



GIRLS ATHLETIC LEADERSHIP SCHOOLS

The Girls Athletic Leadership Schools of Denver

Family Handbook

2017-18

GALS Student Pledge

I know who I am.

I know that I matter.

I know what matters to me.

I pay attention to what I feel and what I need.

I make choices and decisions that are good for me.

I take good care of my body.

I stand up for what I believe in.

I let people know what I think, even when I'm angry or confused or in disagreement with everyone else.

I am a valuable friend.

I know I can make a positive difference in the world in my own unique way.

GALS Habits of Heart and Mind:

POWER FOCUS BALANCE FLEXIBILITY

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WELCOME TO THE GIRLS ATHLETIC LEADERSHIP SCHOOLS!

GALS middle school is entering its eighth year, and GALS high school is entering its fourth year, with our first graduating class of seniors! Our focus remains on academic achievement while ensuring our students are well-prepared for success as leaders and contributing community members, in college and the world beyond. Our goal is to ensure they have built a platform from which they truly know they can succeed in any endeavor they choose. Additionally, they will be self-assured and be able to self-advocate within the community.

When you make the choice to come to GALS, you are doing more than simply joining another school; you are becoming part of a movement. GALS is a vibrant community of faculty, administrators, parents/guardians, and students bound together by a common commitment to the unique and powerful vision and mission of our school.

Our Vision

The Girls Athletic Leadership School envisions a world where all young women, regardless of their background, are given access to a personalized and holistic education that provides them the opportunity to access the skills, knowledge, and self-determination to succeed in college and to develop as leaders in their communities and the world.

Our Mission

GALS provides a college preparatory education in a supportive environment that fosters the academic mastery and personal development necessary for every young woman to become a powerful advocate for herself and a leader of her community.

Our Philosophy

GALS believes that in order to ready the mind, to optimize learning, to engage in self-development as a positive image-building process, we must use the entire body and educate the whole person. We draw on the physical, social, behavioral, and cognitive benefits of movement and physical activity to optimize academic achievement.

GALS Statement of Intent

GALS empowers girls to succeed academically, lead confidently, live boldly, thrive physically

GALS World View:

- Feminism is at the CORE of Gals Inc. We define feminism as the belief in and advocacy for (1) equal rights for all girls and women and (2) physical and emotional safety of all girls and women.
- GALS Inc.'s pedagogy is "Embodied Education", which promotes the synergy between movement and positive gender focus.
- GALS Inc. creates space in which all genders can fully become themselves and better navigate the gender stereotypes which are still our societal norm.

- GALS Inc. has created an educational model that serves students from all backgrounds. It is a model that can exist in multiple educational contexts and governance structures. In opening schools, GALS considers the needs of the local community and works within the local context to help the school achieve its goals.
- GALS Inc. believes that standardized, prescriptive approaches to teaching and learning are antithetical to what we know about human development. GALS believes that relationship-based schools focused on meaningful and relevant work will produce empowered human beings capable of leading in our communities and industries.
- At its core, GALS Inc. schools are about personalization, which is defined as all students being known well by the adults in the building. As a result, the schools can effectively differentiate and provide challenges and supports based on the strengths and talents of each individual.
- GALS Inc. schools strive to be intentionally inclusive of all backgrounds – socioeconomic, religious, ethnic, gender identity, sexual orientation, and special learning needs. GALS believes that this diversity is the foundation for a strong learning environment in which students develop skills to engage in civil discourse and become civically active in our local, national and international communities.
- All GALS Inc. schools will meet or exceed local achievement standards and requirements of operation.
- GALS Inc. graduates are able to make choices and take actions that are aligned with their own personal values and aspirations. GALS graduates have deep self-knowledge along with strong skills in critical thinking and collaboration, which prepares them to make authentic choices and pursue their goals for the future.
- GALS Inc. embraces the concept of ‘choice’ in education, which provides families with the opportunity to choose a school model that best fits their student’s needs. GALS Inc. is committed to each student and family that chooses one of our schools and commits to working alongside families to ensure that each student is supported based on his or her individual strengths and needs.
- GALS Inc. is a learning organization and as a result, will continually assess, learn, and refine our practices based on results and future needs.
- GALS Inc. schools recognize the impact of sports participation as a key factor in the success of women in leadership, particular in women holding C-suite roles in corporations.
- GALS Inc. views not only the classroom, but also all physical spaces in and around the school as important components in a holistic learning environment.
- GALS Inc. uses its resources to develop a platform for public engagement and discourse in the areas of gender equity, civil discourse and public education.

We want everyone to have a clear understanding of the structure, rules, policies, and procedures that enable a healthy, cooperative and high achieving learning community. The Family Handbook contains this key information. The pages that follow reflect the values of our school and the rules that support and protect those values. It is our hope you will refer to this handbook often to find answers to your questions. We look forward to sharing this journey with you.

A handwritten signature in black ink, appearing to read "Carol Bowar". The script is fluid and cursive.

Carol Bowar, Executive Director

A handwritten signature in black ink, appearing to read "Nina Safane". The script is cursive and somewhat stylized.

Nina Safane, Head of Middle School

A handwritten signature in black ink, appearing to read "Carrie Donovan". The script is cursive and somewhat stylized.

Carrie Donovan, Head of High School

SCHOOL POLICIES

Every student at GALS is academically responsible for herself. Each student must meet her academic commitments in a timely manner, communicate directly with her teachers, and uphold the GALS Code of Conduct.

EDUCATIONAL PHILOSOPHY

GALS provides a rigorous, standards-based education that supports every student to reach her highest potential.

Our curriculum and pedagogy builds on the inherent capacity of students to become engaged as lifelong learners through self-expression grounded in mind/body development and best practices in movement-based learning. Modern brain research supports the intrinsic connection between the brain and the body. The role of movement in education optimizes the brain's learning potential and boosts students' overall physical health and wellness.

GALS believes that if you have a body, you are an athlete. Accordingly, the Girls Athletic Leadership Schools uniquely focuses on the seamless integration of academics and physical fitness in a healthy, competitive environment allowing the emphasis of knowledge arrived through the body.

SCHOOL HOURS

GALS' academic school day begins promptly at 8:00am with a rolling drop-off beginning at 7:40am. **Students will not be supervised, nor will the building be open to students until 7:40.** Students will need to remain outside of the building until GALS' staff open the doors.

On Mondays, Tuesdays, Thursdays and Fridays, school ends at **3:35pm**.
Wednesdays are early release days, and students are finished with school at **2:15pm**.

Please note that students will be engaged in learning activities until the end of their school day, and it is of the utmost importance that they are in school, on time, all day, every day.

ADMINISTRATIVE SCHOOL HOURS

The Girls Athletic Leadership Schools' administrative team is available between 7:30am and 5:00pm Monday through Friday. The administrative staff is happy to meet with parents/guardians, but please email or phone ahead to make an appointment.

Please also understand that while you may find faculty and administrators in the building in the early mornings, later afternoons/evenings, or even on the weekends, their presence does not indicate their availability to parents/guardians or students without an appointment.

ATTENDANCE

GOALS OF GALS ATTENDANCE SYSTEM:

- Students maximize academic potential by being in classes as much as possible
- Safety and well-being of other students is not compromised by a child attending school
- Students get daily movement and breakfast because we believe that those two things are key to their academic success

- Students get valuable time with their wellness coach for check-ins, coaching, and mentoring

To fully benefit from, be enriched by, and enjoy the GALS experience, it is imperative that students be present at all school functions. Attendance is taken in all classes and activities. Students must attend all required events at school. These events include but are not limited to: school hikes, team-building days, assemblies, and field trips.

All students must be in school unless ill with notes provided by a doctor, or due to a family emergency. To avoid disruption of classes and other school events, routine medical and dental appointments should be arranged for after school, on weekends, or during vacations.

Our school goal is to hit 96% attendance. In order to achieve this goal, students should miss no more than 6 school days in the course of the year. 3 morning tardies is equivalent to a 1 day absence.

Any student who comes in late, after 8am, must sign in at the front office.

If you're going out of town and know in advance, the school must have one week's notice. In the event of a planned or unexpected absence, the student has the number of days they missed to make up the assignment.

Parents/guardians can always monitor their students' attendance by using the DPS Parent Portal online. GALS will initiate mandatory truancy court procedures if repeated absences from school are a problem for the child. The GALS' Attendance Committee will track all student attendance. Do not hesitate to contact the Front Office if you have any attendance-related concerns.

EXCUSED ABSENCES

Missing academic classes due to a pre-existing conflict requires the approval of the GALS administration by written request. Parent/ guardian permission is required for any missed commitment. Students who are unable to attend classes or other school commitments due to illness must inform the GALS front office by 7:40am at [303-282-6437](tel:303-282-6437).

The following shall be considered excused absences:

- A student who is temporarily injured or ill. Students who are absent due to illness that lasts for longer than two (2) school days should provide a doctor's note upon their return to school. Your doctor may fax the note directly to GALS at F: [303-282-6815](tel:303-282-6815).
- A student who is absent for an extended period due to physical, mental, or emotional illness
- A student who is attending any school-sponsored activity of an educational nature, with advance approval by a member of the GALS administration
- A student whose absence is approved by the GALS administration at the request of the parent/guardian with at least one week's notice
- Bereavement or family emergency
- GALS may require suitable proof regarding any of the above exceptions, including written statements from medical sources.

UNEXCUSED ABSENCES/TARDIES

Academic absences pertain to all classes (including movement), after-school tutoring, college meetings, assemblies, and other all-school academic programs. Failure to receive permission to miss them results in an unexcused absence.

Three class tardies are considered the equivalent of one unexcused absence. Tardiness is considered excused in a small number of circumstances such as poor weather and road conditions that inhibit a child's punctual arrival.

Over sleeping, car troubles, heavy traffic, work, or personal related tardiness are not excused.

Unexcused absences result in the following consequences:

- A student will be held accountable for all learning that takes place in any class they miss. The student is responsible for acquiring all materials and information presented in that class.
- Any student arriving after 8:00am must go directly to the **front office**, where the student must sign in. The student will receive a tardy pass, and their tardy will be recorded in the office records. Repeated tardiness will be reported to the Attendance Committee and, subsequently, to the district. Tardies and absences are recorded daily in the Denver Public School attendance reporting system, Infinite Campus, and show up on report cards.

In the event of an attendance concern, the school will follow the follow procedure:

LEVEL I

If a student's attendance becomes a concern or begins to affect academic performance, the Attendance Committee and/or school social worker, in cooperation with the family, will make an attendance plan.

LEVEL II

If the student continues to miss school, the Attendance Committee shall mail a letter to the parent/guardian and a copy of the letter will be filed in the student's cumulative file. This letter shall:

1. Inform the child and parents of the number of unexcused absences to date.
2. Inform the parents and child of the School Attendance Act {§ 22-33-104 (5) (a), C.R.S.}.
3. Inform the parents and child of the district's intent to seek enforcement of the applicable statutes.
4. Inform the parents and child that if more unexcused absences occur, the matter will be referred to the district truancy office for resolution.
5. Invite parent and child to discuss the school's concern and to resolve the child's failure to attend.
6. The parent/guardian shall be informed that if unexcused absences continue, DPS policy and state law require that an Attendance Filing be initiated in Juvenile Court.

