

Guide To

Teaching in an

Independent School

Career

Center

Colorado College ♦ 226 Warner Center ♦ Colorado Springs, CO 80903 ♦ 719/389-6893

What Is An Independent School?

Independent schools are private nonprofit elementary and secondary schools governed by boards of trustees. Their financial support comes from tuition, private gifts, grants, and endowments. They range in size from a handful of students to thousands. Their approaches to teaching and learning vary from open classrooms, learn teaching and experiential learning to more traditional lectures with questions and answers. They can be coeducational or single sex, boarding or day schools. Independent schools are located in the country, in the inner city, and everywhere in-between. There are approximately 900 independent schools nationwide that enroll about 1.5% of the nation's school-age population.

Independent school teachers work regularly in a personal, family-like environment, with a strong sense of community, high academic expectations, motivated students, and involved parents. They have opportunities to shape courses and curriculum, to collaborate with colleagues, and to affect the development of young people through their work in and out of the classroom. Classes are small and discipline problems are rare. Each independent school strives to admit students who promise to benefit the most from its particular program. The same rationale applies for selecting teachers and finding the right job often depends on finding the right match between your talents and interests and a school's philosophy and needs.

Independent schools offer a community environment that encourages administrators, teachers, parents, and students to interact in and out of the classroom. Generally, this community spirit affords faculty a greater opportunity for creativity and flexibility than is found in typical educational settings.

Should You Teach In An Independent School?

Before beginning your job search, you will need to decide if a career in an independent school is right for you. Search for a school and a position that really suits you. The time and care you take reading, talking, visiting, and interviewing are much shorter and happier than the time you could spend suffering in a job or a school that is wrong for you--or looking for a job again the following year. Below are some strategies designed to help you gather information:

Make a list of your preferences:

- Type of school: boys', girls', co-educational
- Location: part of the country, urban, suburban, rural
- Philosophy: traditional, progressive
- Grade levels: elementary, secondary, or all grades

Consult the directories of independent schools. Using your preferences as a guide, develop a list of schools that meet your criteria. Write and ask for copies of their catalogue, handbook, and other information. Learn all that you can about them by studying their publications and, whenever possible, by talking to parents, students, teachers, and graduates.

If you are interested in boarding schools or you are new to independent education, teaching in a summer

program can be a valuable introduction to life at an independent school.

Talk to friends who have attended an independent school and to neighbors and relatives who have past or present associations with an independent school. Ask them to provide an introduction to their school.

Investigate internship programs for novice teachers. These programs offer a wealth of experience that can help you decide whether to make teaching a lifelong commitment. Each year the National Association of Independent Schools (NAIS) academic service office publishes a list of member schools that have internship programs.

Visit the School for a Day

Most schools welcome visitors who simply want to learn more about them. You may be able to set up a visit even though a school has no current job openings. If something should open up later, the staff members will already know you. If you are invited for an interview, it is to your benefit to schedule as much time as possible at the school to find out as much as you can while you are there.

- Talk to teachers. Are they happy at the school? Do they believe that they are treated fairly? Do they interest you as potential colleagues? Is the school's philosophy of education compatible with your own?
- Talk to students. Do they like the school? Are they challenged and hardworking? Bored? Too busy? Do they speak of the faculty with respect and enthusiasm? What is most important to them about the school?
- Talk to administrators. What about faculty turnover? Too much may indicate dissatisfaction, too little may mean stagnation. Try to find out as precisely as you can about your teaching load, extra duties, and salary/benefits. Ask your interviewers to comment frankly on the strengths and weaknesses of the schools. Are major changes envisioned in the near future that could affect teachers? What overall trends can be seen in recent admissions? What opportunities for your professional growth (graduate study, workshops, conferences, seminars, and courses) would the school support with release time or money? How and when would you receive orientation and help during your first year at the new school? By what standards would you be evaluated? If possible, talk with faculty members and administrators with whom you would be directly involved.

What Do Independent Schools Seek?

Academic Background

Independent schools look for degrees in traditional subject areas. A degree in the subject you want to teach is preferred, although a minor can be acceptable. With a few exceptions, certification is not required. You should have a strong GPA and the willingness to teach in another subject area. For example, if you are an English major with a Spanish minor, you may be asked to teach one section of Spanish.

