.

Culver Parents Association

Every Culver parent is automatically a member of the Culver Parents Association (CPA), and we encourage your participation in this special organization! Any parent interested in getting more involved with the Culver Parents Association, please complete this Volunteer Interest Form.

The Culver Parents Association, established in October 1983, is an amalgamation of the Culver Fathers Association (est. June 1935) and the Culver Mothers Association (est. May 1959). A board of up to forty-two current families governs the CPA and meets four times each year. For a list of current members, visit the CPA section of the Parent Portal. This group is focused on working in partnership with the administration and accomplishes this, in part, by providing key insights and feedback from the parent constituency. They also provide the administration with helping hands at major events and in generating support for the Culver Fund.

The CPA consists of five standing committees:

Admissions coordinates volunteers to assist at registration and parent orientation in August. It also assists the Admissions office with outreach to prospective Culver families by attending campus Open Houses and equipping current parents with Admissions resources.

Communications and Marketing produces the monthly electronic *Academy Road* newsletters, monitors and updates content on the Parent Portal pages of the Culver website and Culver Parent Facebook page, and also orchestrates other communications between the school and parents.

Development coordinates all forms of fundraising as it pertains to parents. This includes the annual Culver Fund campaign and securing support for special events.

Parent Services/Student Life works in partnership with Culver's Student Life team to create a positive experience for both parents and students. It welcomes new families and assists counselors with planning for special dorm and unit events.

Special Events supports all parent-sponsored events, including the biennial *Live the Legacy* fall auction, golf and tennis tournaments, and other fun family campus activities. This committee also encourages current and prospective families alike to attend Culver Club regional events.

New Culver parents will hear from an ambassador via a summer phone call. Other CPA information will be shared throughout the year through *Academy Road* newsletters, through the Dorm and Unit Parent Reps in a child's dorm or unit, and via other forms of outreach.

If you have questions, please contact Julie Crews Barger, Director of Parent Relations at Julie.Barger@culver.org or (574) 842-8272.

Financial Information

Enrollment Deposit

A non-refundable deposit in the designated amount and the enrollment agreement are due April 1. If the contract is received without the required deposit, the student is not considered enrolled. For a one-time payment, the remaining balance of tuition is due July 1. For a 10-month payment plan, the first payment is due May 20.

Refunds

Student accounts are open for forty-five (45) days after the student's departure date. A final billing invoice or net refund will be processed after the account is closed. Final bills will be due upon receipt. Refunds will be issued electronically and will be coordinated through the Student Services office. Banking information will be gathered through a secure Docusign form in order to process refunds. Once the form is received by the School, the refund amount will be directly deposited to the bank account on file for the parent.

Student Accounts

The Culver Academies business office establishes an account for each student. Parents (or the persons designated on the enrollment contract) are billed through the account for tuition according to the billing schedule selected at enrollment. By the act of registration, class attendance, or participation in other activities associated with enrollment at Culver Academies, the parent accepts financial responsibility for charges assessed to the student account. Charges include those for tuition, required uniform charges, certain class and athletics gear and fees, laptop repair fees, name tag replacement certain field trips and student activities events, college and AP testing, and fines (such as

replace or repair of school property, finance charges for late payment, and fees associated with the cost of collection in the event of a delinquency, among others). This financial responsibility is not relieved until payment has been made for all charges incurred.

Parents can access their students' online billing account through the Veracross Parent Portal.

Statements are available around the 6th of every month with payments due on the 20th of each month. Payments may be made on the Parent Portal via credit/debit card (convenience fees apply based on card type) or via ACH transfer from a checking or savings account. You may also send a money wire or mail a check, money order or cashier's check to the Business Office. Questions regarding student billings and payments may be directed to Studentaccounts@culver.org or by calling 574-842-8264.

Culver offers families a 10-month payment plan to budget tuition payments. The payment plan is an additional cost of $100 per academic year.

Student Account Payment Methods

A parent may send a manual check (drawn from a US bank and in US dollars). One must allow 7-10 business days for Culver Academies to receive the payment and remember to write your student's ID# on the check memo field. Please mail these payments to:

Culver Academies
Attn: Student Services
1300 Academy Road #159
Culver, IN 46511

529 Plans are accepted for Boarding School tuition payments. Parents can withdraw a maximum of $10,000 per student, per year, for private secondary tuition. Please consult your financial consultant professional with questions about eligibility and structuring a 529 plan.