LEVEL III

After 20 or more unexcused absences, the Attendance Committee will initiate an attendance filing. If the student has more than 20 trancies during the school year, an attendance filing must be initiated per DPS Policy JE-R.

A letter stating that attendance must improve within 5 days, with no further trancies for the school year, shall be completed and mailed certified mail to the student's home. If the attendance does not improve in a reasonable amount of time, an Attendance Petition shall be initiated through the DPS Legal Office.

The 5-Day Letter shall follow the student from one DPS school to another.

AFTER SCHOOL ACTIVITIES AT GALS

GALS offers a wide array of after-school activities in which students are encouraged to participate! These offerings will change each semester. Activities take place Monday, Tuesday, Thursday, and Friday from 3:45-5pm, and sometimes Wednesdays from 2:30-4:00. There are many after-school activities available to girls and some are specific to high school students only. Students must formally sign up to attend classes and pay the necessary fees by the third week of class in order to secure their spot. Scholarships are available upon request.

Students must be picked up from after-school activities by 5:15pm. If a student cannot be picked up by that time, they will be asked to walk to the Boys and Girls Club at 800 Inca Street.

Students may not leave and reenter the building before activities start. Any student that attends an after-school class must sign the attendance log and remain in the session for its entire duration. If a student is seen wandering around the building or being disruptive to the rest of the class, she will be asked to call a parent to get picked up. If the parent is unable to pick the student up until 5:00pm, the student is to remain in the front office until a parent enters the building and signs them out. No student asked to leave a class will be allowed to leave the building until a parent picks them up. If a student is asked to leave a class more than 3 times throughout the semester, the student will no longer be allowed to attend after-school activities until the following semester.

Any questions or concerns are to be directed to the Office at 303-282-6437 ext. 100.

COMPETITIVE ATHLETICS

GALS will make known to all students which competitive sports it will offer during the school year. Any student wanting to participate in a competitive sport not offered at GALS is welcome to do so according to the DPS policy at their neighborhood school. GALS will do its best to accommodate all students who wish to participate in competitive sports.

MOVEMENT REQUIREMENT

Morning movement is a cornerstone of the GALS experience. Accordingly, all students are required to participate daily. Activities are modified to fit all needs and abilities, but if a student has a health or injury concern, she must inform her coach immediately with a written note from a parent/guardian that details any limitations. Any concern that prohibits a student from participating for more than two days must be documented by a doctor's note. If a student does not participate in a movement session, she is responsible for completing a designated assignment during that movement period.

GALS grades student effort and participation in morning movement as we grade any subject building foundational knowledge, skills, and tools for students to use in their lives. Students receive the benefits described above when they push their own physical and mental limits and find individual areas for growth. Thus, morning movement is NOT assessed based on athletic ability; rather it relies on effort, participation (based on attendance and actual participation in physical activities), and individual improvement. Please note that movement scores are factored into awards each quarter. Only students who earn a 2.5 or higher are eligible for the Power award, and only students who earn a 3.0 or higher are eligible for a SuperPower award.

ACADEMICS IN THE MIDDLE SCHOOL

In order to achieve our ambitious vision and mission, it is essential for GALS to establish a culture of high expectations and to provide differentiated support to students to ensure that they meet those high expectations. GALS has designed a structure of expectations, supports, and enforcements to ensure that all students have access to success within our school community. Courses will be rigorous and differentiated.

HOMework POLICY

Students are expected to practice skills at home that are learned during classroom instruction. This is also an opportunity for families to find out more about what their children are learning in school. It is expected that, with few exceptions, teachers will assign daily homework. All homework must be completed on time and to the degree of quality outlined by the teacher. Should a student struggle to complete homework based on lack of understanding of the material, the student should proactively initiate a conversation with the teacher before 8pm that evening.

ACADEMIC LUNCH SUPPORT (“Working Lunch”) AT GALS

The purpose of Academic Lunch Support (aka “Working Lunch”) is to support students who habitually struggle with completion of assignments. Working Lunch provides students with extra time and resources to complete missing work (classwork and homework) in a structured environment staffed by a full-time teacher.

The ability to set and meet time-sensitive goals is a critical life skill. The intention of Working Lunch is not punitive; rather, our aim is to help students learn and practice habits of timeliness and productivity that prevent negative, academic consequences.

Working Lunch is not **an alternative** to working productively in class and at home (ie. not “study hall”). Students who are participating in a Working Lunch rotation, and continue to miss assignments, will be automatically enrolled in the next Working Lunch rotation and may incur additional disciplinary action.

Working Lunch will be scheduled by grade level teachers on a case by case basis.

MIDDLE SCHOOL GRADES

GALS uses a standards based grading system. Grades will be given dependent on the student’s mastery of standards. Teachers create learning targets from the content’s standards. A long-term learning target is a description of what a student should achieve during a defined period of time in a class; the targets describe the essential things all students must know and be able to do within a timeframe that includes instruction, practice, revision, and assessment.

Long-term learning targets:

- describe the big-picture goals for a unit of study
- reflect rigor and higher-level thinking
- are derived from the Common Core Standards in Math and Language Arts and Colorado State Standards in Science and Social Studies are written in language that is accessible to students and parents

Standards Based Scale

Scale	Description
3.5 - 4.0	Advanced - Student work reflects a high degree of sophistication and/or craftsmanship achieved through extensive revision, preparation, and/or careful execution.
3.0 - 3.4	Mastery - Student work meets the learning target. It is proficient work that demonstrates the essential skills and knowledge of the target.
2.0 - 2.9	Basic - Student work is proficient on most of the learning targets but may still need some support to be proficient on all targets.
Less than 2.0	Beginning - Student has shown insufficient evidence to gauge his/her progress.

RETAKES

Students may have opportunities to retake quizzes and formative classroom assignments throughout the quarter to demonstrate a higher level of proficiency. Students must study and practice before attempting to redo an assignment, quiz or test. The goal is for all students at GALS to master grade-level standards, which means students have multiple opportunities to demonstrate increased understanding/mastery over time. There are some assignments/performances that are not able to be redone; teachers will communicate this. In some cases, replacement tasks completed to demonstrate mastery will not be eligible for full credit.

In order for a student to retake an assessment, she must receive consent from the teacher in advance and may have to fill out a reflection form, attend tutoring if assigned, or complete designated review material as determined by the teacher. Retakes take place at a time deemed appropriate by the teacher. If a student wants to increase a grade that already demonstrates mastery (3 or higher), she is responsible for completing a replacement task that demonstrates advanced understanding of the standard.

RETENTION POLICY

GALS' students will earn a staff recommendation for promotion to the next grade level only when they have gained proficiency on the critical benchmarks of their current grade level. GALS follows DPS policy on student retention.

Grade retention may increase the likelihood that students will succeed in meeting challenging academic and behavioral expectations at the next grade level. Retention provides a second opportunity to master skills, and is recommended only after other interventions aimed to support the student have been documented. Grade retention will depend on several factors including the following:

1. Academic proficiency: Any student with two or more grades of 1.5 or lower on her report card will automatically be considered for retention.
2. Maturity.
3. Satisfactory completion of assigned work.
4. Likely success in completing the academic work at the next grade level with independence and proficiency.

Grade retention or acceleration will be based on the best interests of the student and her educational success and will be determined by a team of educators including teachers and administrators. The factors above trigger a rigorous and collaborative conversation with students and their families with final decision making authority being retained by the school.

STANDARDIZED TESTING

In addition to classroom and curriculum based assessments, the Girls Athletic Leadership Schools students take several standardized assessments each year. All students take grade level designated CMAS/PARCC in the spring (subject to CDE requirements), and Middle School students take the MAPs (Measure of Academic Progress) assessment in the fall, winter, and spring, and class interim benchmarks every 6-8 weeks. GALS uses the results of these assessments to triangulate data, determine academic services for students, support differentiation, and strategize for individual student and school-wide improvement. Additionally, results will be shared with families to support student achievement.

DATA DRIVEN SYSTEM OF SUPPORTS (DDSS)

GALS MTSS PROGRAM GOALS

- Constantly improve levels of academic and behavioral achievement for all students in accordance with the school's mission and annual plan.
- Individualize approaches to supporting and ensuring student success.
- Increase the efficacy of support systems through consistent implementation and continual monitoring of progress.
- Increase collaboration between and amongst teachers, administrators, students, and parents/guardians by focusing on student success.

INTRODUCTION TO AND OBJECTIVES OF THE GALS DDSS PROCESS

DDSS is the framework through which GALS provides an integrated approach to academic and behavioral supports in order to provide all students the skills, knowledge, and tools they need to achieve success. DDSS establishes an umbrella framework to achieve the following objectives:

- Articulate GALS' academic and community expectations clearly and consistently.
- Establish and communicate clear mechanisms for monitoring student progress toward meeting academic and behavioral expectations.
- Teach students explicitly how to reach GALS' expectations.
- Provide students with continual modeling of the expectations as well as consistent positive reinforcement.
- Establish a system of clear, sequenced, and evidence-based interventions to support student achievement.
- Collect bodies of evidence about the successes and challenges of individual and cohorts of students.
- Reflect continuously on the successes and challenges of individual students and cohorts of students in order to make needed changes both to individual student plans and to school-wide systems and structure.

AN OVERVIEW OF THE LEVELS OF STUDENT SUPPORT INTERVENTION

Level 1/Universal Supports: Level 1 or universal supports are provided to 100% of GALS' students by 100% of GALS' faculty and staff. They are interwoven seamlessly into the design of our academic and student support programs and include mission-driven design elements such as our school-wide

focus on college-preparation, high expectations for academic and behavioral performance, movement, health, and a positive gender focus environment.

Level 2/Targeted Supports: Level 2 or targeted supports provide additional provisions for smaller groups of students whose success is not assured through GALS' universal programming. Staff, faculty, students, and families collaborate to evaluate data, determine needs, and select needed supports to assist a student in realizing her potential. Level 2 supports are provided by all faculty in accordance with the agreed-upon intervention plan. The interventions will be designed to meet the student's needs in each subject area of concern. Interventions will be put in place for approximately 6-8 weeks with frequent assessments. Level 2 supports are often pre-determined in the school's schedule and include enrichment and intervention classes, assigned tutoring, and targeted group sessions focused on behavioral, psychological, social, relational, emotional and/or multicultural skills and/or development.

Level 3/Intensive Supports: Level 3 or intensive supports provide for individual students not successful with level 1 and level 2 interventions. Staff, faculty, students, and families collaborate with GALS' MTSS Team to design and implement individualized interventions. Level 3 supports are often provided by individuals with specialized training, including intervention teachers, special education teachers, psychologists, and social workers and involve convening the DDSS Team.

While these programs allow us to reach the needs of our diverse group of learners, GALS also needs your support. We expect parents/guardians to work with students to ensure that all homework is complete, assessments are studied for, and students are prepared for school (well-slept, fed, in dress code, etc.).

SPECIAL EDUCATION

Staff and faculty are not permitted to diagnose students with specific behavioral or academic concerns, for example ADHD, nor are they permitted to make diagnostic suggestions to parents. Should an employee or a parent have a concern about a specific student, this student will be referred to our DDSS Team. This team promotes early identification and intervention for students experiencing behavioral and/or academic struggles at GALS. If necessary, this team also serves as the referral source to the Special Education Team (Inclusion Team) and will make recommendations to pursue testing and evaluation.

