



the
galloway
school

FAMILY HANDBOOK

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INTRODUCTION

Welcome to Galloway! Whether this is your first year or you have been here as a family and student for many years, the same holds true in that we believe in and appreciate the community that is Galloway. All good communities have guidelines, policies, and procedures that allow us to live and work together and hopefully become our best selves. Our Family Handbook was developed to answer many of the commonly asked questions that you and your parents may have during the school year. Because the Handbook contains information about student rights and responsibilities, parents and students are responsible for knowing its contents. Please take the time to become familiar with the following information and keep this Handbook available for your use. It can be a valuable reference during the school year and a means to avoid confusion and misunderstandings when questions arise.

The Galloway School reserves the right to interpret the content of this Handbook, including the rules and regulations governing the academic and non-academic conduct of students. This Handbook is not a contract, nor is it intended to be so construed. Our School reserves the right to modify and/or amend the content of this Handbook at any time during the year. If any written modification or amendment is made to this Handbook, a copy of such modification or amendment will be distributed to students and parents.

Students who reach 18 years of age while enrolled in the School are bound by all student and parent obligations in this Handbook. Student's continued enrollment after reaching 18 years of age evidences the student's agreement with this requirement. In addition, even after the student turns 18 the School will continue to share all health/medical, disciplinary, grades, progress reports, and other information with the student's parents/legal guardians throughout student's enrollment at the School. Should a student have a concern about particular information being shared with his/her parents/legal guardians, the student should consult with the Upper Learning Principal.

If you have any questions about the Handbook or any of its policies, please contact your child's level principal.

OVERVIEW

Galloway History

The story of The Galloway School's birth is typical of Elliott Galloway's ability to turn a vision into a reality. Where there was a deserted, condemned building in Northwest Atlanta, Elliott saw a school; and with the help of the new and growing community, Elliott, along with his wife Kitty and good friend Ross Arnold, founded The Galloway School in 1969.

After serving in the U.S. Navy during World War II and the Korean War, Elliott taught at the Westminster Schools. "I became a teacher," he said, "because I wanted to make life more meaningful for children by helping them to become competent and self-motivated individuals." He later served as principal of Westminster middle school before becoming headmaster at Holy Innocents' in 1965.

In Elliott's dream, The Galloway School would be a radically different place where, instead of memorizing facts and formulas, students would learn to learn—about academics and about themselves:

Our goal is to help each of you to achieve a superior education, a reasoned understanding, and acceptance of yourself, and the willingness, maturity, and self-discipline to manage your own learning, now and throughout your life. We know that children will learn only if they want to learn, so what we do is pay attention and find that thing that gives them the desire to know.

He insisted that learning be challenging and joyful so that his students would want to seek it for the rest of their lives. He believed that learning took place through relationships, so he emphasized cooperative partnerships between students and teachers. In 1990, Elliott stepped down as the headmaster of The Galloway School, but until his death, he retained a small office where he loved to sit and discuss ideas or lend books from his vast library. The school's leadership, faculty, students, and parents all continue Elliott Galloway's work, together with building a place where education is not a means to prepare for life but life itself, and where growth and learning come from honoring oneself and others.

Mission

The Galloway School is a community where learning is joyful, individuals are valued, and self-discovery is encouraged. Galloway students confidently embrace challenges while developing the knowledge, skills, and cultural competence to thrive as enlightened contributors in their chosen pathways.

Diversity, Equity, and Inclusion

At The Galloway School, diversity, equity, and inclusion are integral parts of our mission, history, culture, and identity. The members of the school value and affirm the individuality of each person in our community. We truly commit to having a diverse community and intentionally supporting these efforts through our policies, curricula, programming, and resources. The Galloway School continuously examines and renews our commitment to fostering a community that welcomes and respects each individual. DEI

Galloway Terms and Community Traditions

Community Cookout: A fall event for the entire parent body to celebrate the start of the school year. The event typically happens on the Green and is a fun way to kick off connections in the parent community.

Eighth grade semiformal: A semi-formal dance that marks the culmination of the middle school experience for 8th graders.

Elliott's Evening: Galloway's biennial Gala, a fun-filled spring evening for parents, teachers, and community members complete with dinner, dancing, and silent and live auctions. Proceeds from the evening support the financial aid fund.

Elliott's Run: A fun-run sponsored by the Tartan Backers meant to celebrate Mr. Galloway's love of running (not an annual event)

Excursion: A two-week experiential learning program in UL where students' traditional class schedules are suspended so they can delve in depth into topics in small groups on campus, around the city, and across the globe

FAB - Fine Arts Boosters: The parent booster club open to parents of all student-artists

Fall Fun Fest: A fall campus event sponsored by Galloway's Parents Association that offers fun and entertainment for kids of all ages including games, bounce houses, a haunted house, a sweet walk, crafts, food trucks, and more. The event is open to current Galloway families as well as Galloway alumni and Chastain neighbors.

FoCUS: Families of Color United for Success (FoCUS) was created with the mission to serve as an inclusive group for families and/or students who identify themselves as people of color. This group meets to develop a stronger community through fellowship and purposeful activities that support and promote The Galloway School's diversity initiatives and programs in various ways.

Founder's Day: A commemoration of Elliott Galloway's birthday.

The Green: The green turf area between the gym and the Middle Learning building.

Halloween Parade: A beloved annual tradition where EL students march around the school showing their creative costumes off to the cheers and delight of their peers across the school.

Happening: Weeklong experiential learning in EL where students participate in an immersive study of a specific theme. During the Happening, regular daily work is suspended, and theme-related study across all curricular areas is included in the schedule.

Homecoming: Galloway's Homecoming celebration occurs during basketball season and encompasses spirit week, the Homecoming basketball game, and a weekend dance. Alumni are welcome to the basketball games. The semi-formal dance is open to all UL students and their guests.

Immersion: Weeklong experiential learning in ML where students participate by grade level in the study of a specific theme. Students delve into compassion, community, advocacy, and courage in various locations during their time in Middle Learning.

Parents Association: The Parents Association is a group for parents to foster a close relationship between parents, students, faculty, and administration. Led by officers that are elected annually, the group sponsors several events and activities for the community.

Progress Reports: Narrative and standards-based reports for EL, ML and UL students communicating student achievement during the preceding 9- or 18-week period.

Prom: An annual Spring event for juniors and seniors, Galloway's prom is an all-inclusive event that begins with a picture party in the Gresham courtyard. Then all students travel together to the event where dinner and dancing round out an inclusive evening of fun.

Spirit Week: A week of student driven spirit theme days tied to Homecoming week where students across all school levels dress to show their school spirit!

Tartan Backers: The parent booster club and is open to parents of all student-athletes.

Town Meeting/Assemblies: Time built into the level schedules to gather as a community. EL and ML hold monthly assemblies, and UL holds weekly town meetings, an assembly named after the all school gatherings held during Galloway's early years. Spending time together allows students to come together as a community for fellowship, celebration, reflection and fun.

UL retreats: 9th and 11th grade participate in off campus overnight events. The 9th grade retreat focuses on team building, adventure activities, and shaping the culture of the class.

The 11th grade retreat builds on the connections from 9th grade and also allows the grade to look ahead and plan key events and leadership for their senior year.

Accreditation and Memberships

Galloway is accredited by Southern Association of Independent Schools (SAIS) and is a member of National Association of Independent Schools (NAIS), Georgia Independent Schools Association (GISA), Atlanta Area Association of Independent Schools (AAAIS), and Georgia High School Association (GHSA).

Athletics Overview

[Inside Athletics](#)

Contact Information

[Admissions Contacts](#)
[Early Learning Administration](#)
[Middle Learning Administration](#)
[Upper Learning Administration](#)
[Board of Trustees](#)

Encore: After School

[Encore: After School](#)

Map, Directions and Addresses

[Galloway School and Fields](#)

Parents Association List and Information

[Parents Association](#)

Responsible Use Policy

[Responsible Use Policy](#)

Tuition, Billing, and Financial Assistance

[Tuition and Financial Assistance](#)

GENERAL SCHOOL POLICIES

Accident Reporting

Any accident/injury in a School building, on the School property, at athletic practices, or at any athletic event sponsored by the School must be reported to the person in charge immediately. Students should not assume that someone in authority knows there was an accident or injury. Once the accident is reported, there is an expectation that an accident report will be filled out by the responsible adult witnessing the accident or being told about the accident. This form will then be filed with the level principal and school nurse.

Attendance Expectations for All Levels

Prompt, regular attendance is important for consistent academic progress and achievement. The school relies on parents/guardians to see that unnecessary absences are avoided and that requests for special excuses are held to a minimum. It is the responsibility of the parents/guardians to guide their children in making choices and in setting priorities that put education first.

When family plans or requirements conflict with the school calendar, it is important for parents/guardians to discuss, in advance, tentative plans with their level principal and classroom teacher(s). The school particularly requests that parents/guardians plan their vacations to coincide with the school calendar. Extensions of vacations and long weekends are considered unexcused absences. Please refer to level handbook sections for level-specific attendance policies and information.

Communications & Media Policies

Galloway's primary forms of communication with families include the school website, MySchoolApp, the Galloway Gazette newsletter, emergency text notifications, and individual emails from level principals and teachers. Families should ensure their contact information and their directory settings are up-to-date in MySchoolApp in order to receive the weekly newsletter and letters from school leadership, as well as important messages and text notifications surrounding school closures due to inclement weather. If families are not receiving emails or text notifications, please contact communications@gallowayschool.org. Parent and student email addresses and contact information listed in the directory are published solely for the communication of school-related matters and are not to be used for solicitation of any kind.

Galloway boasts an active social media presence on Facebook, Instagram, and TikTok. Maintained by the Marketing and Communications Office, these accounts promote the achievements and unique talents of Galloway students and faculty. Families who do not wish for their children to appear on these sites should contact the Communications Office

prior to the first day of school to be added to the Do Not Photograph list. The Do Not Photograph list applies for all Galloway publications, including the yearbook. Only official Galloway accounts, defined as those approved and created by the Marketing and Communications Office, are permitted to use the school's brand, name, and logo.