Culver also accepts **Coverdell ESA funds** for Boarding School tuition payments.

International payment processing is provided via Flywire, which is quickly and easily accessible through the Veracross Parent Portal for Culver families. Flywire provides a streamlined payment process that focuses on lowering fees associated with international payments and providing discounted exchange rates.

Payments are due on or before the due date. There is no grace period. Student charge privileges could be withdrawn if an account becomes past due. If a payment is not made by the due date, or a family is carrying an outstanding balance, a 2.0% finance charge will be assessed on the previous months' outstanding balance.

Student Money Management Solution

Culver Academies have partnered with 1st Source Bank to offer an optional full solution for student spending money. 1st Source Bank offers a FREE checking account with no minimum balance, FREE online banking, and a Resource Plus Card that can be used to make withdrawals from the campus

ATMs or as a debit card anywhere, on or off campus, one sees a Mastercard or NYCE logo. On-campus locations where the card may be used to make purchases are the Campus Store, The Shack, Rubin Café, or Uniform Shop.

Parents may have online access to the account to review account activity and may replenish the account via ACH, money wire, or check. Enrollment kits will be available at registration.

The kit must be printed, completed, and returned directly to 1St Source Bank. Bank personnel will be on campus during registration to distribute account materials and answer any questions. Meanwhile any questions may be directed to Kelsey Manson at mansonk@1source.com or culver@1stsource.com. Phone 574-892-5941.

ATM

An automated teller machine from 1st Source Bank is located on campus in the Lay Dining Center, near the west main entrance. Any student with a major bank card or a 1st Source Bank Resource Plus Card may use the ATM, but a PIN number is required.

Charge Card/Student Services

The student ID card will be used as a Culver charge card for items "charged" to a student account such as required uniform items and required classroom charges. Examples of discretionary items not charged to this account include fundraising merchandise, non-required uniform, campus store apparel, Senior Dinner Dance and Culver Global Pathways Spring trip. To address questions regarding this charge system, a parent may call the Business Office 574-842-8264 or 574-842-8227. The ID card functions as a charge card throughout the school year for uniform purchases.

Uniform Costs

The CMA student uniform cost is approximately $2,300.00 and can be paid at the uniform shop at the time of issue. The cost for CMA students participating in horsemanship is approximately $625.00. Costs vary for sabers and other uniform adornments recognizing leadership.

The approximate cost of a standard set of new CGA student issued items is $1,500. Participation in horsemanship will add approximately $750. Exact quantities of actual uniform items issued will be determined at registration and charged to the student's billing account.

These charges will be reflected on each student's account and may be paid by parents online through the Veracross portal.

Students receive most of the required uniform items at the beginning of the school year. Occasionally, a student may find it helpful to have another piece of clothing. These may be obtained using the charge card. As students earn various awards or patches, they can charge these at the Uniform Department.

Additional Potential Expenses

Outside of tuition and uniforms, there are a variety of other expenses that a student may encounter depending upon activities. Some of these include:

- Equestrian equipment and apparel
- Regulation Recreation Attire (Reg Rec)
- Athletic equipment and apparel: program leaders will reach out to students who have expressed interest in the sport approximately 12 weeks prior to the start of the season. Parents with questions on athletic equipment and apparel may contact Sarah Smith, Assistant Athletic Director.
- Global Spring Pathway (GPS) Spring Break Trips: details on trips and associated expenses will be shared every fall
- Senior Dinner Dance
- Transportation costs (see Transportation section of the Parent Addendum)
- Private Lessons: Culver students may take private dance and music lessons as a class, for credit in piano, guitar, voice, band and orchestra instruments, jazz improvisation, and composition for a fee of $340 per term. This is an opportunity for any student who wishes to seriously explore their musical studies, or for those who just want to try something new. All ability levels are accepted. A discounted rate of $130 is offered to students who are participating in an academic ensemble. Need-based financial assistance is also available. Please contact Jenna Odom for more information.
- Drivers Education: Students are encouraged to take Drivers Education at home during the summer. When this is not an option, our students have had success with either Hoosier Driving Academy at 574-936-2659 or Road Star Driving School at 574-780-2291.