Teaching positions in high demand are Physics, Chemistry, Computer Science, Math, Biology, Spanish, Latin, and French. Certified elementary teachers are also in high demand. Positions are available in English, History (U.S. and European), Vocal and Instrumental Music, the Fine Arts, and Physical Education. Positions in English and History are highly competitive because of the number of people who are interested in teaching these subjects.

Graduates with majors in Psychology, Economics, Anthropology, Political Science, Philosophy, or non-traditional foreign languages will find positions in these subjects virtually non-existent. Schools offer these subjects as electives and cannot offer full-time positions. A search in these areas is difficult, but not impossible provided you have the academic background to teach a traditional subject. For example, an anthropology major with six courses in history, who wants to teach at the 7/8th grade level, could be a desirable candidate.

Extra-curricular Abilities

In the independent school community, most faculty members are involved in activities outside of the classroom. The ability to coach often is requested by schools. Other extra-curriculars include yearbook, school newspaper, community service, outdoor education, photography, and drama. You need to be prepared to enthusiastically participate in extra-curricular life.

Experience With Children, Teaching or Peers

Independent schools expect to see "kid" experience, whether it is camp counseling, supervised student teaching, tutoring or volunteer work with youth groups. College teaching assistantships and tutoring are also considered important. Resident assistantship (R.A.) experience, is valuable for graduates who wish to be considered for positions with dormitory responsibilities.

Job Search Tips

Hiring for most positions in independent schools takes place between January and June, and you should plan to have a head start on the process. It takes time to make contact with schools individually--tracking down names and addresses, preparing your cover letters and resume, following up when you don't get a response, following up when you do. The wider you cast your net--the more geographic areas, kinds of schools, and types of teaching positions you consider--the more time and energy you are going to need. You also need a realistic idea of how assertive you are willing to be. Are you good at "cold calls" to unknown people at unknown schools? Will you make use of whatever contacts you have? Are you persistent enough to keep on until you get an answer? Consider in advance what sort of support system you have. Who can help you make contact? Give good advice? Cheer you on? You should also decide whether or not you would use a placement agency.

Get In Touch With Schools Early

Independent schools usually begin planning ahead for the next academic year as early as December, although positions occasionally remain open as late as August. If you use an agency, you should make every effort to have complete information on file with the agency as soon as possible. If you want to get in contact with certain schools on your own, write to each school head to express your interest. Enclose your resume and ask for an opportunity to visit the school and be interviewed.

A professional approach to your job search is important. The appearance and content of your letters and resume may determine whether you obtain an interview. They should be neat, accurate, and concise. Return calls and acknowledge letters promptly. If you must change the time of an appointment, notify the school as soon as possible. If your address or telephone number change in the course of your job search, let prospective schools know how they can reach you without difficulty or delay.

Don't assume that getting a teaching job will be easy. There are at least twenty applicants who are qualified for each position. No one will hand you a teaching job. Approach your search with attitude, persistence and self-reliance. Independent schools do not have personnel offices or special staff to do hiring, so plan to be frustrated by their response (or lack of response) to your inquiries. Some schools may tell you they are not interested. Others will simply not respond. Initially, the success of your search will depend on your "paper" presentation. All applications, resumes, and cover letters must be organized, neat, and free of typing and grammatical errors.

Working On Your Own

If your search is geographically restricted, a search on your own may be worthwhile, but be aware of the limitations. Independent schools frequently do not respond to unsolicited inquiries. Timing is a factor. If you are an English major and your resume arrives when the school has an opening in French, your effort may be wasted.

Here are some strategies for conducting this type of search

- If you attended an independent school, contact that school first. A faculty member or administrator can be a good source of networking information.
- You can get a list of independent schools in your preferred area NAIS. Using this list, try to schedule an informational interview at a school.
- Get on a substitute list of independent schools in the area in which you want to live. If substitute teaching is not available, ask if part-time coaches are needed (assuming you have the ability to coach).

Using An Agency

A majority of independent schools rely on agencies to assist them in the recruiting and hiring of teachers. Using an agency helps you target your search more effectively, because the agency is aware of positions which are not advertised, and can match your skills with positions that schools have available.

Agencies are big and small, regional, national, and international. They vary in services, focus and fees. As a rule, the school is their primary client because schools rather than candidates usually pay the agency's recruitment fees. Even when the candidate pays the fee, however, it is still the school that decides to use a particular agency year after year, and so it is the school that the agency is set up to serve. Before proceeding with an agency, you should be very clear about your needs and expectations and which of them you think the agency can fill. It is a good idea to compare several agencies. Start by requesting an application form and descriptive information from each. Questions that remain can be

raised in follow-up telephone calls directed to the appropriate persons.