Students arrive at GALS with widely divergent skills, abilities, values, experiences, maturational levels, aspirations, interests, and learning styles. Many will find school an overwhelming experience from which they will withdraw if they do not receive more individualized attention than is typically received in the traditional classroom. Each withdrawal represents the loss of human potential. The school will make every effort to prevent failure and ensure that all students experience success in our school in the most inclusive environment.

GALS is obligated and committed to providing special education services to students who qualify for such assistance. If a student has been through the three levels of the DDSS process and a minimum of 90 days of Level 3 interventions and is still not making adequate growth, the student may be considered for Special Education testing. The time frame from the convening of the DDSS Team and special education testing can take up to ten months.

Such testing cannot be conducted without prior written consent from a parent/guardian. A special education evaluation might result in the creation and implementation of an Individualized Educational Program (IEP). This document outlines strategies and services for meeting the student's academic needs and provides legal support to ensure that they receive such assistance.

TUTORING

Tutoring sessions may be assigned and required by faculty members as part of a designated plan to support a struggling or failing student. In such cases, parents/guardians will be notified in advance, and attendance is required. In some cases, students and parents/guardians may be able to opt into tutoring sessions with prior teacher approval.

Students may only attend tutoring sessions held by one of their teachers. They may not accompany a friend or sibling to a tutoring session.

Any student attending a tutoring session must sign in to that teacher's tutoring list during the school day AND report to the immediately to their tutoring location. Students are not permitted to leave the building and come back. Students must remain in their tutoring rooms until dismissal at 5PM. Tutoring is an extension of the school day. Students who are not in their assigned locations and/or are not in compliance with after-school behavior expectations will be asked to call home and leave early.

ACADEMICS IN THE HIGH SCHOOL

In order to achieve our ambitious vision and mission, GALS has established a culture of high expectations and differentiated support to students to ensure that they meet those high expectations. The GALS High School course sequence has been intentionally sequenced to support our mission:

Empowering girls to

- Succeed academically
- Lead confidently
- Live boldly
- Thrive Physically

GRADUATION REQUIREMENTS

GALS High School graduation requirements have been identified in order to align with top college and university requirements as well as to align with the GALS mission. As such, GALS offers a rich and rigorous curriculum suited to challenge and support our girls.

Students will be eligible to earn more than the required 240 credits in four years of study at the GALS High School. Each year, girls will take anywhere from 6-8 credit bearing courses.

Additionally, each student is encouraged to complete community service hours. Most top colleges and universities look for service hours in applicants and service to the community is recognized as valuable by the GALS community. The recommended number of hours is 100 over the duration of a student's four years.

**See section College/Post-Secondary Preparation for a table indicating credit needs

GRADES & CREDITS

The GALS High School leverages a standards based grading (SBG) philosophy. We believe in the importance of clear and specific feedback relative to each standard a student is learning and ensuring student grades reflect what they know and can do.

Grades are earned for each course of study (English, Math, Science, Social Studies, World Language, and Movement) and for all elective courses and are computed at the end of each semester of study. Grades will be given dependent on the student's proficiency of long-term learning targets. A long-term learning target is a description of what a student should achieve during a defined period of time in a class; the targets describe the essential things all students must know and be able to do within a timeframe that includes instruction, practice, revision, and assessment.

Long-term learning targets:

- describe the big-picture goals for a unit of study
- reflect rigor and higher-level thinking
- are derived from the Colorado State Standards and Common Core Standards
- are written in language that is accessible to students and parents

The standards based scale is used to assign a grade as well as to give feedback to a student about her progress towards a standard.

Outcomes of Grades

- Grading system and scale is clear and corresponds to the real-world.
- Assessment and grades are fair and consistent.
- Transcripts capture what a student can do and what they have accomplished.
- Transcripts are easily transferrable if a student moves schools

Grading Scale and Conversions

Standards Based Mark	Letter	GPA Conversion	AP Weight*	Credit
8 (4)	A	4	5.2	Yes
7 (3.5)	A-	3.67	4.77	Yes
6 (3)	B	3	3.9	Yes
5 (2.5)	B-	2.67	3.47	Yes
4 (2)	C	2	2.6	Yes
3 (1.5)	C-	1.67	2.17	Yes
2 (1)	F	0	0	No
1 (0.5)	F	0	0	No
0	F	0	0	No

*Matches DPS AP scale

Grades are cumulative at GALS. Students may opt to retake quizzes and formative classroom assignments throughout the quarter to demonstrate a higher level of proficiency. Students must study and practice before attempting to redo an assignment, quiz or test. To note, individual teachers have specific policies related to this - students and parents will receive a syllabus stating the policy at the beginning of each course.

Students have the option to repeat a failed semester(s) in a summer school program. When a student opts to make up a failed course over the summer, the student must have prior approval by the counselor and principal in order for the course to be included on the transcript. A transcript for the course taken must be provided before the credit can be included on the GALS transcript. If there is no attempt to make up the failure, the student must acquire the credit in the next academic year and prior to proceeding to the next level course if the course failed is a prerequisite.

Grade Point Average (GPA)

GPA is computed at the end of each semester and only end of course grades are used for calculating GPA. Grades earned in ninth, tenth, eleventh, and twelfth grades will be used to determine the overall high school GPA. GPA will be included on transcripts.

Weighted Grades

In order to recognize students for additional time and effort required to take the most demanding courses such as AP (Advanced Placement) and post-secondary courses, these courses will be weighted for calculation of a student's GPA.

**See the scale above for weights

Credits Acquired Outside of GALS

All credits acquired outside of GALS must have prior approval by the Director of GALS Futures and the 9-12 Head of School to be included on the transcript. A transcript for the course taken must be provided

before the credit can be included. Additionally, if a student is making up a credit, the student must follow the same protocol.

STANDARDIZED TESTING

In addition to classroom and curriculum based assessments including mid-year and end of course exams, the GALS students take several standardized assessments each year. All students take the PARCC (Partnerships for Assessment of Readiness for College and Careers) in the spring (subject to CDE requirements), the PSAT (Preliminary SAT) in the fall of their junior year and the spring of their sophomore year, and the SAT (Scholastic Aptitude Test) in the spring of their junior year. Results will be shared with families to support student achievement.

ADVISING

Advising at GALS is an essential component of creating a community of lifelong learners. Each girl will have an advisor and advising groups will consist of 16-18 girls. During advising, girls will build and reinforce essential academic habits such as organization and time management as well as leverage intellectual skills such as advocating for their needs.

TUTORING/ADDITIONAL SUPPORT

The GALS High School schedule reflects additional support time for students at the end of the day via Enrichment/FLEX Block. Additionally, teachers will host tutoring sessions for students on an “as needed” basis from 3:45-5:00pm Monday, Tuesday, Thursday, or Friday. Tutoring sessions may be assigned and required by staff members as part of a designated plan to support a struggling or failing student. In such cases, parents/guardians will be notified in advance, and attendance is required. Students and parents/guardians can also opt into tutoring sessions should they deem individualized or additional support beneficial. In this case, students are responsible for notifying teachers and receiving teacher consent.

Students may only attend tutoring sessions held by one of their teachers. They may not accompany a friend or sibling to a tutoring session. Any student attending a tutoring session must sign in to that teacher’s tutoring list during the school day and report to the teacher’s tutoring session at 3:45. Students are not permitted to leave the building and come back after this time. Students must remain in their tutoring sessions until dismissal at 5pm. Tutoring is an extension of the school day. Students who are not in their assigned locations and/or are not in compliance with after-school behavior expectations will be asked to call home and leave early.

SPECIAL EDUCATION (see section in middle school academics)

DATA DRIVEN SYSTEM OF SUPPORT (see section in middle school academics)

PREPARATION FOR COLLEGE ENTRANCE/POST SECONDARY SUPPORT

GALS seeks to prepare all girls for a post-secondary, collegiate education and therefore, will assist students and parents by providing essential information related to college entrance. The table below shows admission criteria used by selective and highly selective colleges next to the GALS graduation requirements.

Subject	Highly Selective Colleges & Universities	Public Colleges & Universities in Colorado	GALS Graduation Requirements	DPS Graduation Requirements (Up to Class of 2020)	DPS Graduation Requirements (Class of 2021 & Beyond)
English	Out-of-State and/or Highly Selective Colleges & Universities (especially private institutions) may have different requirements for various subjects that differ slightly from DPS/GALS graduation requirements.	40	40	40	40
Math		40	40	40	40
Science		30	30 (40 recommended)	30 (20 must come from Earth Science, Biology, Chemistry, or Physics)	30
Social Studies		30	30 (to include .5 unit of Civics)	30 (to include .5 unit of Civics)	30 (to include .5 unit of Civics)
World Language	For example, (1) the University of California requires one yearlong	10-20 (single language)	20-30 (single language)* (recommended)	10 (single language)	10 (single language)*
Physical Education	course of visual and performing arts in the area of dance,		40	10	10*
GALS Series Elective	drama/theater, music or visual arts;		40	N/A	N/A
Advanced Placement	(2) Stanford University applicants typically have four years of English, Math, Science, Social Studies, and a Foreign Language;	favorable	strongly recommended	strongly recommended	strongly recommended
General Electives (Visual & Performing Arts, Voice, Engineering)	(3) the University of Texas requires two years of a single foreign language and four years of science and social	20	90*	Academic Electives: 20 (10 must be within Fine Arts or Career Technical Education) Community Service/Service Learning: 20 (may include, but not limited to: field/service, work, volunteer,	90 (must have 10 in Arts or eligible Career Technical Education)*

	<p>studies.</p> <p>Therefore, it is essential that students work closely with their families, advisors, and the Director of GALS Futures to assess what</p>			<p>community organizations, and internship experiences.</p> <p>Electives: 70 (20 may come from community service/service learning)</p>	
Minimum Credits Required	<p>courses they should take, especially if they intend to apply/attend a non-public, out-of-state, and/or highly selective institution.</p>	170	240	240	240

Colleges and universities commonly use an index which includes a combination of GPA (grade point average) and college entrance exam scores (ACT or SAT) to determine admission along with other specific criteria which could include quality of work and volunteer hours. Selective colleges and universities look for evidence of a student challenging herself. A student's GPA is still noted as the best predictor of a student's academic success in college and therefore, grades are an important factor for college entrance.

GPA is computed at the end of each semester and only semester grades are used for calculating GPA. Grades earned in ninth, tenth, eleventh, and twelfth grades will be used to determine the overall high school GPA. GPA will be included on transcripts.

College Entrance Exams

Many colleges and universities use two primary testing programs - ACT & SAT - in the admissions process. GALS will administer the SAT series of exams starting with the PSAT for sophomores in the spring. Juniors will take the PSAT in the fall and the SAT in the spring. The PSAT & SAT test math, evidence-based reading, and writing.