Academics

Buying Books

Families will receive an email with instructions about purchasing required textbooks in late July. The online bookstore, MBS Direct, opens on August 1st. MBS offers the option of purchasing new or used texts and allows a rental option for several classes. While it is not a requirement that families purchase texts from MBS, the company does offer a "buy-back" feature at the end of each year. Free shipping is available from August 1 through August 14. Please contact Chrystal.Dyess@culver.org with questions about the book ordering process.

Recipients of certain scholarships MUST order their books via MBS Direct. If a student is one of those students, parents will be notified via email in late July. All parents must be sure to read the details regarding placement of the book order with MBS carefully before submitting the order.

Parents are asked to **ship books to your home address** if within driving distance to campus. The post office works hard to handle all the incoming packages for students, and it greatly helps with overall delivery when students bring their books to campus. Of course, if one is flying, please ship books to:

Student Name
1300 Academy Road
Culver, IN 46511

College Campus Visits and College Information Sessions at Culver

Students are encouraged to visit colleges and universities throughout their high school years, first locally to begin to understand what colleges are looking for in the admissions process and later to schools on the list they have strategically identified in partnership with you and their advisor. These visits are best scheduled during school breaks.

Representatives from a variety of colleges and universities also visit Culver throughout the school year and students are encouraged to actively engage in college sponsored virtual programming to gain a deeper understanding of college and university offerings Please encourage your student to meet with representatives while they are on our campus and to be active researchers. A list of all visiting admissions representatives can be found on the calendar in the student and parent portals. Finally, select colleges and universities will visit Culver during our spring college fair (held every other year). More information on this event will be shared through the Academy Road parent newsletter.

College Testing

At Culver Academies, there are several opportunities for students to take the tests they need to gain admission to college. Our Advising staff assists students with understanding and scheduling the tests they need to be successful in the college admissions process.

Every Culver student is provided access to an on-line test preparation program. The PSAT is given to grades 9 - 11 in October. Advisors hold class level meetings to preview and review the PSAT and its role in preparing for the SAT and in future course selection. In addition to an on-line program, Culver offers a SAT and ACT preparation class in Term 3 that is focused on the March SAT and April ACT.

Culver's advice on the SAT and ACT starts with planning to take a practice ACT to compare with their PSAT score before choosing a path (SAT, ACT, or both). Students should always review their plan(s) with their advisor.

Transcript Requests

To request an official transcript, send an email to transcripts@culver.org.

Recommended School Supplies

Students will get more direction from teachers about what they need for each individual class to included specialized supplies (visual arts, science, music, etc…) and general supplies. The list below are items help to have no matter the student's courseload.

- Large Backpack
- Academic planner
- TI-84 calculator
- Batteries for calculator
- Pens
- Pencils
- Sharpies
- Highlighters
- Sticky pads and tabs
- Scissors
- Thumb tacks
- Paper clips
- Stapler
- Scotch tape
- Ruler
- 1-subject notebook with perforated pages (to begin school)
- 1-subject notebook graph paper (for math classes)
- 3-hole punch for binders
- Binder pouch for pencils or pencil/pen carrying case
- Set of colored pencils or markers
- White out
- Wired or wireless earbuds or headphones to connect to the campus-issued laptop computer

Summer Reading List

The Humanities Department summer reading list is listed below. There is no required summer reading for any humanities class (advanced or otherwise). The Humanities Department strongly advocates reading for fun! For students interested in increasing their knowledge, a variety of texts are listed below—though not required. Huffington Library also maintains a reading list for students.