1. What does the agency offer candidates?
Will your counselor get in touch with you or are you responsible for keeping up on things? To what extent will the agency serve as your advocate with the school? Will the agency discuss your limitations with you? Does it provide any support or advice on resumes or interviewing? What type of information does the agency give to job seekers about schools?
2. Does the agency have special areas or interests?
Does it specialize in recruitment or placement for one group, for example, college students? Does it provide special services for beginning teachers? Does the agency have geographic limitations?
3. What paperwork is required?
Are your papers sent to the school just as you submit them or does the agency rework them into its own report? If the agency constructs its own report, will you be given a copy of it, exactly as it is sent to schools? Is an interview required? Must it be in person or can it be on the telephone? How many letters of recommendation are required?
4. Are any fees involved?
Application fees? Placement fees? Are there any penalties--for example, suppose you accept a position and leave halfway through the year?
5. Are there any restrictions imposed on you?
Can you pursue openings on your own? What if you have already been in touch with some schools before registering with an agency? Can you register with more than one agency? What procedures must you follow if you hear of an opening from another source? Do you get in touch with the school directly once you are notified of an opening, or does the agency do it for you?
6. Does the agency conduct any sort of job fair?
If so, when and where? Must you be registered with the agency to attend? Is there a deadline for registration? A registration fee? How many interviews can you expect to have? Will you know ahead of time which schools are attending or what positions they want to fill? How many candidates were placed through previous job fairs? How many positions in your subject/area grade level were offered? What was the ratio of candidates to positions --overall and in your subject area/grade level?
7. What is the agency placement record?
Can you obtain a list of the previous year's placements? What was the agency's ratio of candidates to openings last year (overall and in your subject/grade level)? Their ratio of candidates to placements?
8. What is the agency's geographic range?
Regional? National? International? How many schools do they represent in your preferred location? How many openings or placements did they have last year in your preferred locations?
9. What is the size and background of the agency's staff?
How well do they know independent schools? How often do they visit client schools? How recently have they visited the schools that interest you? What is the ratio of candidates to agency staff members? Who will be your consultant? Can you speak with that person before signing up?
10. What is the agency's experience and commitment to placing people of color in independent schools?
Do they make any special efforts to recruit or place people of color? Do they have people of color on staff? How do they respond to schools that make special requests for candidates of color? How many candidates of color did they represent last year? How many did they place?

Finally...

- Read the application carefully before you complete it. If you have questions or are unsure of a section, speak to a staff member of the agency or ask a counselor in the Career Center at C.C.
- Type the application. Proofread it for typing errors. Make a photocopy before you mail it.
- Keep in contact with the agency representative. Call every three weeks.
- Getting a job is your responsibility. The agencies are responsible for assessing your candidacy, referring you to positions, and offering strategies and advice. You need to be aware of their expectations of you.
- Respond to every referral. If you are not interested in a referral, you need to contact the agency representative and explain the reasons. If you have followed up on a referral, they need to know that, as well.

Preparing Your Resume

Target your resume by highlighting the following:

- Your education
- A high level of academic achievement
- A strong grasp of the subject matter you will be teaching
- Your teaching experience
- Experience working with children
- Other related experience
- Relevant skills and abilities

Skills Commonly Possessed by Teachers

- Oral and written communication skills
- Ability to organize and coordinate
- Intercommunication skills
- Creativity
- Mathematical ability
- Ability to motivate others
- Curriculum development expertise
- Language skills
- Special education skills
- Counseling skills
- Group dynamics knowledge

Effective Resume Language

- Designed and implemented instructional activities...
- Tested, tutored, and evaluated....
- Designed, selected, and implemented instructional material...
- Constructed, administered, and evaluated formal and informal tests
- Maintained proper classroom management...
- Assessed student achievement...
- Designed progress reports to parents...
- Effectively incorporated audio-visual materials into curriculum
- Organized and directed play....
- Planned and executed lessons...
- Planned and implemented remedial reading program...
- Administered test batteries and diagnosed reading difficulties
- Developed curriculum...
- Created and taught lessons in....