Field Trips

Day and overnight field trips are part of the educational process. It must be stressed, however, that only those students who, in the administration's sole discretion, have demonstrated good conduct during their classes will be permitted to attend.

Proper behavior during the trip continues to be of utmost importance. Parents of any student unable to follow the given guidelines will be notified. In severe cases, the parent will be requested to come and/or provide transportation home for the student.

Parents who are interested in volunteering to assist on overnight field trips may have to be cleared through the School's criminal background process. This process is for the protection of all students and is not intended to hinder volunteerism or embarrass any family. We sincerely hope that you understand our concern for student safety and will willingly cooperate in this process if asked to do so.

Along with enrollment contracts, parents sign a blanket permission form for all day field trips throughout the year. Overnight trips may have additional documentation needed.

Force Majeure Event

Should events beyond the control of the School, including, but not limited to, any fire, act of God, hurricane, tornado, flood, extreme inclement weather, explosion, war (including armed conflict), governmental action, act of terrorism, risk of infectious illness, epidemic, pandemic, shortage or disruption of necessary utilities (water, electricity, etc.), or any other event beyond the School's control, occur, the School has the discretion to close the School and/or modify its operations, curriculum, schedules, length of school day, length of school year, and/or means of learning and teaching methods. The family's contractual financial obligations for tuition and fees remain in full force and effect. Should the School close, the School's duties and obligations shall be suspended immediately without notice until such time as the School, in its sole and reasonable discretion, may safely reopen. If the School cannot reopen due to a force majeure event, the School is under no obligation to refund any portion of tuition paid.

Fundraising

Fundraising and Solicitation Policy

Each year, constituents (board, alumni, parents, faculty, grandparents, and friends) of The Galloway School are solicited for funds and in-kind gifts to support the school.

Fundraising is important to the ongoing success of Galloway; however, it often results in multiple requests of our loyal donors. The school strives to coordinate its fundraising efforts in order to honor the invaluable support donors provide to Galloway.

Student Fundraising

Galloway supports informed philanthropic action and service to the greater community. The school strives to teach students to be savvy social investors, as well as to provide opportunities for them to directly serve the community. Our curriculum continues to provide classroom and school-wide opportunities to contribute to local and global causes through the donation of gently used items, canned goods, time, and talent. We encourage our students to channel their social and environmental passions towards service-oriented activities.

All additional student fundraising must be approved by the school. If you would like to submit a request for a fundraiser for this year, please contact the appropriate Galloway faculty or staff member:

All School: Ms. Paige Smith (Director of Development)
Email: psmith@gallowayschool.org
Phone: 404.252.8389 x101

Early Learning: Ms. Dana Eisenman (Early Learning Counselor)
Email: deisenmangallowayschool.org
Phone: 404.252.8389 x 123

Middle Learning: Ms. Leah Berryhill (Middle Learning Student Life Coordinator)
Email: lberryhill@gallowayschool.org

Upper Learning: Ms. Mallory Ward (Upper Learning Student Life Coordinator)
Email: mward@gallowayschool.org
Phone: 404.252.8389 x 143

Inclement Weather & School Closing Procedures

In the event of a school closing, an early dismissal, or a late start due to inclement weather, The Galloway School will notify parents, faculty, and staff through an emergency text notification, an email, an announcement on the [school's website](#), and a post on the school's [official Facebook](#) and [Instagram](#). School closing, early dismissal, or late start information will also be released to WSB-TV, FOX5, CBS 46, 11 Alive, WSB 750 AM, and 95.5 FM. The decision to close or delay school due to inclement weather will be made by 6 AM if possible.

In order to ensure these emergency notifications are going to the correct number(s) and email(s), please double check that your family's contact information is up-to-date in

[MySchoolApp](#). Please note: if you have opted out of receiving text messages, you will not receive the emergency text notification.

Non-Discrimination Policy

The Galloway School does not discriminate in admission to, access to, treatment in, participation in, or employment in its services, programs and activities, on the basis of race, color, national or ethnic origin, age, ancestry, gender, gender identity and expression, sexual orientation, religion, or disability/handicap. The School further does not discriminate on the basis of a person's citizenship status or genetic information.

Discrimination occurs when the School's actions, procedures, policies or employees treat an individual adversely in an educational context solely on the basis of the individual's race, color, national or ethnic origin, age, ancestry, gender, gender identity and expression, sexual orientation, religion, disability, or handicap.

To file a complaint alleging discrimination by the School on the basis of race, color, national or ethnic origin, age, ancestry, gender, gender identity and expression, sexual orientation, religion, disability, or handicap, please contact your level principal or the head of school.

STUDENT HEALTH POLICIES

The Galloway School Clinic is located on the first floor of the Arnold Building (Middle Learning) and is open from 8:00 a.m. until 3:00 p.m. every day school is in session. At Northside, the student clinic can be found on the second floor admin hallway. Our school nurse is Wendy Rohm, BSN, RN ext. 132 or wrohm@gallowayschool.org.

In order to attend school, your child must have a valid and complete health record on file with the school through Magnus Health. In addition to completing the online portion of the requirements, you will also need to upload the following documents.

Immunizations

All students **must** have a valid Georgia Certificate of Immunization Record (Georgia Immunization Form 3231) on file in Magnus Health **no later than the first day of school**. This form is available from your child's physician. An exemption for the immunization form must be filed with the school prior to the first day of school. Please contact Wendy Rohm, BSN, RN ext. 132 or wrohm@gallowayschool.org if you have any questions.

Annual Physical

Each year all students in ML and UL, regardless of their participation in athletics, must have a valid [GHSA Preparticipation Physical Exam Form](#) on file in Magnus Health. This

form, available for download from your Magnus account, must be signed by a physician, nurse practitioner, or physician's assistant. It is valid for one year from the date of exam.

Care Plans for Chronic Conditions

If your child has a chronic condition such as diabetes, seizure disorder, asthma, or life-threatening allergies, a current plan of care, signed by a physician, must be uploaded to Magnus Health.

Medication Administration

If your student needs to take daily medication during the school day, please complete the Medication Administration Authorization Form found in your student's Magnus Health account. Please call or email the nurse to arrange for medications to be handed off by a responsible adult. Do not send medication in with your child. Medication must be in the original container with the pharmacy label intact. Pharmacies will give an additional prescription bottle and label if one is requested. If your student is being treated with antibiotics, please try to schedule the doses outside of school hours. Over-the-counter medication must also be in the original container and the Medication Administration Authorization form must be signed. Expired medication will not be accepted or given. Your cooperation in this matter is greatly appreciated and will be beneficial to your child's wellbeing.

ILLNESS POLICIES

Temperature

When your student has an elevated temperature of 100°F or higher, your student must stay home for at least 24 hours after resolution of fever without the use of fever reducing medications such as ibuprofen (Advil, Motrin) or acetaminophen (Tylenol). Waiting 24 hours will ensure your student is ready to return to school and will maintain the safety of others in our community.

Head Lice

Head lice is an infestation of the scalp by *pediculus humanus capitis*, a very common parasite, especially in school-age children. Lice cannot hop or fly; they crawl. Transmission in most cases occurs by direct contact with the head of an individual with lice. Indirect spread through contact with personal belongings of an individual with lice (combs, brushes, hats) is much less likely but may occur.

The American Academy of Pediatrics and the National Association of School Nurses recommend against class wide or school wide screening of head lice; therefore, lice checks

will be done at the discretion of the nurse and only for symptomatic individuals. If lice or nits are found by the nurse, parents will be notified and required to treat their child's lice before returning to school. Parents are encouraged to check their child's head regularly. If you think your child has head lice, it is important to talk with your pediatrician to discuss the best treatment approach for your family. Students may return to school after treatment. For more information on head lice, please click [here](#).

Strep Throat

Strep throat is a contagious infection of the pharynx by streptococcal bacteria. A throat culture is the only way to diagnose a strep throat infection in your child. This is a quick and painless procedure that must be performed in a doctor's office or at an urgent care facility. If your child is diagnosed with strep throat, please keep them home until they are feeling better and have been on antibiotics for at least 24 hours.

Pink Eye

A virus, bacteria, or allergy can cause pink eye, or conjunctivitis. The first two causes are very contagious. Students with pink eye should stay home until symptoms subside and they have been on antibiotics for at least 24 hours.

Vomiting and Diarrhea

After illnesses involving vomiting and/or diarrhea, please do not send your child to school until the child has gone 24 hours without vomiting and/or having an episode of diarrhea.

Injectable Epinephrine

EL - Parents of EL students with life threatening allergies should send in a set of two auto-injectable epinephrine pens to their child's teacher on the first day of school. The epinephrine will be kept in your child's classroom and brought on field trips. It will be returned to you at the end of the year.

ML/UL - Parents of ML or UL students with life threatening allergies may send in auto-injectable epinephrine to be kept in the school clinic for their student. Students in ML and UL may also self-carry epinephrine. Please notify the nurse via email if your child will self-carry. Students that self-carry will be responsible for bringing their epinephrine with them on field trips or off campus events that happen during the school day.

In case of emergency, The Galloway School keeps a supply of stock auto-injector epinephrine in every building on campus.

Inhalers

EL - Please send in your child's inhaler and spacer (if necessary) to be kept in your child's classroom

ML and UL - Students in ML/UL who use an inhaler to manage asthma symptoms may self-carry.

The Galloway School does not stock albuterol.

ACADEMIC INTEGRITY STATEMENT

Academic integrity at Galloway means that every member of the Galloway community takes responsibility for their own work. Therefore, whenever we present information, we always specify its source when appropriate. To claim as one's own work that which is not one's own violates our shared values of dignity, decency, and solid performance. As lifelong learners we commit ourselves to these values.