9th and 10th grade

- *Percy Jackson and The Olympians* (Series), Rick Riordan
- *The Hunger Games* (Trilogy), Suzanne Collins
- *The Archer's Tale,* Bernard Cornwell
- *Brunelleschi's Dome,* Ross King
- *A Little History of the World*, E.H. Gombrich
- *Pachinko* by Min Jin Lee
- *1984*, George Orwell
- *Persepolis*, Marjane Satrapi
- *Purple Hibiscus,* Chimamanda Adichie

11th and 12th grade

- *The Story of American Freedom,* Eric Foner
- *Into the Wild,* Jon Krakauer
- *I Know Why the Caged Bird Sings*, Maya Angelou
- *The Handmaid's Tale*, Margaret Atwood
- *The Road*, Cormac McCarthy
- *The Bell Jar*, Sylvia Plath
- *Naked Economics*, Charles Wheelan
- *These Truths*, Jill Lepore
- *Bad Blood*, John Carreyrou
- *Rationality*, Steven Pinker
- *A Brave New World,* Aldous Huxley

Contacting Your Student

Students may bring cell phones and are permitted to make and receive calls from 7:30 AM – 9:30 PM Sunday through Thursday and until 11:00 PM on Fridays and Saturdays. Parents should try to limit the duration of phone calls during CQ, or study hours, on Sunday through Thursday from 7:30 PM - 9:30 PM. Students will not have access to their cell phones after 10:00 PM on school nights. Landlines are available in living units for outgoing calls in case of emergency.

In the event of a family emergency and parents **cannot** reach their student via their cell phone or email, their counselor or Resident Director, the Student Life Office (574-842-8140), or Campus Safety and Security (574- 842-8000).

Once a student arrives, the student will receive a PO box number. Please address a student's mail with the following. Please note that Culver does not have refrigeration facilities at the post office and will not be responsible for items needing refrigeration.

Name of Student
1300 Academy Road # ___
Culver, IN 46511-1291

Roommate Assignments

Counselors make the assignments for new and returning students. Living unit and room assignments will be learned by move-in day. To maintain diversity throughout our living units, Culver is unable to accommodate living unit requests for new students unless they have a sibling or family legacy with a particular living unit.

Returning students are given an opportunity to request a room and roommate. Students are encouraged to work through roommate difficulties with their counselors rather than simply requesting a different rooming assignment midyear. The Culver staff believes important lessons can be learned through the process of working through roommate differences.

Veracross Name Record

Veracross serves as the School's official system of record for all student names. The preferred name recorded in Veracross may be used in the day-to-day life of the School, including classroom use, ceremonies, and certain official printed materials. Preferred names will not be used for academic reporting or other records that require a student's legal name.

Only names recorded in Veracross may be used on student name tags.

Requests to change a student's legal or preferred name in Veracross must be initiated and approved by the student's parent(s) or legal guardian(s) through the student's counselor. All such changes will be processed only by designated administrators in the Academic and College Advising Office.

Laundry and Dry Cleaning

While dry cleaning and laundry services are provided, the department is set up as a commercial laundry designed to handle uniform clothing. Delicate garments and those requiring special handling are not accepted, nor are garments with lycra, spandex, silk, fur, leather, or polypropylene. Parents should check the label before purchasing any garment to be brought to school. Any item not purchased from the Uniform Department will be cleaned at the owner's risk.

All issued and non-issued student garments turned in for dry cleaning and laundry will have a heat-sealed label applied for identification. The heat-seal process can damage items of clothing that are not uniform-issued.

CGA students have washers and dryers available to them in each dorm. CGA students may utilize Culver's Laundry Department, if desired. Dry cleaning is also available for all CGA students through the Culver Laundry Department.

CMA students have uniform pickup on a regular schedule.

All student-athletes may turn in uniforms through athletic laundry. Program leaders and coaches can share more information on this regular laundry service.

Packing Lists

Please see CMA and CGA Packing Lists under Resources header on the Parent Portal or in the Registration Resource Guide.

Summer Storage

Culver Academies partners with DormRoomMovers.com to provide summer storage and shipping services to all interested students. We recognize that the end of year can be a stressful time for students and parents alike. Between finishing exams, packing up, moving out and traveling home, students do not have time to spare. DormRoomMovers.com picks your student's items up from a central location in their assigned unit, stores items over the summer, and has your student's items waiting for them in their new room when they return in the Fall. DormRoomMovers.com provides a convenient replacement to the unit storage areas and self-storage options for parents and students. If you have questions for DormRoomMovers.com, or would like to sign up, please contact DormRoomMovers.com directly at 888-769-3676 or visit their **website**.

International

There are several processes that require special consideration for our international families, some of which are mentioned in other sections of the handbook. These include the following.