GALS Futures

The Director of GALS Futures is a key part of the GALS High School Team, leading the vision and implementation of all post-secondary support and programming for high school students, including:

- Administering all aspects of the college/university research, search, application, and admissions process for GALS High School Students
- Administering all aspects of alternative post-secondary research, planning, and choice
- Working to build national and local partnerships in service to these options for students
- Establishing relationships with parents and guardians and hosting individual and group meetings focused on post-secondary planning and achievement

Indigo Assessment

The GALS High School utilizes Indigo Assessment to support students' surface strengths, skills and passions. GALS Staff also use Indigo Assessment results to individualize learning for students, leverage student's strengths in our school community, and in supporting students with college & post-secondary

educational opportunities that align to their strengths, skills, and passions. Indigo Assessments are made available to families at the beginning of each school year.

Naviance

Naviance is a tool for academic planning, college and career planning, and goal setting. Students will utilize Naviance to provide interactive online access and support to students and families throughout their high school experience.

Grade	Purpose	College Preparatory
9th	<p>This is the time where students will get settled into high school, test their academic boundaries, learn positive study habits and time management, as well as get involved. While it's important to understand the college admissions process, the most important thing for students to do for this year is to dig into their classes, challenge themselves to learn new things, and discover what they are passionate about.</p>	<ul style="list-style-type: none"> • All students will attend to in-state college field trips • All students will participate in the Indigo Assessment • All students will work with advisors to prepare for how to succeed in high school and beyond
10th	<p>Students will continue to build upon what they learned and started in the 9th grade. They will keep exploring and getting involved in things that they are excited about. In the spring, they will begin their college planning journey and will take the PSAT. While this test is designed for students in the 11th grade, we believe it is important to take the time to practice and get a head start! The summer between 10th and 11th grade is when you should consider volunteering, working, or securing an internship. The work students do in their 9th and 10th grade years will help prepare them for more rigorous class work, as well as planning for their future.</p>	<ul style="list-style-type: none"> • All students will attend two in-state college field trips • All students will utilize their Indigo Assessment and work with advisors to review progress toward high school graduation, and begin to think about post-secondary options • All students will take the PSAT test to prepare for future college admissions tests
11th	<p>This is when post-secondary preparation really begins. Students will receive individual attention around the college application process, financial aid, and delve deeper into determining career path options. Students will also receive individual attention around other post-secondary educational options different from a 4 year college or university option.</p> <p>The summer between 11th and 12th grade is when you should either continue or explore different volunteer, work, internship options.</p>	<ul style="list-style-type: none"> • All students will attend two in-state college field trips • All student will utilize their Indigo Assessment and work with advisors and the Director of GALS Futures to review progress toward high school graduation, and preparation for college • All students will attend at a college admissions visit day • All students are required to take the PSAT test in the fall, which may qualify them for National Merit Scholarship consideration • All students will take the SAT in the spring - the SAT is both the state standardized exam for juniors and a college entrance exam

		<ul style="list-style-type: none"> • All students will attend College Planning Evening Seminars once a quarter • All students will apply to at least one college prior to the start of 12th grade in the fall
<p>12th</p>	<p>Students are on their way to a post-secondary option that aligns with their strengths, skills, and passions. Students will continue to receive individualized attention as they complete and finalize all post-secondary and college applications.</p>	<ul style="list-style-type: none"> • All student will utilize their Indigo Assessment and work with advisors and the Director of GALS Futures to review progress toward high school graduation, and applications for college (at least 3) • All students will complete a GALS Senior Project which showcases their skills, strengths, and passions • All students will acquire teacher and other staff recommendations for the college application process • All students will attend College Planning Evening Seminars in the fall

GALS BEHAVIORAL EXPECTATIONS, POLICIES AND RULES

GALS SCHOOL-WIDE APPROACH TO DISCIPLINE

GALS values a systems approach for establishing the social culture and behavioral supports needed for it to be an effective learning environment for all students. Students will be regularly recognized at GALS for behavior that embodies the Habits of Heart and Mind. Students will also be recognized for academic excellence, effort and improvement. These recognitions will occur through teacher contact, phone calls, community meetings, peer recognition and school-wide awards ceremonies.

At GALS, all students will:

1. Know what is expected of them.
2. Have the materials and equipment they need to do the job correctly.
3. Regularly receive recognition for hard work and appropriate behavior.
4. Have teachers who care and pay attention to them and are intent on developing a positive, consistent and fair relationship with them.
5. Receive regular encouragement to contribute and improve.
6. See the other students around them committed to doing well.
7. Feel like they are learning new information and skills and demonstrating improvement.
8. Have the opportunity to do their best.

At GALS, we expect our students to embrace the GALS community. Each student must understand that being a successful member of a community involves following the rules and expectations that exist to keep all community members safe and healthy. Each student at GALS is expected to learn the rules and expectations, as well as the policies and procedures necessary for school life. Through the course of their learning at GALS, students will be able to articulate the rationale behind these policies. These rules and procedures must be observed while under school jurisdiction. School jurisdiction refers to all times when school is in session, including travel to and from the school and school-sponsored trips, and during before and after school activities unless the student is under the direct supervision of her own parents/guardians. Below is an outline of how GALS will respond if a student cannot uphold our school expectations.

GALS BEHAVIOR LEVELS AND RESPONSES:

GALS is committed to providing a safe, respectful learning environment. The list below provides the GALS community with a breakdown of where different behaviors fall in regard to their severity. More importantly, it indicates how GALS will respond to these behaviors. Level 1 behavior infractions are low level infractions that we address in the classroom. Each classroom teacher at GALS establishes norms and expectations for their classroom based on the GALS vision and our framework for how we approach discipline outlined above. Teachers have autonomy with how they address what we identify as level one behaviors (examples listed below) within the classroom. If those level one behaviors persist or escalate and a teacher has used the proactive tools for redirection, students will then be referred to a dean for further conversation and follow up. Level 2, 3, and 4 infractions may result in immediate removal from class and different consequences and interventions (more details below).

Level 1 behaviors (handled in the classroom unless they become habitual or escalated) Referrals are not limited to the list below

Classroom disruption

Picking on, bothering, distracting others

Minor defiance (such as refusing to complete assignment)
Verbal insults
Food policy infraction
Use of cell phones or other technology at inappropriate times
Sleeping in class
Scholastic dishonesty such as copying homework

Level 2 (Immediate referral to the office)

Overt bullying –this can include bullying over social media (see GALS definition of bullying below)
Harassment
Profanity and vulgarity
Consensual but inappropriate physical contact
Low-level theft
Repeated misuse of technology for example having a cell phone ring in class or out in class
Ditching class
Scholastic dishonesty such as cheating on a graded assignment
Major defiance
Refusal to give technology to an adult when it is used inappropriately
Any level one behaviors that are habitual or escalated

Level 3 Referrals (Immediate referral to the office)

Aggressive threats-this can include threats over social media
Aggressive harassment-this can include harassment over social media
Harassment based on race, ethnicity, gender identity, sexual orientation, or religion,
Verbal insults or profanity directed towards staff
Physical fighting
Gang clothing/ affiliation
Leaving class or the building without permission
Other school based disruption that significantly disrupts the school environment
Level 2 behaviors that are habitual or escalated

Level 4 Referrals (Immediate referral to the office)

Assault
Vandalism/graffiti
High-level theft
Direct threatening of staff member
Use and/ or possession of illegal substances
Possession of and/ or use of weapon
Arson
Gang Recruiting

CONSEQUENCES FOR LEVEL 1,2,3 AND 4 REFERRALS

Borrowing from Denver Public Schools language on what should be true for disciplinary practices; at GALS we believe that successful disciplinary practices have the following characteristics: 1. They are explicit, reasonable, and timely. 2. They have logical, fair, consistent, and age-appropriate consequences. 3. They include a variety of prevention and intervention measures. 4. They provide the opportunity for significant parent/guardian and student participation. 5. They respond to individual differences among students with insight and sensitivity. 6. They protect the right of students to their education..

Level 1: Reminder-as stated above, individual teachers will determine their classroom expectations and responses to level one behaviors. The response listed below is implemented if these level one behaviors have become habitual or escalated. Student behavior will be documented. Parent/guardian may be contacted. Student will engage in some reflective practice for example, a one on one conference, a reflection form, a mindfulness practice or a behavior reflection form. An accountable consequence and if needed, a restorative intervention will take place.

Level 2: Student behavior will be documented. Parent/guardian may be contacted. Student must engage in a reflective practice (see examples above).. An accountable consequence and restorative intervention will take place.

Level 3: Student behavior will be documented. Parent/guardian contact will be contacted. Student must engage in a reflective practice (see examples above). Restorative action will be required. Student will be issued 1-5 days of in-school suspension or out of school suspension depending on the impact of the behavior on the overall GALS community. Student may be placed on behavior contract.

Level 4: Student behavior will be documented. Parent/guardian contact will be contacted, as well as police and Denver Public Schools Safety and Security as needed. Restorative action will be required. Student will be issued 2 to 5 days of out of school suspension. Student will be placed on district behavior contract. Student will be placed on escalated behavior plan/contract.

If the offense warrants a suspension, **the student cannot return to school without a parent/guardian re-entry meeting.** During the re-entry meeting, the student will be given a behavior contract that shall serve as a binding agreement between parents, students and the school. If a student has accumulated 10 days of out of school suspension, GALS may request an expulsion hearing. The district will review the case to determine if the student may return to school, or be expelled.

ANTI-BULLYING POLICY AND BYSTANDER RULE

ANTI-BULLYING POLICY

All members of the Girls Athletic Leadership School are committed to making the school a safe and caring place for all students. Everyone is expected to be treated with respect, and bullying is not tolerated in any form in any way at GALS. GALS defines bullying as when a student is the target of any behavior that is harmful or intended to be harmful, is repeated regularly or occurs over a period of time, and involves an imbalance of power such that the victim does not feel that they can stop the interaction. Such negative behavior can take a variety of forms such as:

- Pervasive intimidation, teasing, coercion, humiliating or harming of another.
- Hurting someone physically by hitting, kicking, tripping, pushing, and so on.
- Stealing or damaging another person's property.
- Ganging up on someone.
- Teasing someone in a hurtful way.
- Using put-downs.
- Spreading rumors and gossiping about someone.
- Leaving someone out on purpose or trying to get other students not to play with someone.
- Sending negative emails, texts or posting online about someone inside or outside of school.

All *adults* at our school will do the following things to prevent bullying and help children feel safe:

- Assure that our community has a clear understanding of how we define bullying.
- Closely supervise students in all areas of the school and recess areas.
- Watch for signs of bullying and stop it when it happens.
- Teach and model appropriate behavior for all students all of the time.
- Respond quickly and sensitively to bullying reports.
- Take families' concerns about bullying seriously.
- Look into all reported bullying incidents.
- Assign consequences for bullying based on the school discipline code.
- Assign immediate consequences for retaliation against students who report bullying.

All *students* at our school will do the following things to prevent bullying:

- Model GALS' core values and GALS agreements in all areas of the building.
- Refuse to bully others
- Refuse to let others be bullied.
- Refuse to watch, laugh, or join in when someone is being bullied.
- Try to include everyone in activities, especially those who are often left out.
- Report bullying immediately to an adult.

Repeated acts of bullying will result in severe consequences.

BYSTANDER RULE

Every Girls Athletic Leadership School student is expected to act conscientiously and courageously in situations where they perceive the following:

- Another person is the subject or instigator of teasing, bullying, verbal abuse, harassment, physical abuse, unsportsmanlike conduct, lying, cheating, stealing, or vandalism;
- Another student's behaviors are clearly disrespectful of another person or person's property.