Examples of violations include copying homework, giving or receiving information on tests, and presenting uncited sources as one's own ideas and words. Offenses against academic integrity will result in consequences ranging from re-doing the assignment to failing grades for particular assignments or courses to, for repeated violations, potential dismissal from the Galloway community.

Plagiarism

Students should not plagiarize (or use as their own, without citing the original creator) content, including words, images, video and audio from the Internet (nor any other source). Students should not take credit for things they didn't create themselves or misrepresent themselves as an author or creator of something found online. Research conducted via the Internet should be appropriately cited, giving credit to the original author.

BEHAVIORAL POLICIES

Alcohol and Other Drugs

Consistent with Galloway's mission statement, our goal is to help each student achieve a superior academic education, a reasoned understanding and acceptance of self, and the

drive and self-discipline to manage their own lifelong learning. Our approach emphasizes interactive, integrated, and collaborative learning.

The use of alcohol or illegal drugs or the abuse of legal drugs by Galloway students will not be tolerated by The Galloway School because such use is illegal, such use jeopardizes the health of the student and the safety of all students, and such use seriously impairs learning. Simply stated, we strongly believe it is impossible to learn well or to make a positive contribution to our community while under the influence of drugs or alcohol.

The Galloway School considers all violations of its Alcohol and Other Drugs Policy to be deliberate, considered, voluntary acts on the part of the student. Consequently, students electing to use alcohol and/or drugs in violation of the policy will have voluntarily renounced the Galloway mission and philosophy. Students who violate the Galloway community's trust in them by violating this policy compromise Galloway's reputation, and jeopardize the safety of other students.

Policy Statement

No alcohol or illegal drugs may be brought on campus by any student at any time, for any reason. This policy also applies to all school functions held away from campus and to all meetings, competitions, and events where students are participating as representatives of The Galloway School. Any student who violates this policy or who comes onto the school campus under the influence of alcohol or illegal drugs, or who uses alcohol or illegal drugs or abuses legal drugs or other substances at school is subject to disciplinary action up to and including suspension or expulsion upon the head of school's decision.

Violations of this critical policy will be treated on a case-by-case basis following the procedure outlined below. Violations are extremely serious matters. Any student found to have engaged with alcohol or drugs shall be subject to appropriate disciplinary actions up to, and including suspension or expulsion. Consequences will likely involve lengthy suspension or expulsion. Either of these alternatives has grave academic consequences for the student. Faculty members will not provide academic help to a disciplined student during a suspension without the permission of the level principal or head of school.

Process

- When an incident occurs which, based on the facts then available, apparently involves a student's violation of the Alcohol and Other Drugs Policy, parents of the student will be notified immediately by the head of school, principal, or the Galloway faculty member supervising an off-campus event.
- Violation of this rule will automatically lead to confiscation of the device or substance along with a suspension of at least one day and disciplinary probation, or dismissal.
- In addition, the student will be required to undergo professional evaluation for chemical dependency from a list of school recommended chemical dependency resources including a drug test as a requirement prior to his/her return to school.

This evaluation is coordinated by the level counselor and the results must be shared with the level counseling and administrative team to provide additional support, if needed, for the family.

- Students who use prescribed drugs or over-the-counter medicines while at school must coordinate with the school nurse, who will control the distribution of medications. No student may have any medicines in his or her possession at school with the exception of students who self-carry epi-pens and inhalers.

Within the dictates of common human decency and respect for parent/student privacy, as many of the details of the situation as appropriate will be communicated by letter and/or verbally to the students, faculty, staff, parents, and trustees of The Galloway School.

Tobacco/Vaping

The Galloway School is committed to creating a healthy and safe environment for all our students. Students may not use tobacco in any form or e-cigarettes in any form on either campus or on the Chastain Hilltop Fields. Any violation of the school's tobacco/vaping policy will be treated as a major disciplinary infraction for that level.

Intervention and Support

In support of the school's mission to place a high premium on human dignity and common decency, and to focus on the individual student, the administration and faculty of the school desire to identify and help students and their families confront direct challenges, especially dangerous or self-destructive behaviors and choices. Galloway administrators feel a strong moral obligation to alert and assist families when harm may come to the student or others, or when the student is demonstrating a pattern of poor judgment. Early intervention is critical, not only for the student's well-being (before behavior may violate our policies and rules), but also for the safety and integrity of the entire student community and to maintain the value of our academic program.

The faculty and staff at The Galloway School are uniquely situated to observe an individual student's behavior and interaction with peers at school. In addition, other members of the Galloway community often hear about behavior or incidents outside of school that should be brought to the attention of the parents of those students. In these circumstances there will be careful consultation, as appropriate, among teachers, the level principal, the head of school, and the level counselor. The counselor and other member(s) of the Galloway community as designated by the counselor will then consult with the student's parents to implement the Early Intervention Policy. The goals of this policy are to alert the student's family to the situation in non-threatening and non-punitive manner, to help the family focus on the needs of the student at this point in his/her life, and to assist the family in confronting and alleviating behaviors and choices that interfere with a healthy adolescence. After an early intervention consultation, the family will have the information and resources to assist them in addressing these difficult issues.

Examples of at-risk behavior include, but are not limited to, the following:

- Alcohol use (from experimentation to use to abuse);
- Illegal drug use;
- Illegal drug sales;
- Sharing prescribed medications;
- Eating disorders;
- Self-inflicted destructive behaviors;
- Suicidal ideation;
- Classroom behavioral issues;
- Ongoing pattern of unacceptable behavior toward other students;
- Any other situation where the principal and senior administrators, at their discretion, believe there is reason for concern that a student may be at risk of harming him/herself or others.

The principal in consultation with the head of school may recommend or require any or all of the following: consulting with other medical professionals; counseling, individually or as a family; drug testing of the student; attending follow-up meetings with the level counselor; or other appropriate interventions. To best help the student and the family, the level counselor must be able to communicate, as appropriate, with any outside professionals assisting the student.

All consultations, discussions, or documents prepared during this process will remain confidential. Additionally, the level counselor always maintains confidentiality as required of all mental health professionals.

For the student to continue to be enrolled in the school, the student/family must comply with the school's recommended course of action. Failure on the part of the family or student to cooperate with the school or the involved medical professionals may result in the student's suspension or dismissal from the school community or withholding of a re-enrollment agreement.

Weapons and Threats

The School takes all threats seriously, even when students make comments in jest, on the Internet, by text, or away from School toward or about another student, employee, or the School. Students are prohibited from bringing any type of weapon including knives, guns (all types), fireworks, etc, whether operable or not and whether licensed or not to School without limitation, parking lots, athletic fields, and out buildings or on School-sponsored events,. This prohibition includes, without limitation, pocket knives (even those that are part of a key chain), firecrackers, matches, lighters, smoke bombs, stink bombs, or any type of explosive device. Any such item may be confiscated and, if appropriate, reported to and turned over to law enforcement. Any pictorial depictions of weapons, or verbal or written comments that the administration determines in its discretion to be threatening in nature, or any behavior that is threatening will result in disciplinary consequences. Violators of this Weapons and Threats Policy will be subject to disciplinary consequences from the School, up to and including, expulsion.

All members of our community are required to immediately report any comment, posting, text, or other form of communication or information that they receive or learn about that reflects that someone has made a threat toward or about another student, an employee or the School. If there is any communication or behavior that concerns you, report it to one of the deans or to any administrator.

Threats of violence or acts of violence by a student, employee, parent or other individual may be reported to law enforcement and any other authorities the School deems appropriate. The School will cooperate with investigations by authorities, and the School may also conduct its own investigation.

Unlawful Conduct Policy

The Galloway School seeks to maintain a safe school environment free of alcohol, drugs, tobacco, and weapons.

Any of the following conduct by a student occurring on school property, within one thousand (1,000) feet of school property, on a school bus or other school transportation or a school-sponsored or sanctioned event, or at a school-sponsored or sanctioned event, will result in disciplinary action, which may include dismissal:

- a. the possession, use, distribution (sale or gift) or offer to distribute (sell or give) alcohol, tobacco, or controlled substances;
- b. the possession or use of a weapon; or
- c. the commission of any felony offense under the laws of the United States or the state of Georgia.

A student engaging in conduct that is defined under law as a civil infraction, a serious misdemeanor or a felony (whether charged by law enforcement or not) is grounds for expulsion. Violations of law that occur off-campus during the school day will be subject to review under School rules. Violations of law that occur after the school day may also be subject to review under School rules. In the case of offenses that occur at the end of the school year, the School may require punishments to be served during the summer. Transcripts and other reports pertaining to the student's academic standing will be withheld until the completion of the assigned punishment. All decisions involving suspension or dismissal are subject to the final approval of the Head of School.

HARASSMENT, BULLYING, AND HAZING

The Galloway School is dedicated to fostering an environment that promotes kindness, acceptance, and embraces differences among individuals. The Galloway School supports an environment of mutual trust while seeking to protect the rights and sensitivities of its members. In this light, the school will not tolerate harassment or discrimination by a student, employee, or any third party (including vendors, contractors, donors, volunteers,

parents and visitors) based on a person's sex, race, color, religion, age, national origin, sexual identity, gender identity, or ability.

The School does not allow any type of harassment (including repeated unkindness, meanness, or inappropriate behavior) towards others, including any conduct that is upsetting to someone else or makes it hard for them to learn, including mean comments, jokes, teasing, and other unkind conduct relating to a person's race, color, age, religion, sex, sexual orientation, gender identity, national origin, handicap or disability.

Furthermore, the abuse of the dignity of any person through ethnic, racist, or sexual slurs or comments is prohibited. Also prohibited is any form of physical or psychological bullying, including cyber-bullying. This prohibited conduct includes hazing or any other derogatory, threatening, or objectionable conduct determined by the school to be offensive behavior. Students should be aware that their off-campus behavior is also covered under this policy, regardless of when and where the conduct occurred or who was affected by the student's inappropriate behavior.