- Required International Medical Insurance
- Option to Pay Tuition via Flywire
- Passport Information (information provide through enrollment and admissions)
- Other Necessary Documentation

If you have questions, the following Culver staff members are excellent resources.

- Alisha Coby, Asst. Director of Financial Aid, Admissions | International Student Services/PDSO
- Karla Hernandez, Assoc. Director, International
- Cathy Tulungen, Chairperson, International Student Achievement

Travel

Chartered Transportation Information and Schedule

Culver offers chartered bus transportation to the South Bend, Chicago, and Indianapolis airports for scheduled vacation periods. It is recommended that parents make airline reservations as early as possible to ensure that flight times do not conflict with the Academies' transportation. Students who wish to ride the Academies' chartered transportation must complete the online form distributed by Student Life prior to each break via email and must do so by the deadline indicated in the email. **Reservations cannot be accepted after the deadline.**

The cost for one-way bus transportation: South Bend Regional Airport, $75; Indianapolis International Airport, $75; and Chicago O'Hare and Midway airports, $75. These charges will be billed to the student account. There will not be any special stops made at any other points to pick up or drop off students. Because the buses are often filled to capacity, we must limit each student to two pieces of luggage. Excess baggage should be shipped UPS prior to vacations. Trunks and skis are not permitted.

Flights should be scheduled to arrive at least one hour before bus departutre time on return day. This allows time for baggage claim, transit to the meeting area, etc. Seats for "walk on" students at return locations are not guaranteed. The time listed within the table below on departure days is the earliest time that a flight should be scheduled. This allows adequate time for bus travel and clearing security. On arrival days the time listed is the bus departure time of the bus. Students should arrive **ONE HOUR BEFORE** the bus is scheduled to depart.

All buses leave the Culver campus at 7:00 AM on departure days for Fall Weekend, Thanksgiving, Spring Vacation, Winter Break and Winter Weekend. The listed times for arrival and departure for Chicago are Chicago times (CST), not Culver times (EST). Culver chaperones do not remain at the airports for extended periods on departure days, nor do they arrive return days more than two hours prior to departure time.

2026-2027 Bus Transportation Schedule for School Breaks

		SBN (EST)	IND (EST)	ORD (CST)	MDW (CST)
August Registration	08/12/26	4:30 PM	*No Service*	2:00 PM	*No Service*
Fall Weekend Leave	10/15/26	9:30 AM	11:00 AM	11:00 AM	11:00 AM
	10/18/26	5:30 PM	4:00 PM	3:00 PM	3:30 PM

Thanksgiving Break	11/21/26	9:30 AM	11:00 AM	11:00 AM	11:00 AM
	11/29/26	5:30 PM	4:00 PM	3:00 PM	3:30 PM
Winter Break	12/19/26	9:30 AM	11:00 AM	11:00 AM	11:00 AM
	1/12/27	5:30 PM	4:00 PM	3:00 PM	3:30 PM
Winter Weekend Leave	2/12/27	9:30 AM	11:00 AM	11:00 AM	11:00 AM
	2/16/27	5:30 PM	4:00 PM	3:00 PM	3:30 PM
Spring Vacation	3/19/27	9:30 AM	11:00 AM	11:00 AM	11:00 AM
	4/04/27	5:30 PM	4:00 PM	3:00 PM	3:30 PM
Summer Vacation	6/06/27	2:30 PM	*No Service*	4:30 PM	*No Service*

Emergency Travel Information and Travel Delays

Whenever Culver provides leave buses to an airport, there will be a chaperone assigned to each bus. Each student will receive a card listing the cell phone numbers for the chaperone, the Student Life Transportation Coordinator, and Campus Safety. Students should check their flights upon arrival at the airport and report any changes to the chaperone immediately. For the return trip to campus, the card indicates where to meet the chaperone at the airport. If the student misses the flight or bus, they are to call the emergency number immediately.

The chaperone will remain at the airport until a designated time. We do not want to miss anyone, but we cannot be responsible for failing to pick up a student who is not at the appropriate location on time.

If there are changes in travel plans before the start of the trip, especially cancellations, parents must notify the Student Life Office by calling during business hours at (574) 842-8140 or Campus Safety after business hours at (574) 842-4088.