Courageous action in these situations often requires overcoming fear of being wrong or being belittled by peers. Students are expected to report any witnessed infraction. Teachers will foster the students' understanding of these situations and of appropriate actions through our GALS Series courses, role-playing, and revisiting specific situations. When, however, the student bystander is deemed to be an enabler or encourager in such situations, she will be subject to disciplinary action at a level less than or equal to the person(s) actively involved.

THE GALS DRESS CODE MIDDLE SCHOOL AND HIGH SCHOOL

GALS strictly enforces an intentional dress code that reflects our school's vision and the student/staff experience throughout the school day. **Dress code expectations are enforceable at all times students are in school during the academic day, school-sponsored activities, and before and after school programs.** Students are not allowed in class while out of compliance with the dress code.

If a student comes to school out of compliance with the dress code, she will be immediately sent to the main office or Dean's office to exchange her current clothes with uniform clothes. The parent/guardian will be notified of the dress code violation if it happens repeatedly. The student will go back to the main office or Dean's office at the end of the day to return the uniform. If a student has two dress code infractions in one week, the student will receive lunch detention. If the student has more than two detention assignments related to dress code violations, a parent/guardian meeting will be scheduled.

GALS strictly enforces an intentional dress code that reflects our school's vision and the student/staff experience throughout the school day.

Tops

MS: Official GALS gear only. Absolutely no exceptions!

HS: Official GALS gear/College gear/Tops that represent organizations we've partnered with (CrossFit DeCO, CYL)

All: Undershirts (tank top, t-shirt, or long-sleeved) can be any solid color.

**High Schoolers will engage in a community process to discuss dress code as needed. This is subject to change.

Bottoms

Style: Workout/athletic gear (yoga pants/basketball or running shorts/sweats/skorts)

Colors: Any color (solids and patterns are acceptable)

Logos: All logos must be smaller than a name-tag

Sneakers must be worn at all times. Sneakers should be laced up variety.

The following articles/types of clothing are NOT permitted:

- Hats
- Belts
- Jeggings
- Scarves
- Bottoms with writing or logos that are bigger than a name tag

Coverage of abdominal area, cleavage and underwear is required at all times. Shorts must be loose enough to allow for ease of movement and cannot "ride up." Staff will determine what is too short.

You may purchase gear online at www.galsdenver.org. Scholarships for dress code are available. Check with the front office.

JACKETS

During times of cold weather, jackets that do not adhere to the dress code policy may only be worn outdoors and must be stored in backpacks or students' lockers. Please remember that students will continue to do movement every morning and will be outside even in cold weather.

GALS staff reserve the right to ask girls to change if the clothing worn by an individual student does not match the expectation for dress code.

CELL PHONES AND OTHER ELECTRONICS

Students are allowed to bring cell phones and other electronics and hand-held devices to school but they are not allowed to be on or used without express teacher permission. (High Schoolers may also use their devices during lunch hour). Any student seen using an electronic device or having one go off in class will result in having the device confiscated for the rest of the day. Misuse of cell phones and other electronic devices will result in disciplinary consequences. Refusal to give the cell phone or other electronic to an adult is an immediate level 2 or level 3 behavior and will be handled accordingly. See the discipline ladder below. Repeated offenses with electronic devices will result in

the loss of the privilege to carry them in school and students will be put on a restriction contract that requires them to either check in their phones or keep their phone at home. GALS is not responsible for lost or stolen electronic devices.

TEXTBOOKS, LIBRARY BOOKS, AND SCHOOL SUPPLIES

All basic texts are on loan to students for their use during their unit of study or during the school year. Students are reminded that all books have a written number in them and students must check in the book with the corresponding number at the end of the school year. Fines will be levied against students who either lose books or return books that show excessive damage as a result of use from that school year. The fine for books varies according to the cost of replacement. Books are to be kept clean and handled carefully. Library books and other instructional materials will be handled in the same manner. Unpaid fines will result in a withholding of report cards at the end of each semester and possibly loss of field day at the end of the year.

GALS' DEFINITION OF HIGH LEVEL INFRACTIONS ALCOHOL, DRUGS, AND TOBACCO

GALS is a no-use campus and does not condone the use of any kind of substance by its students. Possession, distribution, or use of alcoholic beverages, illegal or controlled drugs of any kind (including tobacco) while under school jurisdiction is forbidden. There are no circumstances under which it is permissible to have alcoholic beverage containers or other drug paraphernalia on any part of our campus. Repeated suspicion of drug, alcohol or tobacco use may result in disciplinary consequences. The school reserves the right to conduct searches as needed and determined by the administration. All searches will be conducted with two employees as witnesses. The school also reserves the right to request a drug/alcohol screening when a student's behavior indicates an incident of substance abuse or a pattern of abuse.

Misuse of over-the-counter (OTC) medications (e.g. cold medication or pain relievers) is strictly forbidden. A student possessing any medication (prescription and/or OTC) without the required approval is subject to dismissal. Possession and/or use of any other medicinal substances are also strictly forbidden. This includes, but is not limited to, herbal substitutes for prescription medication, herbal supplements of any kind, diet pills and diet aids, laxatives, energy drinks, caffeine pills, sleeping pills, or anything deemed inappropriate or dangerous.

Violations of the drug, alcohol and tobacco rules will require an intervention by identified staff. They may also result in outside referrals or potential suspension or expulsion depending upon the circumstances of the rule infraction. Misuse of prescription medications or providing alcohol, drugs, or tobacco to others may also have similar consequences.

STEALING/STOLEN PROPERTY

Unauthorized taking or use of personal or school property is prohibited. Acts of stealing include, but are not limited to, borrowing items without the owner's permission, unauthorized use of a telephone, or other credit card, pin number, or another's property and unsanctioned removal of books from the library or other academic areas. Theft can be a suspendable offense. Students should label their property to protect against loss and leave all valuables at home. GALS is not responsible for damage to and/or loss of student property, including property stored in lockers. GALS reserves the right to conduct random searches at any time.

GANG-RELATED BEHAVIOR AND DRESS

This policy has been adopted pursuant to the requirements of state law, in recognition of the fact that gang activities at school impose a threat to the welfare and safety of students and others in the school community and cause substantial disruption to the educational process.

The term “gang” as used in this policy refers to all groups of three or more individuals who share a common interest, bond, or activity characterized by criminal, delinquent, or otherwise disruptive conduct engaged in collectively or individually.

Gang activity in schools is often marked by the prominent display of certain colors or other indicia in wearing apparel by students, graffiti with distinctive symbols, and the use of signals and gestures known to denote gang membership. Students who adopt a dress style suggestive of such displays, even when unassociated with gang activity, may become targets of antisocial behavior.

The purpose of this policy is to protect the health, safety, and welfare of those in the school community and to prevent the initiation or continuation of gang membership and gang activity in our school.

1. Any manner of grooming or apparel, including clothing, jewelry, hats, emblems, and badges which by virtue of color, arrangement, trademark, or other attribute is associated with or denotes membership in or affiliation with any gang will not be allowed in school buildings, on school grounds, at school sanctioned activities and events, or while being transported in school-approved vehicles.
2. Gestures, signals, or graffiti which denote gang membership or activities are prohibited in the school building and on school grounds, at school-sanctioned activities and events, and while being transported in school-approved vehicles.
3. Gang graffiti on school premises will be quietly removed, washed down, or painted over as soon as discovered and photographed. The photographs will be shared with local law enforcement authorities and used in future disciplinary or criminal actions against the offenders.
4. Any student wearing or carrying overt gang paraphernalia or making gestures that symbolize gang membership will be referred to the administrative team for disciplinary action.
5. Disciplinary action for violation of these standards will include notification of the violation where applicable; the requirement that the apparel be changed before reentering class, and, at the discretion of the administrative team, a parental conference. More severe disciplinary consequences, including suspension or recommendation for expulsion will result from repeated or serious violation.
6. The GALS administration will establish open lines of communication with local law enforcement regarding this policy in order to further its purposes.

DISHONESTY AND DECEPTION

Misrepresentation of the truth, either through lying or lying by omission, or through acts of deception, is destructive of trust, can be dangerous to others, and is absolutely unacceptable, for it undermines the spirit of the community that we all must work to maintain.

ACADEMIC INTEGRITY

Trust and integrity are components of a school community, and intellectual honesty is essential. Each student is responsible for completing her own academic work and may not receive help or help others without a teacher’s expressed consent.

Recognized as a very serious offense, academic dishonesty includes, but is not limited to, falsifying or fabricating information presented in oral or written form, cheating on assessments, on other assignments, and plagiarizing papers. Plagiarism is the use of someone else's ideas as your own and includes copying information and ideas out of a book or off of the Internet. Every student will have access to information about avoiding plagiarism in each academic discipline.

While taking a test or doing any type of course work, the student is allowing herself to be involved in cheating even if she is the one whose knowledge is being used. She has a responsibility to say "no" by refusing to supply her knowledge, by changing her seat, or by removing her papers. In addition, outside the classroom, she should make sure that her work is not readily available to others. Teachers have the responsibility of informing their students when it is permissible to do assignments cooperatively. Unless notified otherwise, students are expected to do their daily homework independently.

GALS' administration will investigate charges of academic dishonesty to determine whether a violation has occurred

FIRST OFFENSE

- The parents/guardians will be notified.
- The teacher has the right to decide whether the student gets a failing grade, or whether they can complete an alternative assignment for credit.
- The assignment will have to be redone and teachers can create any alternative assignment they see fit based on the circumstances
-

SECOND OFFENSE

- A second case of academic dishonesty is a suspendable offense.
- The student will fail the assignment and may fail the course.
- The second offense need not occur in the same setting to count as a second offense.

The final decision concerning each situation lies with GALS' administration.

SCHOOL SECURITY

The school responds seriously to any behavior that jeopardizes the safety of anyone on school grounds.

All parents/guardians and visitors are required to sign in at the GALS front office. Students should report any security concerns or incidents immediately to a staff member.

ENDANGERING ONE'S SELF OR OTHERS

This includes, but is not limited to, the following, which are subject to disciplinary consequences:

- Possession of weapons of any kind on campus is not allowed under any circumstances.
- Climbing on the roof
-
- Leaving school property during school hours and taking another student with you.

SERIOUS LACK OF CONSIDERATION FOR PEOPLE AND PLACES OUTSIDE THE GALS COMMUNITY

Inappropriate behavior includes actions that are disrespectful, embarrassing or potentially damaging to GALS. All members of the GALS community are its representatives and should always act and dress in a manner that upholds the principles of the school when interacting with outside community members or in the outside community

SEXUAL BEHAVIOR

Sexual activity of any kind, between anyone, is inappropriate and unacceptable on school grounds or during school activities. This is a community in which everyone should feel welcome in school spaces and should never be made uncomfortable by someone else's inappropriate behavior.

DESTRUCTION OF SCHOOL PROPERTY

Students are expected to treat personal and school property with care. Anyone defacing or damaging property will be consequenced and held responsible for restitution and making amends, including reimbursing school for replacement costs of damaged items

DISCIPLINE PROCEDURES

All of Denver Public School policies will be followed with respect to student discipline. For a complete description of DPS' policies see their Parent Policy Guide at: <http://www.dpsk12.org/parents>.