Harassment

Harassment is broadly defined to include unreasonable conduct or behavior that is personally offensive or threatening, impairs morale, or interferes with the educational environment of students and includes, but is not limited to, slurs, jokes, comments, teasing, and other offensive conduct relating to race, color, age, religion, sex, sexual orientation, gender identity, national origin, handicap or disability. Harassment can take place between individuals of the same gender or different genders. Harassment also includes sexual harassment.

Harassment can occur through any type of communication method, including face-to-face communications, phone, text, email, postings on social media (Facebook, Instagram, Snapchat, GroupMe, etc.), camera phones, or other forms of technology. The communications can be direct or indirect, such as through friends or others. Any such offensive conduct, whether on or off campus, on a school bus, or at a school-related event, can constitute harassment.

No faculty member, coach, or other employee is authorized to engage in any of the conduct prohibited in this policy, to engage in overly-friendly personal interactions with students, text or email students about non-school related matters, enter into a sexual or romantic relationship with students, or ask students to meet with them off campus or in unsupervised areas of campus. Faculty members, coaches, and other employees are also not allowed to make any academic or disciplinary decision based in any way on a student's submission to or rejection of sexual or romantic conduct or advances. No faculty member, coach, or other employee has the authority to suggest to any student that the student's continued attendance or future advancement will be affected in any way because the student enters into or refuses to enter into a form of sexual or other personal relationship with the faculty member or other employee.

Examples of harassment based on race, color, age, religion, sex, sexual orientation, gender identity, national origin, handicap or disability include, but are not limited to:

- Offensive, intimidating, or inappropriate comments, postings, or conduct relating to race, ethnicity, or color (using racial slurs, racial or ethnic jokes, comments, name calling based on race or ethnicity, etc.)
- Offensive, intimidating, or inappropriate comments, postings, or conduct teasing or joking about another person's disability, failure to speak English clearly, religious background, clothing, or beliefs, or similar behaviors.

Sexual Harassment and Sexual Misconduct

We are committed to creating a learning environment characterized by safety, trust, and respect for all. Sexual misconduct whether between students or adults and students is contrary to the standards and ideals of our community and will not be tolerated.

Sexual harassment, like any other form of harassment, is misconduct and will not be allowed. From the school's perspective, such conduct has the purpose or effect of substantially interfering with an individual's work, academic performance or extracurricular participation, and creates, de facto, an intimidating, hostile, and/or offensive working or learning environment. Sexual harassment means any verbal, written, visual, or physical act that is offensive, intimidating, unwelcome, or might be perceived as objectionable in nature. All members of the school community are expected to be sensitive about what they say or do, and to avoid any action or statement which could be perceived as sexual in nature and construed as offensive, and therefore constitute harassment.

Reports of sexual harassment and/or misconduct are taken seriously; the safety and well-being of our students is our first priority. Parents and students who become aware of any form of sexual misconduct, whether on or off campus, should immediately report the information to the appropriate principal, or the head of school. The School reports suspected instances of sexual misconduct in accordance with Georgia law.

Upon a report of student-to-student sexual misconduct, including harassment, the School will provide interim support and reasonable protective measures to support the complainant and/or the accused party and the safety of the community. Until all procedures have been completed, the complainant and the accused must avoid all unnecessary contact. If the School determines at any stage that a student poses a threat of harm or disruption to the school community, the School may take immediate action, including removing the student from School, restricting the student's movement on campus, and so on.

Examples of sexual harassment include, but are not limited to:

- Demanding sexual favors
- Requests for pictures of a sexual nature

- Taking, sending, or posting images of a sexual nature without consent
- Spreading lies or information about another individual's sexual activity
- Coercing sexual activity by threat of punishment or offer of reward
- Obscene or sexually suggestive graffiti
- Displaying or sending pornographic pictures or objects
- Offensive touching, pinching, grabbing, kissing or hugging
- Restraining someone's movement in a sexual way
- Sexual or lewd jokes, remarks, leering, whistling, brushing against the body, or other suggestive or insulting gestures or comments about another's body
- Intimidating or suggestive remarks about an individual's sexual orientation, whether actual or implied

Examples of sexual misconduct include, but are not limited to:

- Any sexual activity between students and adults;
- Any sexual activity between age appropriate students for which clear and voluntary consent has not been given in advance or in which consent has been exceeded;
- Any sexual activity with someone who is incapable of giving valid consent because, for example, that person is under the age of consent, sleeping, or otherwise incapacitated or impaired;
- Any act of sexual harassment, intimate partner violence, or stalking;
- Any digital media stalking and/or the nonconsensual recording of sexual behavior and the nonconsensual sharing of any recording; or
- Non-consensual sexual advances and propositions, or other undesirable verbal or physical conduct of a sexual nature.

Consent

Consent is defined as an affirmative, unambiguous, informed, and voluntary agreement to engage in specific sexual activity. Consent can be revoked at any time. Sexual conduct between or among students that is unwanted, offensive, or makes a student uncomfortable, whether it occurs on or off campus, and affects the student's ability to be comfortable in the school environment is a violation of our School values.

It is not our intent to discourage dating between students or physical contact between or among students that is intended and perceived to be by those involved as positive, healthy, and appropriate to their age and experience. However, sexual conduct between or among students that is unwanted, offensive, or makes a student uncomfortable, whether it occurs on or off campus, and affects the student's ability to be comfortable in the school environment is a violation of our School values.

Bullying

Bullying of any type will not be tolerated at The Galloway School. Bullying occurs when a student is the target of unwanted negative actions, usually in the form of intentional,

repeated, hurtful acts, words, or other behavior including:

- Intimidation such as name-calling or threatening actions
- Social alienation such as shunning or spreading rumors
- Using email or other forms of electronic communication to achieve any of the actions mentioned above
- Physical aggression such as spitting or pushing.

Cyberbullying

Cyberbullying will not be tolerated. Harassing, denigrating, impersonating, outing, tricking, excluding, and cyberstalking are all examples of cyberbullying. Students should not send emails or post comments to social media with the intent of scaring, hurting, intimidating or disparaging someone else.

Engaging in these behaviors, or any online activities intended to harm (physically or emotionally) another person, will result in severe disciplinary action and loss of privileges. In some cases, cyberbullying can be a crime.

Hazing

Hazing is defined as any activity that recklessly or intentionally endangers the mental health, physical health, or safety of students for the purpose of initiation, membership in, or affiliation with any school organization such as a sports team, club, or social group. Hazing will not be tolerated at The Galloway School. The school seeks to maintain a safe, positive environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with educational goals of Galloway and are prohibited at all times. No student, teacher, coach, sponsor, volunteer, or employee shall plan, direct, encourage, assist, or engage in any hazing activity.

Endangering the physical health of a student shall include, but not be limited to, any brutality of a physical nature such as branding, forced calisthenics, undue exposure to the elements; forced consumption of any food, alcoholic beverage, drug, or controlled substance; or other forced or required physical activity that could adversely affect the physical health or safety of the individual. The consent of the person hazed is no defense of hazing.

Endangering the mental health of a student shall include any activity that would subject an individual to extreme mental stress such as prolonged sleep deprivation; forced prolonged exclusion from social contact; forced conduct which could result in extreme embarrassment; or any other forced or required activity which could adversely affect the mental health or dignity of the individual.

Investigation Of Harassment, Sexual Harassment, Sexual Misconduct, Bullying, and Hazing

Any student, staff member, or teacher who feels that he or she has been subjected to harassment, bullying, or hazing of any type by any member of the school community should, without fear, report the incident promptly to the appropriate teacher, level principal, counselor, and/or head of school as circumstances dictate. We also expect that anyone, whether student, faculty, coach, staff or family member who witnesses or has knowledge of an incident of harassment, bullying, or hazing will report the incident to the appropriate individuals identified above.

It can be developmentally appropriate for children to (intentionally or unintentionally) say or do something unkind. This is not the same thing as bullying. As a school, our job is to help all students identify the implications of their choices and provide appropriate support and interventions to help them moving forward.

When the School administration becomes aware of harassment, bullying, or hazing the situation will be promptly investigated. Anyone found to have violated this policy will be subject to disciplinary action, including dismissal from school for serious violations, even in the case of a single expression, act, or gesture. Conduct need not meet the legal definition of harassment or bullying to violate the School's expectations for appropriate behavior and be actionable.

Reporting and Anti-Retaliation

If the person reporting an incident of harassment, bullying, or hazing requests confidentiality, then the school shall take all reasonable steps to investigate and respond to the complaint consistent with such request so long as doing so does not prevent the school from responding effectively and attempting to prevent similar instances of harassment in the future. All information reported will be held in the strictest confidence and will be disclosed only on a need-to-know basis in order to investigate circumstances. Should the nature of the allegation require notification of the police or any other government agency, the parents of the students involved will be notified immediately.

No adverse action will be taken against any person who makes a good faith report of harassment, bullying, or hazing. Retaliation in any form against anyone for making a complaint under this policy or for participating in an investigation is strictly prohibited. Any retaliation should also be reported pursuant to this policy and is itself a cause for disciplinary action.

Use of Security Cameras

The School utilizes security video cameras throughout the exterior and interior of the campus. The cameras are only in non-private areas and typically run twenty-four (24) hours a day, year-round. These recordings are the property of the school and will not be shared with students, parents, or faculty. The School retains the right to use security video cameras on any portion of the School's property, which includes both the main campus and the athletic fields, and all persons and property located anywhere on School property that the cameras can capture.

Students are prohibited from tampering with, disabling, or otherwise interfering with surveillance equipment or video recordings. Violations will be subject to disciplinary action, up to and including, dismissal.