Arrival by Private Aircraft

If anyone plans to arrive by private aircraft, there are three options: South Bend Regional Airport in South Bend; Plymouth Airport in Plymouth; and Fulton County Airport in Rochester.

- **Fulton County Airport (RCR):** Located in Rochester, Indiana, 21 miles southeast of the Culver campus. Contact Matt Woods at (574) 223-5384 or email at matt@fultoncountyairport.net for your general aviation travel arrangements to the area.
- **Plymouth Municipal Airport (airport identifier C65)** is a public use airport located 16 miles northeast of the Culver campus. Contact Bill Sheley, Manager at (574) 320-5059 or email at airport@plymouthin.com.

- **South Bend International Airport (SBN):** Located in South Bend, IN, 45 miles north of the Culver campus. https://flysbn.com/

Visiting Culver

Accommodations

Parents are encouraged to make advance reservations for overnight accommodations. Availability is often limited, especially on major weekends. The current listing of nearby accommodations is available on cometoculver.org.

Golf Cart Rental & Policies

For those who wish to rent a golf cart while visiting campus, this is a list of local rental companies. If driving a golf cart in Culver, please familiarize yourself with the local laws governing cart usage in the area. While on campus, please be mindful of pedestrians and keep the cart on paved pathways. During special times, such as Parents' Weekend and Graduation Weekend, golf cart use on campus may be restricted for the safety of pedestrians.

Lay Dining Hall

Parents are welcome to eat with their students when visiting campus.

Siegfried Fitness Center

Parents are not welcome to use the fitness center when visiting campus unless announced during special weekends. Due to the limited space, this is reserved for students and employees. Parents are welcome to use the outdoor facilities and grounds to exercise during their visit.

Additional Resources

Academies Museum

The Culver Academies Museum is located at 102 South Main St. in downtown Culver. Admission is free. Tours are available by appointment. Call 574-842-7815 or email museum@culver.org for more information. For Culver history resources online, visit Culver's Digital Vault.

Calendars

- Academic Calendar: Document that shares key dates for the year including breaks and blackout dates.
- Athletic Calendar: Calendar of athletic competitions.
- Parent Portal Calendar: Lists a variety of campus events and meetings including campus visits from college representatives. Must log into Parent Portal and click the **My Calendar** button.

Department Phone Numbers

- Culver Academies Main Number: 574-842-7000
- Academic & College Advising: 574-842-7700
- Admissions & Financial Aid: 574-842-7100
- Athletic Department: 574-842-8394
- Campus Safety & Security: 574-842-8000
- Culver Eagle Outfitters/Campus Store: 574-842-8279
- Health Center: 574-842-7800
- Parents Relations: 574-842-8466
- Student Accounts: 574-842-7600
- Student Life: 574-842-8100
- Uniform: 574-842-8318

Directories

The Student/Parent Directory is located in the **Parent Portal** and is visible only to current parents with valid login credentials. It lists home information for students and their families and can be helpful when trying to arrange ride sharing with families or when reaching out to the family of the student to have for dinner or an overnight visit. **Glenda Mechling-Smith** can add or update parent contact information. A faculty/staff directory listing of email addresses can also be found here.

Driver's License Documentation

If a student desires to get their license or permit, they should check first with their local BMV to see what is required. Some states require a letter of enrollment from the school a child is attending. Others require an original copy of a signed and completed form. If a student needs an enrollment letter or a form filled out, please email Chrystal Dyess at Chrystal.Dyess@culver.org. The Academic and College Advising Office will produce the letter or complete the form and have the student retrieve the original on campus. A copy will also be sent to the parent and student via email.

Employment Certificates

Some summer jobs require documentation from a student's school. If your student needs this information and is from Indiana, contact Julie Bess at Julie.Bess@culver.org. Students from other states must obtain employment certificates through their local public school district.

Gift Cards

Three campus locations sell gift cards that can be purchased for students. The Culver Campus Store, the Rubin Café, and The Shack all offer this option. Purchases must be made on site at the respective venues.

Photography

A variety of photography resources exist and can all be found on the **Photo Services** page of Culver's website. Some of the resources include:

- **Unit, Dorm, and Individual Photos:** Professional formal portraits of each student are taken each fall. These images include an individual portrait and a living unit photo and are available for purchase.