Cover Letters

Your cover letter is a reflection of you--your personality, your writing style, your attention to detail, and your organizational skills. These facets are especially important for teachers. Write, edit, and proofread each letter carefully.

Contents

As in any cover letter applying for a position, your cover letter should not be a reiteration of your resume. Include information about other possible teaching fields, specialties within your field, and other related experience and abilities. If you are interested in assuming responsibilities in extra-curricular activities, such as coaching or clubs, be sure to mention these, especially if you are applying to independent schools.

Always mention your availability for an interview--perhaps during a school vacation. Indicate that transcripts and references are in the process of being sent or are available upon request. Make sure you understand application procedures. Ask for additional information if you need it.

Other Kinds of Letters

The main rule of thumb is never send any documentation without an accompanying letter. Be sure to keep copies of all of these. These communications may include:

- A cover letter when returning an application form
- A letter accepting or declining an interview
- Follow-up letter after an interview: a brief thank-you is always an important courtesy. Stress your interest or make your withdrawal at this point (if you know).
- Confirmation of a request for an extension of a date for accepting a job offer.

Letters Of Reference

You will need to gather letters of reference for your applications. Schools generally prefer to receive these from a third party rather than directly from you. For that reason, many students and alumni/ae choose to set up a file at the Career Center. Obtain letters from your supervising teacher, others who know your work with children, and appropriate professors. Do not wait until the last minute.

Keeping Good Records

You may find yourself applying for many positions. Make copies of all your applications and correspondence, and keep a log of all phone calls and contacts.

Preparing For The Teaching Interview

Concerns:

- How will I relate to students in this school?
- How will I work with other faculty members?
- How will I cooperate with the administration?
- How will I fit into this community?

Typical Questions Employers might ask:

- Why did you decide on a career in education?
- Tell me something about your background?
- What is your philosophy of education?
- Tell me about your teaching experience
- How was your room organized? What was the atmosphere of your room?
- As you look back on your teaching experience, what was most effective about you?
- About your style?
- What was least effective about your teaching style?
- How do you provide for individual differences within your classroom?
- What was the socio-economic level of your students?
- What worked best for you in classroom control?
- How can you get students excited about your subject area?
- What innovative ideas would you like to initiate in your classroom?
- What strategies and/or materials would you use to aid students in developing creativity?
- Describe three ways to motivate students
- What kind of relationship do you want with your students?
- In planning your lessons or units of study, how do you organize and prepare your material?
- What do you anticipate as being the most satisfying aspect of teaching?
- What hobbies or interests do you have that might help you as a teacher in the classroom?
- With what extracurricular activities would you be willing assist?
- What are your professional plans?
- What have you read in the last six months or year?
- If you could spend a day doing anything you wanted, what would you do?
- Tell about yourself in five minutes
- What experience influenced your decision to teach?
- What subject do you want to teach and how would you teach it?

- Who was your best teacher and why?
- Describe a difficult decision and how you solved it
- How will your students describe you?
- Describe an experience with kids or peers by discussing:
 - The most difficult moment/situation
 - The most rewarding moment/situation
 - An incident that required discipline
 - A favorite/least favorite student, camper, hall resident, etc.

Questions You May Want To Ask In An Interview

- Are extracurricular assignments available for teachers interested and qualified in after-school activities?
- How many students participate in extra-curricular activities?
- Does your district offer faculty in-service training days during the school year?
- What reading series do you use in upper grades?
- In the past few years what has been the average faculty turnover rate?
- Is there a budget established for supplies, which need to be purchased during the school year?
- Do you have an active teacher-parent organization?
- What percentage of your graduates continue their education?
- What is the retention rate for secondary students?
- Are there opportunities for team teaching or team planning?
- What types of support personnel are employed by the school?(e.g. consultants, counselors)
- Who is responsible for the instruction in the use of resource materials in your library of learning center?
- How often will I be evaluated?

Other Considerations

Do not accept a position until you know what you will be paid and what you are to teach as specifically as can be determined. Each school sets its own salary ranges, and more and more are publishing this information in their faculty handbooks. Each school bases decisions about salaries and benefits on its individual financial resources, but nearly all offer health and retirement plans. Beyond that, compensation programs can vary considerably. Boarding schools along with a few day schools offer rent-free or substantially subsidized housing in dormitories or other school-owned property. Meals for teachers and their families in the school's dining hall can be another major benefit. Many schools offer tuition remission or directed grants to children of faculty.