Mandatory Child Abuse Reporting and Cooperation With Governmental Authorities

School teachers and other personnel are mandatory reporters under the Georgia child abuse reporting laws. Please understand that we must take our obligations seriously, and if we assess that a situation requires it, we will make a report to child abuse authorities of situations that we reasonably suspect constitute abuse. Depending on the circumstances, we are not required to communicate with parents about the report until authorized by child abuse authorities to do so. We ask for your understanding as we do our best to protect the children under our care. If you have any questions regarding the School's mandatory reporting obligations, please consult with the Head of School.

The State of Georgia law HB 1176, Part V, Section 5-1 includes all school volunteers "who interface with students" as mandatory reporters of child abuse and neglect. Galloway now requires all volunteers to understand the child abuse reporting protocol. In short, before you volunteer at Galloway you need to understand you have an obligation to immediately report to the necessary Galloway administrator anytime you have a reasonable cause to believe that a student is a victim of abuse. This abuse can be physical, neglect/maltreatment, or sexual in nature. This reporting must take place within 24 hours of hearing, observing, or suspecting abuse to either a school counselor, nurse, level principal, or head of school. The state will grant immunity for any civil or criminal liability for the making of a report based on the requirement that the report is made in good faith. However, any person who knowingly and willfully fails to report shall be guilty of a misdemeanor.

Discipline & Restorative Practice Policies

Restorative practices represent a positive step forward in helping all students learn to resolve disagreements, take ownership of their behavior, and engage in acts of empathy and forgiveness. While we know that some behaviors and actions will and should require

discipline measures, our hope over time is that using restorative practices at all levels of the school will create a more empathic and caring community that only allows for education around issues but provides and expects healing and repairing harm done in the community. Restorative practices seek to bring the primary stakeholders in a dispute together in order to obtain reparation, take responsibility, and achieve reconciliation. While this approach has always lived at Galloway, our purpose in making this work more intentional is to develop a community that manages conflict and tensions by repairing and building relationships.

GALLOWAY LEARNING SUPPORT & STUDENT ACADEMIC ACCOMMODATIONS

Learning Support Mission Statement

Learning Support personnel provide direct and indirect support to students who exhibit difficulty with learning and/or performance. We also endeavor to help students progress in their understanding of their own learning, increase their academic independence, and strengthen their advocacy and executive functioning skills. In order to assist students, Learning Support personnel collaborate with students, teachers, administrators, and parents.

Learning Support Team

- Dr. Sue Feig-Director of Learning Support
SFeig@gallowayschool.org; ext. 279
- Ms. Becky Chamberlain-EL Learning Support Coordinator and Teacher
BChamberlain@gallowayschool.org
- Ms. Stacey Harvey-EL Learning Support Teacher
SHarvey@gallowayschool.org
- Ms. Jicel Castro – EL Learning Support Teacher
JCastro@gallowayschool.org
- Ms. Ashley Drake- ML Learning Support Teacher
ADrake@gallowayschool.org
- Ms. Elizabeth Chapman - ML Learning Support Teacher
EChapman@gallowayschool.org
- Mr. Zeke Espey- ML Learning Support Teacher
ZEspey@gallowayschool.org
- Ms. Meg Goddard- UL Executive Functioning Coach
MGoddard@gallowayschool.org

EL Learning Support Provided (Orton-Gillingham Based)

- o **Kindergarten:** This small group, pull-out model focuses on early literacy skills including phonemic awareness, and reading & spelling of CVC words. Push-in lessons may also take place for the entire class as needed.
- o **First Grade:** This small group, pull-out model focused on providing additional practice with sounds, concepts, & phonics rules taught in the classroom. Additionally, reading fluency is supported through fluency books that are sent home weekly.
- o **2nd, 3rd, and 4th Grades:** Support is provided using a combination of small group, pull-out, and push-in formats. Students are provided additional practice with phonics rules, reading comprehension, and written expression.

Referral Process for EL LS

A referral for learning support originates with the classroom teacher. With parental permission, a learning support teacher will conduct a screening and offer a recommendation regarding the need for learning support. Communication with the parent is maintained throughout the process.

ML Learning Support Services

Academic and Executive Functioning (EF) support are provided through a variety of services.

- o **Push-in support-** The learning support teacher serves as an additional teacher in the classroom working with small groups or individuals to help with current classroom content. This support is offered in any 5th-7th grade classroom based on need and LS teacher availability.
- o **Tutorial Assistance:** All ML students have weekly tutorial time built into their schedule when they can seek assistance from their classroom teachers. The Learning Support teachers are also available at that time and work in conjunction with the classroom teachers to offer additional academic support to any student.
- o **Executive Functioning (EF) Support:** If a student is referred for possible EF support, the LS teacher will determine what kind of intervention is indicated. The LS teacher will email the parent explaining the recommendation and will set a time to meet with the individual student. The frequency of these meetings varies and is determined by need. Regardless of frequency, the LS teacher monitors and tracks student progress. This support is open to any ML student.
- o **Academic Skills and Organization (ASO) class-5th and 6th grades:** This academic support class focuses on self-awareness and helping students acquire

foundational academic and executive functioning skills. It is offered by grade and meets in place of a student's world language class. ASO exposes students to a variety of strategies and skills that can be applied to their core academic classes. ASO is restricted to students who have documented learning challenges (current psychoed eval) and may benefit from additional academic support beyond what is provided in the classroom in areas such as writing, reading comprehension, math, and/or executive functioning. Class size is limited.

- o **Academic Skills and Organization (ASO) class-7th grade:** This academic support class focuses on the application of learned strategies, building independence, growing confidence, and advancing advocacy skills. It is offered during an enrichment period and provides students with a variety of strategies and skills that can be applied to their core academic classes. ASO is restricted to students who have documented learning challenges (current psychoed eval) and may benefit from additional academic support beyond what is provided in the classroom in areas such as writing, reading comprehension, math, and/or executive functioning. Class size is limited.
- o **Learning Coach-8th grade:** One-on-one coaching seeks to strengthen a student's self-awareness, confidence, and self-advocacy skills. Coaching sessions facilitate critical conversations and foster student-faculty relationships as needs arise. The Learning Coaches help students identify strengths and opportunities, use relevant strategies, establish positive habits, set and achieve goals, and manage day-to-day executive functioning demands in the the life of a student to prepare them for high school.
- o **Behind the Scenes Support:** The LS teachers assist classroom teachers with scaffolding assignments, formatting documents such as tests/study guides, suggesting learning strategies for the classroom, and periodic modeling of lessons in the classroom.

Referral Process for ML LS

Whether a concern originates with a teacher or a parent, it is discussed at a grade level Team Meeting. If a parent has a concern, s/he is encouraged to share that concern directly with the classroom teacher, Learning Support teacher, administrator, and/or Director of Learning Support for inclusion on the agenda for the next grade-level Team meeting.

UL Learning Support Services

Our Executive Functioning Coach works with students focusing on time management, organization, study strategies, and advocacy skills. Support is provided through a variety of services.

- **Individual student meetings** on an ongoing or as needed basis. Students are encouraged to schedule a time to meet with the EF Coach. When a student takes the initiative, they tend to be more invested in the process. Meetings are voluntary but may be encouraged by teachers, advisors, or administrators. Meetings may occur before or after school, during lunch, or during a student's free period/supervised study.
- **Group meetings:** Sometimes students prefer to come to sessions with friends or in groups. Additionally, the EF Coach may hold group meetings with students participating in sports teams or arts productions to help them proactively manage their time and extracurricular commitments while maintaining their academic performance.
- **Classroom Instruction and Push In:** The EF Coach may conduct mini-lessons on note-taking, study strategies, and time/project management in collaboration with current content. The EF Coach is part of the Freshman Launch team which delivers lessons to help 9th graders become acclimated to Galloway's culture and procedures.
- **Teacher Collaboration:** The EF Coach provides assistance and consultation to teachers with scaffolding assignments/long term projects, formatting documents such as tests/study guides, and suggesting learning strategies for the classroom.

Procedure Regarding Observations, Evaluations, and Accommodations

If concerns arise regarding a student's learning, this will be discussed with the members of that student's support team, which will generally include teachers, advisor, the learning support team, and administrative team. If this team determines that a recommendation for an evaluation is warranted, a parent conference is held to discuss the concerns and recommendations at which time we will discuss next steps in the process. Please note that all psychoeducational evaluation testing results will be sent directly to the Director of Learning Support for review and an accommodation plan will be created. This plan is shared with the student's teachers and the family. The LS Team will work directly with principals and teachers to ensure proper and appropriate implementation of any recommended accommodations. Confidentiality is strictly maintained.

Any student with a documented learning challenge is expected to keep the supporting documentation current which is defined as being no more than five years old. Failure to do so may impact the accommodations that can be provided. Plans for the specific timing of a re-evaluation can be discussed with the Director of Learning Support on a case-by-case basis.

Accommodation requests for the ACT and/or the College Board (PSAT/SAT/AP) standardized tests are parent initiated. It is also the parent's responsibility to be mindful of submission deadlines and to allow school personnel sufficient time to process their request. The request will be submitted by the Director of Learning Support once a signed consent form and confirmation of accommodations being requested are received. The respective testing agencies make decisions about accommodations which may differ from one another as well from what the student is approved for at school. Once approved, students will have those accommodations for those tests moving forward.

- [College Board Accommodation Info](#) and [CB Consent Form](#)
- [ACT Accommodation Info](#) and [ACT Consent Form](#)

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

In general, it is our School's policy to provide accommodations or adjustments for a student's minor needs in circumstances in which the administration determines, in its sole discretion, that doing so is within the reasonable ability of the School and/or its staff and will not result in a significant disruption to the teacher's ability to instruct other students, to classroom or school order and discipline, will not result in a threat of harm to the safety of other students or employees, will not require a fundamental change to our educational environment or mission, and will not impose responsibilities on school employees for which they are not trained or could not reasonably become trained. We also ask parents to realize that, given the size of our school and our available resources, we may not be able to provide all requested accommodations. To the extent we agree to provide accommodations, we may require a sharing of responsibility for the accommodation.