- **Portrait Photography and Campus Photos:** Culver partners with area photographers to provide high quality pictures of student life at the Academies. For a custom portrait session, parents have the option of hiring one of our approved professional photographers (listed on the Photo Services page). This formal portrait service may not be for everyone, but it is available for those who are interested and is most often utilized by families of seniors. Many families appreciate this service since their child can be photographed in their full-dress uniform in our unique campus setting.

  Contact the photographer to schedule a private appointment. If a student does not keep or cancels the scheduled appointment within 24 hours prior to the session, the sitting fee will be forfeited. To provide security to our students, Culver's staff photographers and those listed on the Photo Services page **are the only photographers authorized to photograph on the Culver campus.**

- **Graduation Media Gallery:** Location for videos and photos from the most recent Commencement Weekend ceremonies.

- **Vidigami:** Culver has partnered with Vidigami to provide parents with a secure and private place to share school photos and short video clips. Photos are grouped and organized by school year, and within that, by groups, sports, and events.

  Access to Vidigami is by invitation only. Parents receive an email invitation to sign up for a free account and must activate their account on a computer by clicking the link in the email invitation, set a password, and sign in to vidigami.com or download the mobile app. Parents must use the Vidigami log in button, NOT the Google, Microsoft, or Twitter log in buttons.

  If a parent needs an invitation resent or have questions, they should contact the Communications Office at communications@culver.org or (574) 842-8262.

- **Culver Digital Vault:** From the first Vedette to the latest Roll Call, Culver's Digital Vault offers access to a wide variety of historical documents and photos.

Publications, Portals, and Social Media

- **Academy Road:** Monthly email newsletter for current parents. It is a comprehensive publication that channels all major information for the month into a single location, with links to time-sensitive action items at the top of each issue. Past issues are archived on the main page of the Parent Portal.

- **Campus Map:** Parents can the Culver Campus Map here

- **Culver Cannon:** The Culver Cannon is Culver's news blog that publishes weekly articles. To receive notifications via email, parents can visit the Culver Cannon webpage to subscribe.

- **Culver.org:** Culver's main website which contains an enormous amount of information and is the best place to direct prospective families.

- **CulverAthletics.com:** This site contains the composite athletic calendar, athletic news, and rosters and schedules for each team.

- **Culver Eagle Outfitters:** This is the online version of the Campus Store.

- **EaglePath:** This is the personal academic portal that contains key, personal academic information for an individual student. It can be accessed via the EaglePath button on the Parent Portal.

- **Reach:** Platform used to account for a student's whereabouts, both while on campus and while off campus during leaves. This is where leave requests are entered and parent approvals are recorded.

- **Parent Portal:** Web portal for current parents housed in Veracross, our secure school database. Each family has a customized account and login. Parent login information is provided to new families in mid-June. The Veracross Parent Portal is the place to go for the school calendar, school directory, classroom information, report cards, tuition invoices, and more.

  To ensure that the school can get in touch, parents are responsible to ensure that all family data is entered into the Veracross family portal, including home or work address, phone numbers, and/or emergency contacts. To review and edit information, parents must sign in to the Veracross family portal at www.culver.org/parents and click on "my family" at the top of the page.

- **Registration Resource Guide for New Parents:** This guide compiles key information into a single document and is sent each June to newly enrolled families – domestic families receive it in print, and international families receive a digital copy. It can also be found under Resources on the Parent Portal.

- **Social Media:** Current parents can join the Culver Academies Boarding School Parents Facebook page – a page open to current parents only. However, there are many other Culver Academies pages to follow, including these:
  - Facebook
  - Instragram
  - TikTok
  - Twitter
  - Vimeo
  - YouTube

Some teams and campus groups may also have separate pages. Details on these pages are shared by program leaders.

- **Vidigami:** Photo sharing platform – see Photography section above.

- **Yearbook (The Roll Call):** Every Culver student receives a copy of the yearbook, *The Roll Call*. The book is distributed in the fall to returning students on campus, and books are mailed to seniors who graduated. Parents of seniors have an opportunity to place an ad in the yearbook honoring their graduating student. Information and an order form will be shared in the Road to Grad section of the Academy Road newsletter, with an early bird discount rate that ends in late November and all content and payments due by mid-April.