Resources For The Teaching Job Search

Directories

These contain brief descriptive information about independent schools, including address, phone number, and the current head of school. Schools can be looked up by location (some include international schools as well), by grade level, and by special programs.

Boarding Schools Directory

NAIS, 75 Federal Street
Boston, MA 02110
(617) 451-2444
www.schools.com/tabs/index.html#intro

Private Independent Schools

Bunting and Lyon, Inc.
238 North Main St.
Wallingford, CT 06492
(203)-269-3333

The Handbook of Private Schools

Porter Sargent Publishers, Inc.
11 Beacon Street
Boston, MA 02108
(617) 523-1670

Parent's Guide and Directory of Independent Schools

NAIS, 75 Federal Street
Boston, MA 02110
(617) 451-2444

Independent Secondary Schools

Peterson's Guides
P.O. Box 2123
Princeton, NJ 08543-2123

Schools Abroad of Interest to Americans

Porter Sargent Publishers, Inc.
11 Beacon St.
Boston, MA 02108
(617) 523-1670

Teaching in Secondary Schools

www.isis.org.uk/teach/sec.htm#0

Publications

Some independent schools will list their job vacancies in national publications, local newspapers and the *New York Times*. They also list jobs in two national publications:

Education Week

Editorial Projects in Education, Inc.
4301 Connecticut Ave
Washington, DC 20008
(202) 364-4114
www.edweek.org/

Independent School

NAIS, Publications Dept.
75 Federal Street
Boston, MA 02110
(617) 451-2444

Many schools list internship and fellowship programs for new teachers in:

Intern and Teaching Fellow Programs in Independent Schools

NAIS, Academic Services Department
75 Federal Street
Boston, MA 02110
(617) 451-2444

Advertisements and information about teaching opportunities abroad are listed in:

The International Educator

P.O. Box 103
West Bridgewater, MA 02379
(508) 580-1880
www.tieonline.com

Professional Association

The National Association of Independent Schools

1620 L Street, NW 11th Floor
Washington, DC 20036
(202) 973-9700

Alumni Conference for Independent Schools

If you are interested in a career in independent schools and you are not limited to geographical location, attending the annual conference sponsored by the National Association of Independent Schools is recommended. You can find the most up to date information at www.nais.org/inform/press/annhighlight.html. There are many benefits associated with attending the conference:

- Representatives from most (if not all) of the placement agencies attend to interview candidates and expand their placement pools of candidates. You can sign up with two or three agencies within a few hours.
- Heads of schools, deans, and department heads from across the country attend to network and to screen candidates for job openings.
- Employment Exchange Room is a resource room and message exchange area where school representatives (looking to hire) and candidates can communicate and arrange interviews. This is not an organized recruiting program. It does encourage networking and communication to set up interviews.
- Workshops and programs also provide professional development for people in this field. Informal networking can also be done at this time.

List Of Agencies

Carney Sandoe and Associates

Director of Placement
136 Boylston Street
Boston, MA 02116
(617) 542-0260 or (800) 225-7986
www.carneysandoe.com

The Education Group

Mary E. Kesler, President
5952 Royal Lane, Suite 203
Dallas, TX 75230
(214) 696-3692
www.educationgroup.com

Educational Resources Group

Director
Box 526
Solebury, PA 18963
(215) 297-8279
Specialize in Northeast U.S.

Educator's Ally, Inc.

Elizabeth Meyer, Director
Box 295
Bedford Hills, NY 10507
(914) 234-6323

Independent Educational Services

www.ies-search.org
Central Office:
1101 King Street
Suite 305
Alexandria, VA 22314
(703) 548-9700

Western Office:

1801 Avenue of Stars
Suite 903
Los Angeles, CA 90067
(310) 203-0998

New England Office:

124 Mount Auburn Street
Suite 200N
Cambridge, MA 02138
(800) 257-5102

Southern Educational Associates

James R. Kolster, Senior Associate
P.O. Box 331161
Atlantic Beach, FL 32233-1161
(904) 247-8168

International Schools Services

John M. Nicklas, President
PO Box 5910
Princeton, NJ 00543
(609) 452-0990
www.iss.edu
Registration fee and subsequent placement fee. American schools overseas.