Request and Documentation

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

Release for Communications with Physician

Sometimes, the documentation received from the physician may raise questions or be unclear as to the recommendations. For that reason, the parent(s) must sign a Release of Information form, permitting the School to contact the appropriate medical professionals,

when necessary. In addition, if there is any cost associated with the physician's cooperation (i.e., to answer a set of questions submitted, etc.), the parent must agree to bear the cost of such process.

Assessment of Request

Once the parent's request and medical documentation have been received by the School, appropriate persons within the administration will meet with the parents to clarify information and to discuss whether the School will be able to implement the accommodation requested. In some cases, the parent may be asked to provide (at the parent's cost) any special equipment needed, training for the school's staff, or other associated matters. In addition, the School may advise the parent that the School will allow a particular accommodation, but the full responsibility for doing so will rest with the parent. For example, if the student needs to be tested or have certain types of medicines administered during the day that the School or nurse believes are beyond the scope of the School's responsibility, the School may allow the parent to make arrangements to visit the campus for the purpose of testing and administering.

Limitations on Requests

Please understand that the School does not have the personnel, training, or equipment to handle certain types of medical requests best left to the student, parent, or physician. Examples of accommodations made for students include but are not limited to appropriate classroom locations, seating preferences, extended time on tests, use of computers, dispensing with medication through the Clinic, etc. If the parent has questions or concerns regarding the outcome of the accommodation request, they should work directly with their level principal, counselor and/or teacher, and the director of learning support. If the issue is not resolved, it will be referred to the Head of School and our Section 504 Compliance Officer for further investigation, compliance, and resolution.

COUNSELING SERVICES

Each level is staffed by professionally trained counselors. Counselors are available to help students and parents with personal or social concerns that may arise and which affect the student's academic performance or social conduct. The enrollment of your child is consent to allow your child to receive services through our counseling office. However, the level counselor cannot provide the same level of consistent, ongoing support that an outside provider is able to provide.

Students and parents should be aware that our School's philosophy is that conversations with counselors will not be treated as completely confidential. The counselor will remind the student of the nature of the communication and, in appropriate circumstances, will encourage the student to communicate with the student's parents or other adults regarding the circumstances disclosed. The counselor may also directly inform the parent and/or administration of sensitive communications to find ways to help the student and/or

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

EARLY LEARNING

Absences

An absence occurs when a student misses 50% or more of a school day. On a regular school day, that includes arriving after 11:30 am, checking out before 11:30 am, or leaving school for 3.5 hours or more during the school day. As most half-days are four hours long, an absence will occur if a student misses two hours or more of a half-day. This policy applies to all school days, including field trips, retreats, and other events held on days when school is in session. Those not participating in such events are expected to be present at school to avoid being counted absent.

Planned Absences

Parents/guardians who anticipate that their student will miss two or more consecutive days of school should inform teachers and their level principals as soon as possible. This includes planned medical absences (e.g., surgery and recovery), and foreseen absences for extra-curricular activities or family obligations. If there is any documentation or paperwork needed for your absence, the level principals will supply it for you when you notify them of the absence.

Patterns of Absences

- If a student accrues three unexcused absences, the Principal or Assistant Principal will arrange a meeting with the family to improve the partnership with the school.
- After five absences from class in one semester (excused and unexcused), the Principal or Assistant Principal will arrange for a meeting with the parents and student, during which a plan may be created in response to the pattern of absences. Developed for the individual situation, this plan may include a requirement for a doctor's note for any future absences, consequences for additional absences, or other criteria.
- After 10 absences from class in one semester, the student's ability to master material appropriately is in jeopardy. This may result in a range of potential actions including but not limited to placing the student on medical leave or withholding progress report feedback because learning cannot be appropriately assessed.

Tardy Arrival

A tardy arrival occurs when a student arrives at school after 8 AM. Patterns of tardiness to class will be treated in the same way as patterns of tardiness to school. Tardies will be

designated as excused or unexcused. Tardies are excused if the level administrative assistant receives an email explanation of the tardy arrival from a parent or guardian before 8 AM on the day of the tardy and/or a doctor's note upon the student's return to school. Otherwise, the tardy will be considered unexcused.

Early Check-out

If a student needs to check out early, a parent phone call or email to the Early Learning Administrative Assistant is required. A parent/guardian must sign the student back in upon returning to the campus.

Checking Out Due to Illness

Students seeking to leave school early due to illness should be assessed by the nurse. The nurse or the Early Learning Administrative Assistant will communicate with the child's family about appropriate next steps. All students should check out with the Early Learning Administrative Assistant before departing campus.

Discipline Philosophy and Process

Galloway aims to foster a community of respect where students feel safe and free to be themselves, and thus, able to thrive in a challenging and caring academic environment. "Behave yourself and try," is what Mr. Galloway used to ask of his students. He recognized that we are all humans and not only acknowledged that there would be times when we make mistakes but also emphasized the importance of learning from them. Students are responsible for focusing on their learning and avoiding behavior that distracts them from this priority. We expect students to behave in an appropriate manner in class, in the halls, on the school grounds, and in the vicinity of the school. Behaviors that inhibit or are detrimental to the learning environment are prohibited. As representatives of the school, students are expected to conduct themselves honorably, both on and off-campus.

To help learn from mistakes and grow as individuals, behavior support measures are determined on an individual basis based on factors such as a student's behavioral history, the impact upon the community, and the specific circumstances of the situation. Other factors may be considered based upon the nature of the discipline incident. The results of the behavior support process are confidential and will only be shared with the family of the offending student. It is our hope that students will learn from their mistakes through the behavior support process and understand the nature of their actions as a member of the community. The *Handbook* is a guide toward this end, although it is not an exhaustive or all-inclusive manual for behavior.

(Safe) Social Environment

In the spirit of building a caring classroom community, the following processes and procedures have been developed:

In the first two weeks of the school year, each teacher with their students will develop an agreement, promise, or contract for how to treat peers and teachers at Galloway.

Class meetings and SEL (Social Emotional Learning) tools will be used to address on-going sources of conflict and positive events occurring in the class. A variety of strategies such as role-playing, games, etc. will be used to address important topics.

Conflict Resolution

Restorative practices represent a positive step forward in helping all students learn to resolve disagreements, take ownership of their **behavior**, and engage in acts of empathy and forgiveness. Students will be encouraged to work out conflicts among themselves whenever possible. This may or may not include teacher or counselor-led guidance and coaching, depending on the age of the students and the nature of the problem.

Teachers will notify the counselor about ongoing themes or issues among students so that SEL curriculum can be modified to address these concerns. The EL counselor will also consult with EL Specialists about student social concerns.

If a difficult social situation arises, teachers will consult with other colleagues (e.g., the student's former teacher, EL administrators) for suggestions and guidance including SEL resources designed to help maintain a safe social environment.

Severe or Reoccurring Misbehavior

If students become involved in an unsafe or unkind social situation, the counselor and/or teacher will meet with the students to develop a resolution to the underlying problem(s). If the unsafe or unkind situation persists or is repeated, classroom teachers or the counselor will contact the student's parents. Also, the offending student will be asked to write a letter of apology to the offended party and deliver this letter face-to-face. One copy of the letter will be sent home with both students, and another copy will be kept on file. Consequences, including removal from the classroom to sit with the EL counselor, EL Assistant Principal, or EL Principal, or asking parents to pick up a child before the school day is over may be invoked.

If any situation between students involves physical or aggressive contact or harsh language, the principal and the counselor will be informed immediately and parents will be notified. A conference will be held with the parent, student (when appropriate), administrator and teacher regarding the unsafe behavior. Consequences including a behavior contract and/or possible suspension or expulsion, along with other recommendations for further action, will be spelled out at this time. In the event of a separation from the community, a re-entry meeting with parents will be scheduled. The

re-entry meeting will include a plan of action for the student and parents including action steps and recommendations for future follow up.

The School reserves the right to dismiss any student at the discretion of the Head of School who has been found to be in violation of the policies, procedures, and rules, including but not exclusively, outlined in this handbook.

Academic Philosophy

Galloway offers a challenging, rigorous academic program where the focus is on “playing the game of learning and not the game of school.” Teachers strive to stretch students and support their growth and development while creating a learning environment that fosters academic success for each individual student. If a student encounters academic struggles, Galloway uses a team approach to communicate concern and works with the family, student, and teaching team to provide the student with varying levels of support.

Steps Taken with Academic Concern

1. Teachers reach out to the Student Support team (which includes Learning Specialists and Administrators) to share concerns, along with student work, anecdotal records, benchmark testing, and/or a summary of parent communication so far and create a plan of support.
2. Teachers clearly communicate concerns with parents, which includes reviewing the supports in place, specific goals for the student, and ways in which the family can provide additional support.
3. The Student Support Team will establish regular meetings with parents to share updates, progress, and unmet goals.
4. The Student Support Team will then meet with parents to discuss their child’s contract status for next year if a student remains a concern (with regard to moving on to the next grade level or if another school would be a better fit for their success. We recommend either an open contract (reserving a place for their child in both their current year and the next) or a hold contract (an indication of uncertainty if our school is the right fit for their child). Both the open and the hold contracts allow time to grow and decide on the best option for the student.

MIDDLE LEARNING

Absences

An absence occurs when a student misses 50% or more of a school day. On a regular school day, that includes arriving after 11:30 am, checking out before 11:30 am, or leaving school for 3.5 hours or more during the school day. As most half-days are four hours long, an absence will occur if a student misses two hours or more of a half-day.

Next Steps After an Absence

If a student is marked absent from school (excused or unexcused), that student will not participate in after-school activities such as athletics practices and games, arts rehearsals or performances, or other school-sponsored events. In some cases, exceptions may be made for partial planned absences (e.g., doctor's appointments) at the Principal's discretion.

Middle school students who miss school are responsible for finding out about missed learning activities and homework by checking Google Classroom, the homework calendar, and speaking with the teacher. All required assignments must be completed by the original due date or an agreed upon revised date. Students should seek support during tutorials or other times outside of class in order to gain a full understanding of missed material.