GALS' discipline interventions will adhere to a restorative justice model where students are expected to make appropriate amends for their behavior.

RESTORATIVE JUSTICE

OVERVIEW OF RESTORATIVE JUSTICE AT GALS

Restorative justice is a philosophy based on a set of principles that guide the response to conflict and harm. The principles emphasize healing the wounds of victims, offenders, and communities. By "making things right," restorative justice practices seek to knit wholeness back into a community which has been torn; they seek to repair relationships so students can focus on their school work and reconnect as members of the learning community. Schools may involve a wide range of people in the restorative justice process, including the victims, school staff, bystanders, other students, families, and the greater school community.

Restorative justice emphasizes values of empathy, respect, honesty, acceptance, responsibility, and accountability. Restorative justice also:

- Provides ways to effectively address behavior and other complex school issues.
- Offers a supportive environment that can improve learning.
- Improves safety by preventing future harm.
- Offers alternatives to suspension and expulsion.

Through the process of pre-conferencing with victims, offenders, families and staff, the GALS discipline team will determine whether an incident is appropriate for the restorative justice process. Upon completion of the process, participants will decide upon an agreement that will repair the harm to suit the victim's needs and to meet the results stated above.

In the case of a violation of a major school rule or repeated violation of other policies and procedures, certain actions will be necessary including: a school-wide apology made at a community meeting, a written behavior contract, probation, or in extreme cases, in-house suspension, out-of-school suspension, and/or expulsion from school.

CONTRACT

As a part of Restorative Justice, a student may be asked to sign a document that details the expectations that must be met in order for the student to continue at GALS following disciplinary action.

REMOVAL FROM CLASS

Any student whose behavior consistently disrupts the learning of other student's may be subject to an immediate removal from class. The student will report to the front office, a process will be set in place to determine what the cause of the disruption is and appropriate restorative action/consequence will occur. Parents/guardians may be contacted. If the disruption continues, other discipline responses will be implemented.

IN-SCHOOL SUSPENSION

A student who receives an in-school suspension will remain in the building and may continue to have access to the curriculum, but will be isolated from classmates and peers. An in-school suspension may also result in natural/restorative consequences, such as cleaning graffiti, writing an apology or re-taking a test. Depending on the behavior that warranted the in-school suspension, a student may participate in a restorative justice process and/or a mediation with a peer or staff member. A parent/guardian will be strongly urged to meet with an administrator before the student's re-admittance to class. The length of a student's in-school suspension will correspond with the severity of the action and its impact on the GALS community.

OUT-OF-SCHOOL SUSPENSION

An out-of-school suspension will result in the immediate removal from school of the student in question. If the family cannot pick up the student, other transportation arrangements must be made immediately by the family. A student receiving an out-of-school suspension cannot remain at school. Unless otherwise stated by DPS policy, the final determination of the length of suspension will rest with GALS administration. The suspension may continue until the administration, the student, and their family meet to agree upon appropriate behavioral conditions for the student's readmission into the school community. This meeting will take place as quickly as possible after the student's removal. However, in accordance with state law, we will not bar a student from class if their parent/guardian is unable to meet with an administrator. A suspension may continue if an agreement is not reached at this meeting. In the case of more serious or repeated infractions, suspensions may last for a longer duration and may be accompanied by other sanctions.

A student who is suspended will not be allowed on school grounds or at school-related functions without written permission from the GALS administration.

SUSPENSION PROCEDURES

- I. Student Notification: Before in or out of school suspension is considered, the student is given oral or written notice of the charges against them, an explanation of the evidence that the suspending authority has, and the opportunity to present their version of the incident. The student conference shall precede the student's removal from the school unless their presence endangers persons or property or threatens disruption of the academic process, thus necessitating immediate removal from school, in which case this conference will follow as soon as is practical. If the suspension will count toward declaration of "habitually disruptive," the parent/guardian and student must be so notified in writing.
- II. Notification of Parent/Guardian: The parent/guardian will be notified immediately that the student has been suspended, the grounds for suspension, the period of suspension, and the time and place for the parent/guardian to meet with the administrative team to review the

suspension and agree upon appropriate behavioral conditions for the student's readmission into the school community. Suspended students must leave the building immediately with a parent/guardian.

- III. Homework: All reasonable attempts will be made to gather academic work for the student being suspended prior to their removal from the school. All remaining work will be available the next school day at 12:00 p.m. Suspended students are responsible for all missed work.
- IV. Parent/Guardian Conference: A conference involving the administrative team or designee, the student, and the parent/guardian must be held BEFORE the suspension expires. Parent/guardians must be provided with all relevant information and be allowed to make statements related to the issue.
- V. V. Mediation: In most cases, some kind of reparative conversation will need to take place before students can return to the community. That conversation may occur between two students in conflict with one another or between staff and students. A mediation may be mandated before a student returns from their suspension to ensure their safety and the safety of the community.

EXTENDED SUSPENSION PROCEDURES: REGULAR EDUCATION STUDENTS

DPSPolicy allows a principal to recommend that the district extend the suspension for not more than ten additional days for the following reasons: a serious violation of the Student Conduct Code, the need to further investigate the incident, or a recommendation of the area superintendent to expel the student.

EXPULSION

The decision to expel a student rests with Denver Public Schools, not with the Girls Athletic Leadership School. Expulsion means the permanent exclusion of a student from attending school at GALS and participating in school activities. Students who have been suspended for 10 or more days, or who commit a breach of expectations listed below as qualifying for expulsion, may be brought before the expulsion board of DPS.

EXPULSION PROCEDURES

GALS follows the Denver Public Schools process for expulsion. To more information on this process, go to: https://www.dpsk12.org/wp-content/uploads/JK-R-Student_Conduct-Discipline_Procedures_English.pdf

ALTERNATIVES TO IN-SCHOOL SUSPENSION

Under certain circumstances the Girls Athletic Leadership School will allow a student to avoid suspension and remain in school if a parent/guardian attends classes with the student for a period of time specified by the GALS administration. This alternative will only be considered with the consent of the student's classroom teachers and when removal proceedings have not yet been initiated. If the parent/guardian does not agree to attend class with the student, or fails to attend class with the student, or the continued presence of the student or parent/guardian is disruptive to the educational process, the student will be suspended in accordance with the above policy.

USE OF RESTRAINT

Persons employed by the school may, within the scope of his/her employment, use reasonable physical restraint and/or time-out as a means to protect the student being restrained or others from a serious, probable, imminent threat of bodily harm. Restraint may be used only in cases of emergency when other less restrictive alternatives have failed or the staff member determines that such alternatives would be inappropriate or ineffective under the circumstances. An emergency is a serious, probable, imminent threat of bodily harm to self or others where there is the present ability to effect such harm. The purpose of using restraint shall be to prevent the continuation or renewal of the emergency. Restraint shall only be used for the period of time necessary to accomplish its purpose. Key staff at GALS who would be involved in these situations have been trained in proper physical restraint techniques through Denver Public Schools.

STUDENT SEARCHES

The Girls Athletic Leadership Schools reserves the right to conduct searches of the students and their property, including backpacks and journals. Searches will be conducted so as to respect the privacy and interests of the students to the fullest degree possible but will balance such concerns with its predominant interest in maintaining student safety and discipline. The parent(s) or guardian(s) of a searched student will be notified as soon as possible to inform them that a search is about to or has just occurred. Should a student refuse to cooperate with a search request, the school will confiscate the property in question. School lockers and desks, which are assigned to students for their use, remain property of the Girls Athletic Leadership Schools.. Such areas are subject to searches by school officials at any time. There will be two GALS staff members present at a search. All students are required to demonstrate the combination to their locks to their wellness coaches before they have permission to put them on their lockers. All lock combinations will be kept on file in the office.

USE OF OUTSIDE AUTHORITIES

In the case of a severe behavioral infraction, emergency, or crisis situation, GALS retains the right to utilize outside authorities at its discretion. Such authorities include, but are not limited to, police officers, juvenile officers, members of the DPS Office of Safety and Security, members of the Office of Social/Emotional Learning (OSEL), and area experts. The school maintains the right to provide crisis intervention for students when, in our best professional judgment, it is deemed necessary. The school will make all reasonable efforts to communicate details about such interventions to parents ahead of

time. However, extenuating circumstances may render this impossible in certain instances. Any time outside authorities are used, the student's parent or guardian will be contacted.

TECHNOLOGY AND INTERNET AT GALS

TECHNOLOGY ACCEPTABLE USE POLICY

Girls Athletic Leadership Schools provides students and staff with a variety of technology resources for the purpose of supporting our educational mission. We also acknowledge that some students may choose to bring technology from outside of GALS. Any personal technology that a student brings to school is the student's responsibility. GALS does not accept any responsibility for personal items. This acceptable use policy is intended to explain the responsibilities and limitations of technology use at GALS. **Additional rules may be added as necessary.**

The Girls Athletic Leadership Schools provides access to the internet, which offers vast and unique resources to both students and teachers. The school's goal in providing this service is to promote educational opportunities to the school community by facilitating resource sharing, innovation, and communication. The Internet is an electronic network connecting millions of computers and individuals all over the world. It is coordinated through a complex association of government agencies and regional and state networks. The smooth operation of a network that provides both in-school and worldwide access depends upon the proper conduct of each user.

The school provides filtering to restrict access to obscene, pornographic, or other material that is harmful to minors. The school does not guarantee that such material will never be encountered. On a global network it is impossible to control all materials, and even casual users may easily discover or come across controversial material. The school believes that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may access material that is not consistent with the educational goals of the school.

It is important that all users of GALS technology remember that access to these resources is a privilege, not a right. Access to GALS technology resources is only given to students who act in a considerate and responsible manner. Users of technology are expected to exhibit appropriate behavior and care in the use of computers and school computer networks just as they are in a classroom or a school library. Still, as technology is integrated into the fabric of virtually all instruction at GALS, and appropriate use is critical to ensure learning happens for all, **violation of these policies will be treated as a disciplinary issue.**

GALS POLICIES

1. Inappropriate usage of technology will lead to serious disciplinary consequences. We expect students to apply the values of responsibility, integrity, and respect to govern their use of GALS' computers.
2. GALS staff reserves the right to define inappropriateness in this context and to check any student laptop at any time.
3. General school rules and expression of core values apply to all use of technology.
4. Reference to computers/laptops also includes tablets or other kinds of technology provided or authorized by GALS.
5. All work created on or by or stored on any GALS equipment belongs to GALS and may be reviewed and/or retained for any purpose in line with its educational mission.
6. Computer and network storage areas may be accessed by network administrators as needed for school purposes. All files (including email and internet) viewed and stored on GALS

servers or computers will be considered public, and may be viewed by a GALS staff member at any time. Within reason as determined by the deans and director, freedom of speech and access to information will be honored.

7. At school and/or during school hours, students will use computers and other technology resources for **school related purposes only**, unless they receive specific permission to do otherwise. In classrooms, students will use technology **only as directed by the teacher**.
8. **In the event of damage to the computer or its peripheral parts, either payment for replacement/repair of the damage or the cost of the deductible will be charged.** If financial hardship is an issue, contact the student's Head of School.
9. **GALS reserves the right to withhold technology resources from the student responsible for unpaid damages until appropriate arrangements have been made.**
10. Additional consequences may be levied in the event of multiple damage incidents by a given student.