Independent Schools In Colorado

Aspen

The Aspen Country Day School

3 Music School Road
Aspen, CO 81612
(970) 925-1909
Fax: (970) 925-7074
*Co-educational, Boarding and Day
Grades PS, Students 140*

Boulder

Friends' School

5465 Pennsylvania Avenue
Boulder, CO 80303
(303) 499-1999
Fax: (303) 499-1365
E-Mail: info@friendsschoolboulder.org
www.friendsschoolboulder.org
*Co-educational, Day
Grades PS-5, Students 160*

Canon City

St. Scholastica Academy

615 Pike
Canon City, CO 81212
(719) 275-7461
Fax: (719) 269-9531
E-Mail: ssacad@jex.net
www.stscholastica.com
*Girls, Boarding and Day
Grades 6-12, Students 100*

Carbondale

The Colorado Rocky Mountain School

1493-106 Road
Carbondale, CO 81623
(970) 963-2562
Fax: (970) 963-9865
E-Mail: crms-development@crms.org
www.crms.org
*Coeducational, Boarding and Day
Grades 9-12, Students 170*

Colorado Springs

The Colorado Springs School

21 Broadmoor Avenue
Colorado Springs, CO 80906
(719) 475-9747
Fax: (719) 475-9864
E-Mail: tcss@usa.net
www.css.org
*Coeducational, Boarding and Day
Grades K-12, Students 430*

Fountain Valley School

Colorado Springs, CO 80911
(719) 390-7035, Fax: (719) 391-9039
www.fus.edu
*Coeducational. Boarding and Day
Grades 9-12, Students 220*

Crested Butte

Crested Butte Academy

P.O. Box 1180
Crested Butte, CO 81224
(888) 633-0222, Fax: (970) 349-0997
E-Mail: cba@crestbutte.net
www.welcome.crestedbutte.net/cba
Co-educational, Boarding and Day
Grades 9-12, Students 75

Denver

Colorado Academy

3800 South Pierce Street
Denver, CO 80235
(303) 986-1501, Fax: (303) 914-2583
E-Mail: claskey@mail.coloracad.org
www.coloracad.org
Coeducational, Day
Grades PS-12, Students 785

Denver Academy

1101 South Race Street
Denver, CO 80210
(303) 777-5870, Fax: (303) 777-5893
Coeducational, Day
Grades 1-12, Students 330

Graland Country Day School

30 Birch Street
Denver, CO 80220
(303) 399-0390, Fax: (303) 388-2803
E-Mail: eharvey@graland.org
www.graland.org
Coeducational, Day
Grades K-9, Students 630

St. Anne's Episcopal School Inc.

2701 South York Street
Denver, CO 80220
(303) 756-9481, Fax: (303) 756-5512
Coeducational, Day
Grades PS-8, Students 425

Stanley British Primary School

1301 Quebec Street
Denver, CO 80220
(303) 333-9154, Fax: (303) 333-9187
E-Mail: stanley@stanleybps.com
www.stanleybps.com
Coeducational, Day
Grades PS, Students 183

Denver continued

Theodore Herzl Jewish Day School

2450 South Wabash Street
Denver, CO 80231
(303) 755-1846, Fax: (303) 755-3614
Coeducational, Day
Grades K-6, Students 275

Englewood

Kent Denver School

4000 East Quincy Avenue
Englewood, CO 80110
(303) 770-7660
Fax: (303) 770-7137
E-Mail: Todd_Horn@ceo.cudenver.edu
www.kentdenver.put.k12.co.us
Coeducational, Day
Grades 6-12, Students 620

St. Mary's Academy

4545 South University Boulevard
Englewood, CO 80110-6099
(303) 762-8300
Fax: (303) 781-7235
Coeducational, Day, Grades PS-8
Girls, Day, Grades 9-12 Students 620

Steamboat Springs

The Whiteman School

42605 Routt County Road #36
Steamboat Springs, CO 80487
(970) 879-1350
Fax: (970) 879-1350
www.whiteman.edu
Coeducational, Boarding and Day
Grades 9-12, Students 95

Vail

Vail Mountain School

3160 Kaisos Ranch Road
Vail, CO 81657
(970) 476-3850
Fax: (970) 476-3860
Coeducational, Day
Grades K-12, Students 230

Wheatridge

Foothills Academy

4725 Miller Street
Wheatridge, CO 80033
(303) 431-0920
Fax: (303) 431-9505
E-Mail: foothills@pyramid.cudenter.edu
Co-educational, Day
Grades K-12, Students 200