Planned Absences

Parents/guardians who anticipate that their student will miss two or more consecutive days of school should inform teachers and their level principals as soon as possible. This includes planned medical absences (e.g., surgery and recovery), and foreseen absences for extra-curricular activities or family obligations. If there is any documentation or paperwork needed for your absence, the level principals will supply it for you when you notify them of the absence.

Patterns of Absences

- If a student accrues three unexcused absences, the Principal or Assistant Principal will arrange a meeting with the family to improve partnership with the school.
- After five absences from class in one semester (excused and unexcused), the Principal or Assistant Principal will arrange for a meeting with the parents and student, during which a plan may be created in response to the pattern of absences. Developed for the individual situation, this plan may include a requirement for a doctor's note for any future absences, consequences for additional absences, or other criteria.
- After 10 absences from class in one semester, the student's ability to master material appropriately is in jeopardy. This may result in a range of potential actions including but not limited to placing the student on medical leave or withholding progress report feedback because learning cannot be appropriately assessed. In addition, Middle Learning students may be withdrawn from and/or fail to receive credit for a class.

Tardy Arrival

A tardy arrival occurs when a student arrives at school after 8:00 am. In Middle Learning, a student accrues a tardy by arriving to class after the posted time and without a valid

excuse (e.g., communication from another teacher or staff member). Patterns of tardiness to class will be treated in the same way as patterns of tardiness to school.

Tardies will be designated as excused or unexcused. Tardies are excused if the level administrative assistant receives an email explanation of the tardy arrival from a parent or guardian before 8:15 on the day of the tardy and/or a doctor's note upon the student's return to school. Otherwise, the tardy will be considered unexcused.

Patterns of Tardiness

- After four tardies to school in a 9-week marking period, the ML Admin Assistant will email the student and/or the parents to ensure awareness of the emerging pattern.
- If a pattern continues and the student reaches six tardies to school in a 9-week marking period, the Principal or Assistant Principal will arrange for a meeting with the student and parents. This meeting will result in an individual plan that includes next steps and/or consequences. Such a plan may include a requirement for a doctor's note for any future tardies, consequences for additional tardies, or other criteria.

Early Check-out

If a student needs to check out early, a parent phone call or email to the Middle Learning Administrative Assistant is required (except in the case of school-related early check-outs, such as athletic events). A student must sign back in upon returning to the campus.

Checking Out Due to Illness

Students seeking to leave school early due to illness should be assessed by the Nurse. The Nurse or the level Administrative Assistant will communicate with the child's family about appropriate next steps. All students should check out with the level Administrative Assistant before departing campus.

Discipline Philosophy and Process

Galloway aims to foster a community of respect where students feel safe and free to be themselves, and thus, able to thrive in a challenging and caring academic environment. "Behave yourself and try," is what Mr. Galloway used to ask of his students. He recognized that we are all humans and not only acknowledged that there would be times when we make mistakes, but also emphasized the importance of learning from them. Students are responsible for focusing on their learning and avoiding behavior that distracts them from this priority. We expect students to behave in an appropriate manner in class, in the halls, on the school grounds, and in the vicinity of the school. Behaviors that inhibit or are detrimental to the learning environment are prohibited. As representatives of the school, students are expected to conduct themselves honorably, both on and off-campus.

To help learn from mistakes and grow as individuals, behavior support measures are determined on an individual basis based on factors such as a student's behavioral history, the impact upon the community, and the specific circumstances of the situation. Other factors may be considered based upon the nature of the discipline incident. To understand all details of possible discipline situations, the school reserves the right to conduct student interviews without the presence of a parent or guardian. The results of the behavior support process are confidential and will only be shared with the family of the offending student. It is our hope that students will learn from their mistakes through the behavior support process and understand the nature of their actions as a member of the community. The *Handbook* is a guide toward this end, although it is not an exhaustive or all-inclusive manual for behavior.

Behavior Off-Campus

While it is not the function of the school to intervene in a student's life away from school or school activities, behaviors that so violate our expectations as to bring gross discredit upon the school or significantly impact the Middle Learning environment may be grounds for disciplinary action up to and including dismissal.

Infractions

Minor Infractions

Teachers will address a majority of the minor infractions; however, if students are repeatedly making poor choices, the Middle Learning administration is alerted by faculty and they, in turn, inform parents. The Middle Learning Assistant Principal will meet with the student, and the consequences will be assigned.

These infractions include, but are not limited to repeated or significant incidents of the following:

- Disruptive behavior
- Technology misuse (phone, laptop)
- Not being where you're supposed to be
- Name-calling
- Disrespect toward teacher or peers
- Disrespect toward shared spaces
- Gray-area academic integrity (e.g., sharing homework that isn't graded)
- Failing to honor ML expectations or community norms

Next steps and/or consequences could include, but are not limited to:

- Apologizing to those involved, in person or in writing
- Facilitated discussion with those affected by the actions
- Loss of privileges (missing lunch/recess or class activity, loss of technology)
- Friday morning community time

Major Infractions

If students become involved in a major infraction the ML administration is alerted by faculty and they, in turn, inform parents. The ML Assistant Principal and/or Principal will meet with the student and parents/guardians and consequences will be assigned. These infractions include, but are not limited to:

- Demonstrating a lack of respect for members of the community
- Using prejudicial or discriminatory language or symbols against individuals or groups because of their race, color, religion, ancestry, ability status, age, gender, gender identity, sexual orientation or national origin
- Use of tobacco, alcohol, chemicals, or misusing prescription or non-prescription drugs
- Bringing a weapon (such as a knife or a gun) to school
- Physical aggression
- Stealing or vandalizing the property of others
- Bullying and/or harassment **as outlined and defined in this handbook**
- Leaving school grounds without permission or failing to report to class
- Failure to adhere to the Acceptable Use Policy
- Academic dishonesty (cheating, plagiarism)
- Repeated or persistent minor infractions
- Other incidents that create an unsafe environment, interrupt the learning environment or impact the spirit of the community

Consequences could include but are not limited to:

- Loss of privileges (missing lunch/recess or class activity, loss of technology)
- Friday morning community time
- Behavior contract
- In-school suspension with a re-entry parent meeting
- Out-of-school suspension with a re-entry parent meeting
- Disciplinary probation
- Expulsion

Disciplinary Probation

In the case of repetitive minor or serious major infractions, the Middle Learning Administration, including the Head of School, may decide to place a student on disciplinary probation. The Administration will meet with the child's parents to explain the length of the probation and other details, which may include restrictive conditions and placing a hold on the student's re-enrollment contract. Disciplinary probation will last one year from the date of the incident. While on Disciplinary Probation, if the student violates another rule, more severe consequences may be imposed, such as suspension or expulsion.

The School reserves the right to dismiss any student at the discretion of the Head of School who has been found to be in violation of the policies, procedures, and rules, including but not exclusively, outlined in this handbook.

Academic Philosophy

Galloway offers a challenging, rigorous academic program where the focus is on “playing the game of learning and not the game of school.” Teachers strive to stretch students and support their growth and development while creating a learning environment that fosters academic success for each individual student. If a student encounters academic struggles, Galloway uses a team approach to communicate concern and works with the family, student, and teaching team to provide the student with varying levels of support.

Academic Alert

The student does not perform well on a significant core class assessment.

Action: Student fails one summative assessment

Response: The teacher will contact parents and the student’s advisor in addition to the assessment rubric sent home. The teacher will share information in the upcoming team meeting to alert Learning Support, Administration, and the grade level team.

Academic Concern

The student is not performing well in multiple classes and/or has failed multiple assessments in one core class.

Action: Student receives an academic alert in multiple classes. Student fails more than one summative assessment in a course within a term.

Response: In the weekly team meeting, the teacher will share concerns, along with student work, anecdotal records, and/or a summary of parent communication in the upcoming team meeting in order to alert Learning Support, Administration, and the grade level team. A parent meeting is set up with the teacher(s), Principal, student, advisor, LS, and a support plan involving everyone at the meeting is put into place to support the student. Follow up with parents three weeks after meeting with the advisor and/or teacher.

Academic Probation

The student is in danger of not returning and needs to take steps to improve their performance.

Action: Two or more overall Areas of Concern after term progress reports are released.

Response: Hold a group conference (grade level teachers, advisor, LS team, and Admin) to clearly communicate concerns with parents, which includes reviewing the supports in place, specific goals for the student, and the ways in which the family can provide additional support. Establish monthly meetings with parents to share updates, progress,

and goals to still meet. The principal and Director of Learning Support meet with parents to discuss their child's contract status for next year if a student remains a concern.

- Open Contract: reserving a place for their child in both their current year and the next.
- Hold Contract: indication of uncertainty if our school is the right fit for their child

Both the open and the hold contracts allow time to grow and decide on the best option for the student.

UPPER LEARNING

Absences

An absence occurs when a student misses 50% or more of a school day. On a regular school day, an absence is defined as missing two or more classes or 3.5 hours of the school day. As most half-days are four hours long, an absence will occur if a student misses two hours or more of a half-day. This policy applies to all school days, including field trips, retreats, and other events held on days when school is in session. Those not participating in such events are expected to be present at school to avoid being counted absent.

Next Steps After an Absence

If a student is marked absent from school (excused or unexcused), that student will not participate in school-sponsored after-school events including athletics practices and games, arts rehearsals or performances, or other school-sponsored events. In some cases, exceptions may be made for partial planned absences (e.g., doctor's appointments) at the principal's discretion.

Upper Learning students who miss school are responsible for finding out about missed learning activities and homework by checking Canvas and speaking with the teacher. All required assignments must be completed by the original due date or an agreed upon revised date. Students should seek support during tutorials or other times outside of class in order to gain a full understanding of missed material. Further, the student will meet with the Assistant Principal or Principal to discuss consequences for an unexcused absence, which may include loss of privileges or opportunities to contribute constructively to the community.