STUDENT APPROPRIATE USE

It is the student's responsibility to ensure the following:

1. **IMPORTANT: It is the student's responsibility to see that all work is backed up. There is NO excuse for loss of work or documents due to computer or network failure.**
2. No cell phones or multimedia devices are allowed out of students' backpacks or lockers during the school day unless directed by the teacher.
3. Materials printed at school are to be academic in nature. Documents not pertaining to school are not to be printed from the GALS computer. Teacher permission is required to print.
4. Students will respect the intellectual property of others by using appropriate citation, refraining from all forms of plagiarism, and abiding by federal copyright laws.
5. All students must log on with their own username and password. **Passwords must be kept confidential.** Users are responsible for all actions that occur with their user account and computers. Users should change their password from time to time and guard it carefully. **It is ALWAYS appropriate to ask someone to step away while one enters a password, and courteous to do so without being asked.**
6. Students must not attempt to access or tamper with files, folders, programs, drives, or any equipment on the network that do not belong to them.
7. Students will conserve the use of technology resources such as bandwidth, printing supplies, etc. Personal files, music, video, or other personal multimedia files unrelated to school may NOT be saved on the computer or the GALS server.
8. Students may not **download or install programs, inappropriate media, or info.** NO PROGRAM OR PROGRAM ENHANCEMENTS ARE TO BE DOWNLOADED or installed from any source. If a program, or any portion of it, is on your hard drive without permission, it constitutes computer misuse.
9. **The Internet is available to students for academic pursuits.** Students may not use it in an inappropriate manner, or give out personal information about themselves or classmates over the Internet without specific staff permission. Students may not use their laptop for any streaming content unless it is specifically for an academic class.
10. The school will provide all students with access to the Internet and an e-mail account. These are privileges and may be rescinded if used in an inappropriate manner. Any student who uses inappropriate language or uses the Internet or her e-mail to harass, attack or defame another person or send inappropriate pictures in any communications faces disciplinary action. Email is an educational tool provided for the express purpose of furthering GALS'

educational mission. As such, GALS reserves the right to inspect any GALS email messages, to rescind or modify privileges in any way or at any time in the enforcement of this policy.

11. Students will follow GALS technology use protocols. For instance, Instant Messaging (or having IM programs on the student computer – see Downloading above), emailing during class, and playing music or videos out loud during school hours are not acceptable.
12. Students may not subscribe to Listserv services on a GALS account, in which mail is automatically sent to a student account, without expressed written permission from the students' Language Arts teacher.
13. Students will not use technology for illegal or commercial enterprise.
14. Students will take all precautions with computers to avoid and/or report any damage, theft, or malfunction immediately to their teacher.

INAPPROPRIATE INTERNET USE

1. Using the school's network for or in support of any illegal, inappropriate, or obscene activity, including pornographic websites.
2. Using the school's network for any non-school-related business and/or commercial purpose, product advertising, or support of any political or lobbying activity.
3. Vandalizing the network or network resources, which includes, but is not limited to, any malicious attempt to harm, destroy, or alter data on the school's network, including introduction of any computer virus.
4. Attempting to access restricted data or to disrupt the use of the network for other users.
5. Using profanities or language that is generally offensive, defamatory, harassing, or threatening to another individual and/or group.
6. Creating or accessing dangerous information.
7. Violating copyrights or interference with license agreements. This includes, but is not limited to, software, unaccredited use of text, graphics, photographs, electronic data, or interference with the privacy rights of individuals or entities without their authorization. Plagiarizing any information gathered via the school's network is also prohibited. Users have no proprietary ownership of materials placed on the school's network, unless such material is otherwise covered by copyright.
8. Providing access to the school's network to unauthorized users.
9. Sharing email account passwords, leaving passwords available in obvious locations, or leaving "signed on" computers unattended.
10. Compromising personal safety.
11. Allowing minors to access inappropriate matter on the Internet.
12. Disclosure, use, and dissemination of personal information regarding minors.
13. Downloading inappropriate software.
14. Use of GALS computers without permission.

Communication conducted over the school's network is not private and school staff may, in conducting network supervision and maintenance, review and inspect directories or messages. The school reserves the right and will access stored records with or without reasonable cause to assure compliance with this policy. The school makes no warranties that the functions of its network system will meet any specific requirements. Nor will the school be responsible for any damages suffered through the use of the network. This includes loss of data, non-deliveries, miss-deliveries, or service interruptions. Use of any information obtained through the school's network is at each user's risk. The school specifically denies any responsibility for the accuracy or quality of information obtained through the Internet.

Students should have no expectation of privacy in anything they create, store, send or receive using the Girls Athletic Leadership School's computer equipment. The computer network is the property of the Girls Athletic Leadership School and may only be used for school-sanctioned activities.

Users agree to know, understand, and follow all legal and ethical rules regarding computer use. Students agree to use their computers in accordance with all school rules and expectations. Misuse of the computer will result in restricted use and disciplinary consequences.

Computers are to be used for classwork and homework purposes only and not for entertainment (either games or social interaction) during the academic day.

USE OF SOCIAL NETWORKING WEBSITES

Each student has the responsibility to use Internet services carefully and safely. At no time may an individual post private information on a public website; all students must understand that no website is private space. This policy is in place to protect both individual students and the school community as a whole.

Students must exercise caution when using any social networking sites, keeping in mind that these sites are public viewing spaces and that posting personal private information is not safe. Students must remember that once information is posted to a website, it is on a public site and control over the material has been relinquished. Students may not post any information that would allow unknown persons to contact or locate a student, or place a student or the school in danger.

Students are not allowed to use any social networking site that is determined to be unsafe. Students may not use GALS' e-mail addresses to gain access to a site not determined to be safe and secure for student use.

GALS' faculty and administrators reserve the right to screen these sites. All information posted must be in accordance with school rules. Students may not post on a website:

- any references to rule-breaking behavior.
- personal contact information of themselves or peers. Information may not be posted that allows outsiders to infiltrate either our network or our campus.
- derogatory comments about themselves, other people or about the school. Students may not present information that is damaging to their own reputation, to the reputation of other members of the GALS community, or to that of the school.
- inappropriate artwork or photographs.
- personal ads. Students may not advertise themselves or present a sexualized version of themselves on any website.

Any infraction of the expectations regarding use of social websites is a major school rule violation and could result in disciplinary action.

Technology is integrated into the curriculum and school experience at GALS. We encourage their use in all classrooms, and as well for class-wide and school-wide assessments and creative learning.

STUDENT HEALTH

It is imperative that the health and safety of all GALS students be protected at all times.

Students should come to school adequately rested, dressed for the weather (we will be outside every day barring snowstorms, lightning, and tornadoes). Plan on your student being outside every day at recess, and dress them appropriately.

All students need a healthy food plan. GALS will offer a nutritious breakfast and hot lunch every day through DPS. Students who qualify for free or reduced meals will have that option available at GALS, and forms are available through the office at the beginning of the school year. Please make sure that if arrangements for your student to eat at GALS have not been made, you send her with plenty of healthy and nourishing food to eat. Parents/guardians will be responsible for paying for lunch if adequate food from home is not sent.

FOOD POLICY

Students at GALS are encouraged to make healthy choices related to fueling their bodies throughout the day. Accordingly, students are allowed to eat snacks at various times during the day. If students choose to bring food from home for snacks or for lunch, the food must fall within the constraints below.

We strongly encourage students to bring healthy options including fruits, vegetables, crackers and nut-free granola bars.

Items not allowed:

- Junk food (including chips, candy, cookies, etc.)
- Soda/sugary drinks
- Caffeinated beverages
- Sunflower seeds (in the shells)
- Cup of Noodles and ramen packets
- Nuts and food with any nuts in it (due to severe allergies)

While popcorn as a healthy snack is permitted, popcorn must be popped before students arrive at school.

Food that does not adhere to the food policy will be confiscated by GALS staff and may not be returned.

Due to food allergies GALS asks that students refrain from sharing food.

GALS will host celebrations throughout the year. We ask that families do not bring in birthday treats.

STUDENT ILLNESS

Students who become ill or injured during the school day are sent to the front office where GALS offers limited nursing services to its students. Parents/guardians are notified, by telephone or note, if a student:

- Has an elevated temperature.
- Has visited the office for illness or injury more than once in a day.

- Is injured and needs medical attention.
- Receives non-routine treatment (routine treatment includes administration of a band-aid, distribution of water, rest, etc.).
- Has a condition which the office and/or nursing staff feels warrants notification.

If a student is injured or ill and requires immediate medical attention, 911 will be called. Please help keep GALS informed by providing the school office with updated contact information and an emergency phone number for your family. Your child must be picked up within 30 minutes of your receiving a call from the school, as there is no place at school to truly isolate ill students.

Do not send medications, including over the counter drugs such as Tylenol, herbal remedies, vitamins, or prescription medication with children in backpacks or to your child's teacher. The teachers may not dispense medication. The only staff able to administer medications of any kind to a student are the school nurse (who is at GALS two times per week,) or trained front office staff. Therefore, a parent must deliver all medications to the front office personally with the following:

- The proper DPS medication form (obtained from DPS Nursing Services or the GALS front office)
- All medication must be in its original bottle, properly labeled with a physician's instructions and a student's name.
- Written authorization and directions from the doctor who prescribed the medication.

There can be no exceptions made to this request. The Girls Athletic Leadership Schools will dispose of any medication not following the proper procedure for safety reasons. The Girls Athletic Leadership Schools will be happy to provide your doctor with a fax number to receive the information from the doctor.

DO NOT SEND YOUR SICK CHILD TO SCHOOL

Students must be fever-free, free from vomiting, and exhibiting no symptoms of illness for 24 hours before returning to school. Do not send a child to school who has had a fever or who has vomited within the last 24 hours. Children with fevers and persistent, productive coughs will be sent home. It is the parent/guardian's responsibility to pick up a sick child from school as soon as possible. GALS does not have the capacity to have sick kids at school, and they pose a health risk to other students and staff.

Please inform GALS of any health related issue occurring within your home or family that might pose a general health risk to the GALS community.

If you have been treating head lice at home please notify the school so that other children in the classroom can be monitored. In general, it is important that girls do not share their hairbrushes, hair bands, and hats with one another.

There may be times within the school year when a student's health must take precedence over her school responsibilities. GALS will intervene when a physical or emotional illness begins to either:

- impact directly on a student, rendering them incapable of meeting their commitments
- impact directly and detrimentally on others within the community.

In such cases, the school will place the student on a medical leave of absence in order to ensure that she receives specialized help. Many times a medical leave is misunderstood and perceived as a punishment, when in actuality it is a caring response and an attempt to help a student get well.

Student illnesses that may warrant a medical leave can include severe depression, attempted or threatened suicide, other types of self-injurious behaviors, alcohol or drug addiction, eating disorders, emergency medical surgery, other serious illness, or any situation requiring extended medical care.

In all cases, whenever possible, the school will work to formulate a plan of intervention, evaluation, and treatment for the student.

CHILD ABUSE REPORTING

The Colorado Child Protection Act specifically requires school officials and employees to report known or suspected cases of child abuse (including emotional, physical, or sexual abuse) or neglect and circumstances which might reasonably result in abuse or neglect. As an automatic reporting agency, it is our obligation to report any reasonable suspicions (C.R.S. 19-3-307).