Planned Absences

Parents/guardians who anticipate that their student will miss two or more consecutive days of school should inform teachers, the UL administrative assistant, and their level principals as soon as possible. This includes planned medical absences (e.g., surgery and recovery), and foreseen absences for extra-curricular activities or family obligations. If there is any documentation or paperwork needed for your absence, the level principals will supply it for you when you notify them of the absence.

Patterns of Absences

- If a student accrues three unexcused absences, the principal or assistant principal will arrange a meeting with the family to improve partnership with the school.
- After five absences from class in one semester (excused and unexcused), the principal or assistant principal will arrange for a meeting with the parents and student, during which a plan may be created in response to the pattern of absences. Developed for the individual situation, this plan may include a requirement for a doctor's note for any future absences, consequences for additional absences, or other criteria.
- After 10 absences from class in one semester, the student's ability to master material appropriately is in jeopardy. This may result in a range of potential actions including but not limited to medical leave or withdrawal from the class without credit.

Tardy Arrival

A tardy arrival occurs when a student arrives to school after 8:10 AM or arrives to class after the posted time and without a valid excuse (e.g., communication from another teacher or staff member). If a student is tardy to a class by more than 30% of the class period (e.g., by more than 25 minutes in an 85-minute class), the student will be considered absent from that class, not tardy. Patterns of tardiness to class will be treated in the same way as patterns of absences from school.

Tardies will be designated as excused or unexcused. Tardies are excused if the UL administrative assistant receives an email explanation of the tardy arrival from a parent or guardian before 8:25 AM on the day of the tardy and/or a doctor's note upon the student's return to school. Otherwise, the tardy will be considered unexcused.

Patterns of Tardiness

- After three tardies to class, the assistant principal will email the student and/or the parents to ensure awareness of the emerging pattern.
- If a pattern continues and the student reaches six tardies to school or to class in a semester, assistant principal or principal will arrange for a meeting with the student and parents. This meeting will result in an individual plan that includes next steps and/or consequences. Such a plan may include a requirement for a doctor's note for any future tardies, and consequences may include loss of free period/open campus and the enrollment in a supervised study .

Early Check-out

If a student needs to check out early, a parent phone call or email to the UL administrative assistant is required (except in the case of school-related early check-outs, such as athletic events). Failure to submit a note or call will result in the early dismissal being treated as

an unexcused tardy or absence. A student must sign back in upon returning to the campus.

Checking Out Due to Illness

Students seeking to leave school early due to illness should be assessed by the nurse. The nurse or the UL administrative assistant will communicate with the student's family about appropriate next steps. All students should check out with the UL administrative assistant before departing campus.

Behavior Philosophy and Process

Galloway aims to foster a community of respect where students feel safe and free to be themselves, and thus, able to thrive in a challenging and caring academic environment. "Behave yourself and try," is what Mr. Galloway used to ask of his students. He recognized that we are all humans and not only acknowledged that there would be times when we make mistakes, but also emphasized the importance of learning from them. Students are responsible for focusing on their learning and avoiding behavior that distracts them from this priority. We expect students to behave in an appropriate manner in class, in the halls, on the school grounds, in the vicinity of the school, and during off-campus trips. Behaviors that inhibit or are detrimental to the learning environment are prohibited. As representatives of the school, students are expected to conduct themselves honorably, both on and off-campus.

To help learn from mistakes and grow as individuals, behavior support measures are determined on an individual basis based on factors such as a student's behavioral history, the impact upon the community, and the specific circumstances of the situation. Other factors may be considered based upon the nature of the discipline incident. To understand all details of possible discipline situations, the school reserves the right to conduct student interviews without the presence of a parent or guardian. The results of the behavior support process are confidential and will only be shared with the family of the offending student. It is our hope that students will learn from their mistakes through the behavior support process and understand the nature of their actions as a member of the community. This handbook is a guide toward this end, although it is not an exhaustive or all-inclusive manual for behavior.

Behavior Off-Campus

While it is not the function of the school to intervene in a student's life away from school or school activities, behaviors that so violate our expectations as to bring gross discredit upon the school or significantly impact the Upper Learning academic environment may be grounds for disciplinary action up to and including dismissal.

Infractions

Minor Infractions

A minor infraction is any behavior that causes an interruption to the learning environment, the infringement of the rights of others or significantly impacting their sensibilities, and includes discourtesy toward others as well as disrespect for the school and its property. Minor infractions show disrespect of teachers, peers, or shared spaces, so examples might include failing to respond to redirection in class or using inappropriate language toward community members. Consequences for minor infractions are supported by teachers, student life coordinator, and the assistant principal.

Next steps and/or consequences could include, but are not limited to:

- Apologizing to those involved, in person or in writing
- Facilitated discussion with those affected by the actions
- Loss of privileges (e.g., open campus, free period, attendance at school activities)

Major Infractions

If students become involved in a major infraction, the UL administration is alerted by faculty and they, in turn, inform parents. The UL assistant principal and/or principal will meet with the student and parents/guardians and consequences will be assigned. These infractions include, but are not limited to:

- Use of tobacco, alcohol, chemicals, or misusing prescription or non-prescription drugs
- Bringing a weapon (such as a gun or knife) to school
- Physical aggression
- Stealing or vandalizing the property of others
- Bullying and/or harassment and hazing
- Leaving school grounds without permission or failing to report to class
- Failure to adhere to the Acceptable Use Policy
- Academic dishonesty (cheating, plagiarism)
- Repeated or persistent minor infractions
- Using prejudicial or discriminatory language or symbols against individuals or groups because of their race, color, religion, ancestry, ability status, age, gender, sexual orientation or national origin
- Other incidents that create an unsafe environment, interrupt the learning environment, or impact the spirit of the community

Next steps and/or consequences could include, but are not limited to:

- Loss of privileges (e.g., open campus, free period, attendance at school activities)
- Service to the Galloway community
- Required meetings with Galloway counselor or independent counselor
- Behavior Support Plan

- In-school suspension with a re-entry parent meeting
- Out-of-school suspension with a re-entry parent meeting
- Disciplinary probation
- Social probation
- Dismissal/Expulsion

Disciplinary Probation

In the case of repetitive minor or serious major infractions, the UL administration, including the head of school, may decide to place a student on disciplinary probation. A behavior support plan will be developed by the division principal and will be supported by the students, advisor, teachers, and parents for the duration of the student's probationary period. The administration will meet with the child's parents to explain the length of the probation and other details, which may include restrictive conditions and placing a hold on the student's re-enrollment contract. Disciplinary probation will last one year from the date of the incident. While on Disciplinary Probation, if the student violates another rule, more severe consequences may be imposed, such as suspension or expulsion.

The School reserves the right to dismiss any student at the discretion of the head of school who has been found to be in violation of the policies, procedures, and rules, including but not exclusively, outlined in this handbook.

Upper Learning Academic Philosophy

Our educational ambition is to inspire the development of a complete individual. A Galloway student's journey through Upper Learning requires passion, hard work, and accountability. It is a journey that will ask students to explore the relationship between freedom and responsibility. It is a journey taken individually and as a community, in which all members of our school community work in unity with students to guide and hone the skills and attributes necessary to find who they are and become that person.

These core qualities have been adopted as our educational ambition for our students and our picture of success.

Galloway students are...

- courageous learners who are inquisitive, embrace challenge and take responsible risks.
- individuals who are creative, confident, passionate, and distinctive in their own character.
- life-long learners who are dedicated, conscientious, and persistent in their path to mastery of challenging and relevant studies to prepare them for college and life.
- engaged citizens who are respectful of their relationship with others, are collaborative and are engaged in and responsible to their community.
- balanced in mind, body, and spirit. They engage in physical activity and artistic expression, possess emotional intelligence and strong reasoning abilities, and relate to the world with a compassionate and grateful heart.

We seek to fulfill Mr. Galloway's promise, "to do everything in our power to give you the opportunity to obtain a quality education." The education our students receive not only develops their content knowledge, it fosters the skills necessary to meet a high level of expectations in multiple areas of study. During a student's journey through Upper Learning they may struggle to meet course expectations. We have measures in place that not only identify a team of support, but also provide a learning opportunity for the student. Our Academic Support Alert Process (ASAP) promotes a team approach to help a student overcome their academic challenges while fostering tools for future success. Each step of our process involves communication with a student's parents, advisor, and the Upper Learning student support team.

Academic Alert

Action: A student's academic performance is concerning; examples include a failed major assessment, a pattern of missed assignments, or a pattern of classroom behavior that interferes with academic success.

Response: The teacher will post an alert comment that also generates an email to the student, parents and advisor. UL Leadership Team will share information in the upcoming student support team meeting.

Academic Concern

Action: Student receives an academic alert in multiple classes or multiple academic alerts in one class.

Response: UL Leadership Team will share information in the upcoming student support team meeting. Meeting with teachers, advisor, UL admin member, parents, and learning support (if needed), as well as student as appropriate. A support plan involving everyone at the meeting is put into place to support the student. Follow up with parents three weeks after meeting with an advisor or teacher.

Academic Probation

Action: At risk of failing two or more classes in same semester or back to back semesters.

Response: Meeting that includes principal, assistant principal, learning support, and parent (faculty if needed) to clearly communicate concerns with parents, which includes reviewing the supports in place, specific goals for the student, and the ways in which the family can provide additional support. Establish monthly meetings with parents to share updates, progress, and goals to still meet. The UL principal and director of learning support meet with parents to discuss their child's contract status for next year if a student remains a concern.

- **Open Contract:** reserving a place for their child in both their current year and the next.
- **Hold Contract:** indication of uncertainty if our school is the right academic fit for their child

Open contract status is the result if a student fails no more than two classes. Hold contract status is the result if a student fails two or more classes. Both the open and the hold contracts allow time to grow and decide on the best option for the student.