It is not the responsibility of school employees or officials to contact the child's family or any other persons to determine the cause of the suspected abuse or neglect, nor is it the responsibility of school officials or employees to prove that the child has been abused or neglected. Failure to report promptly may result in civil and/or criminal liability. A person who reports child abuse or neglect in good faith is immune from civil or criminal liability.

SELF-INJURIOUS BEHAVIOR

Students who engage in any kind of physically or emotionally self-destructive behavior, including suicide gestures or attempt or other self-harming behaviors, need in-depth psychological or psychiatric treatment. GALS will utilize the DPS Suicide Risk Assessment in order to determine threat level and an action plan. According to the assessment, if a student is deemed "high-risk," she may need to be separated from the GALS community in order to receive appropriate treatment.

SELF-DESTRUCTIVE BEHAVIOR

Self-destructive behavior is defined as including but is not limited to suicide attempts, direct written or oral threats, self-inflicted physical harm (e.g., intentional cuts, ingestions of toxic substances, burns, etc.).

When health concerns regarding a student are brought to the school's attention, the following takes place:

- A designated GALS staff member receives, gathers, and validates information from other members of the community (i.e. advisor, faculty, or others.)
- If intervention is determined to be necessary, appropriate staff members will have a discussion with the student as well as with the student's parents/guardians.
- A determination will be made as to whether the student can continue with her school requirements and commitments or if she needs to be placed on a medical leave of absence.

The school works to protect the privacy of a student coping with an illness. Information regarding the student's health is not made public unless the illness detrimentally impacts others in the community. Even then, information will not be disseminated with specific names—except on a need-to-know

basis. If a student's treatment is interfering with other school responsibilities, then specific faculty are informed.

Students who have concerns regarding a friend are expected to tell an adult within our community who will facilitate that student receiving the proper help. Individual students who have questions about a friend's situation should ask the Head of School or their Wellness Coach.

PROCEDURE FOR MEDICAL LEAVE OF ABSENCE

- A recommendation for a medical (physical or psychological) leave of absence will be made by the GALS administration.
- School administration will inform the parents/guardians of the conditions of the leave. A follow-up phone call will confirm the understanding of all parties.

When GALS administration hears from the treating physician and is satisfied with the return plan, the Head of School is then informed of the student's requested return date and follow-up treatment plan. The Head of School will consult with the Executive Director and treating physician, and the three will make the final decision regarding the conditions of the student's return to school.

While the school supports brief medical leaves for emergency reasons, the length of the absence can impact negatively on the student's return and resumption of academic work. Sometimes the length or conditions of a medical leave can compromise the integrity of a student's academic work. In these cases, alternative academic plans must be explored, including summer school, repeating a class or, in extreme circumstances, repeating a grade or withdrawal from school. (GALS may make recommendations for repeating course work, but that determination lies with the family.) The school will take into consideration what best meets the needs of the student – academically, physically and emotionally - in determining an academic and behavioral plan.

IMMUNIZATIONS

All students will furnish the required certificate of immunization or will be excluded from attending school. A student will be exempted from this requirement only upon submission of:

1. Certification from a licensed physician that the physical condition of the child is such that immunization would endanger the child's life or health.
2. A statement signed by one parent/guardian that he/she is an adherent to a religious belief whose teachings are opposed to immunizations.
3. A statement signed by one parent/guardian that he/she is opposed to immunization for personal reasons.

Immunizations are an important part of our children's health care and Colorado law requires that children going to school be vaccinated to prevent vaccine-preventable diseases.

The following is the required list of vaccines for a student to have in order to attend a Colorado school:

- Hepatitis B (Hep B) – Three doses are required for all students K through 12th grades to protect against a serious liver disease that can lead to liver damage, liver cancer and death.

- Tetanus/Diphtheria/Pertussis (DTaP/Tdap/DT/Td) – Five doses of DTaP or DT are required for children under 7 years of age and one dose of Tdap is required for students in 6th through 12th grades. Td is required for children 7 to 9 years of age who have not completed the DTaP or DT series. DTaP, DT, Td & Tdap are the vaccines that protect against tetanus (a disease that causes painful muscle stiffness, convulsions and death) and diphtheria (a disease that can cause suffocation, paralysis, heart failure and death). The pertussis portion of the vaccine protects against whooping cough, which can lead to pneumonia, seizures and death. Tdap vaccine will protect adolescents from the whooping cough or pertussis disease and it will prevent them from infecting infants and smaller children in the family.
- Polio (IPV) – Up to 4 doses of the vaccine are required and protects against paralysis, typically of the legs, as well as the muscles that help us breathe.
- Measles/Mumps/Rubella (MMR) – Two doses of this vaccine are required to protect against three diseases. Measles can cause ear infection, pneumonia, seizures, inflammation of the brain, and death. Mumps can lead to deafness, meningitis, and painful swelling of the testicles or ovaries, and, occasionally, death. Rubella in pregnant women can cause miscarriage or serious birth defects to the unborn child.
- Varicella or Chickenpox (Var) – Two doses are required for children in kindergarten through 3rd grade and one dose is required for children in 4th through 10th grades. This vaccine protects against chickenpox disease, rash illness that can lead to skin infections, pneumonia, swelling of the brain, and, on occasion, death.

GALS works hard to ensure compliance with the immunization laws and your help in providing updated immunization records at school registration is greatly appreciated.

Please discuss your child's vaccination needs with your child's doctor or local public health agency. (To find your local public health department's contact information or to locate low cost vaccines contact the Family Health Line at 1-303-692-2229 or 1-800-688- 7777). Please bring your child's updated immunization records to the school each time your child receives an immunization.

SEXUAL HARASSMENT POLICY AND RESPONSE PROCEDURE

GALS is a community in which all members have rights to feel safe and respected and to live, work, and learn in an environment that is free from sexual harassment. Inappropriate behavior of a sexual nature can undermine these rights. It is the policy of GALS that no member of the school may sexually harass another.

The sexual harassment policy is intended to educate students, faculty, and staff about the nature of sexual harassment, to encourage members of the GALS community to discuss offensive conduct early to prevent such behavior and stop it from escalating and to eliminate any harassing behavior that may already exist.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature such that:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or educational advancement;

- Submission to or rejection of such conduct is used as the basis for academic or employment decisions affecting an individual; or
- The conduct has the purpose or effect of substantially interfering with an individual's academic or work performance or creating an intimidating, hostile, or offensive environment in which to live, learn, and work.

Sexual harassment may take many forms and may include unwelcome sexual or lewd jokes and remarks, unwelcome physical contact, such as patting, hugging, or touching, as well as unwanted requests or demands for sexual activity, and coerced sexual activity. Sexual harassment can be of a heterosexual or homophobic nature; it is prohibited regardless of sexual orientation.

Sexual harassment encompasses behavior that is subtle and ambiguous as well as that which is direct and overt. It may involve peers, but it is especially serious when it involves a relationship of authority. Under no circumstances will a sexual relationship between an adult member of the community (someone over 18 not in the status of student) and a GALS student be construed as consensual; such an instance would result in the adult's dismissal.

In determining whether behavior deemed offensive by the individual to whom it is directed constitutes sexual harassment and, if so, the severity of the harassment and the school's response, a range of circumstances will be considered. These may include the frequency of the discriminatory conduct, its severity, whether it is physically threatening or humiliating, or an offensive utterance, and whether it unreasonably interferes with an employee's work performance or a student's educational advancement.

Offenders, as well as victims, of sexual harassment can be male or female, students, faculty, spouses, partners or staff and, in addition, sexual harassment can occur involving persons of the same or opposite sex. Those who engage in sexual harassment will be subject to discipline up to and including dismissal.

Sexual harassment is illegal and is prohibited by Title VII of the Civil Rights Act of 1964 (Section 42 United States Code Section 2000e et seq.) and the Colorado Rev. Stat. Section 24-34-402, the basic prohibition on "discriminatory or unfair employment practices". Courts have recognized two kinds of sexual harassment — "Quid pro quo" sexual harassment and hostile, work-environment, sexual harassment. In compliance with Colorado law, all members of the faculty and staff who are "supervisory employees" have received training in issues of sexual harassment and are available to the GALS community for consultation.

Suspected child abuse will be reported promptly to appropriate authorities in accordance with Colorado State Law. In a school, it is a teacher's responsibility to report suspected cases of abuse to the appropriate community agency as well as to the GALS administration (as written above).

No one should be inhibited from making a complaint of what he or she considers to be harassment for fear of reprisal. Therefore, any form of retaliation against anyone who makes a complaint of sexual harassment is itself a violation of this policy and will result in discipline up to and including dismissal.

Violations of this policy will not be tolerated.

EMERGENCY PROCEDURES

BUILDING EMERGENCY/CRISIS/LOCKDOWN DRILL

GALS has a comprehensive plan for safety and security. If it were to become necessary to invoke a "lockdown", the cooperation of parents is extremely important. No one will be allowed in or out of the building until a danger assessment has been conducted and the situation deemed safe. No exceptions will be made to this policy.

FIRE DRILLS

GALS conducts fire drills every month that school is in session. ALL people in the building, including volunteers and parent visitors, must exit at that time in compliance with fire department regulations. Students are to follow the instructions of their teacher, remain silent, and leave the building single file in an orderly manner. Any deviation from this procedure will result in an automatic disciplinary action.

OFF-SITE EVACUATION

Should GALS ever need to evacuate the facility, students would be transported to a facility designated by Denver Public Schools. All parents will be notified when this decision is made via robocall or roboemail..

TORNADO DRILLS

A drill for this emergency will be conducted twice a year.

COMMUNICATION BETWEEN FAMILIES AND GALS

The Girls Athletic Leadership Schools is dedicated to a high level of communication between parents, students and teachers. While students are enrolled with the Girls Athletic Leadership Schools, there will be many opportunities for parents/guardians to take an active role in their child's performance and growth. These opportunities are chances to communicate about the progress of each student and to make necessary educational and/or social changes.

INCLEMENT WEATHER CLOSURES AND DELAYS

The Girls Athletic Leadership Schools will follow all inclement weather school closures and delays made by Denver Public Schools. (When DPS schools are closed, GALS will also be closed.) Broadcasts are usually made by 6:00am on the three major news networks and periodically thereafter until 9:00am. When DPS district schools are closed, all school-sponsored activities, including the before and after school programs, are also canceled.

In situations where weather may cause a school closure and Denver Public Schools has a planned, non-student contact day (either for a holiday or for teacher in-service) and the Girls Athletic Leadership Schools is otherwise scheduled to be open, the GALS administration will make a decision about whether school will be closed. In this case, information about the Girls Athletic Leadership Schools specifically will be broadcast by 6:00am on the three major news networks on the day of the closure as well as through our phone app.

When DPS calls a late start opening due to weather-related delays, the Girls Athletic Leadership Schools will also have a delay.

CONFERENCES

Parent-teacher-student conferences and presentations of learning provide needed opportunities for parents/guardians and teachers to exchange useful information about the educational and social needs and progress of students. At conferences, teachers will review student progress and note any areas of special concern. By attending conferences, parents/guardians have the opportunity to assist in catching and correcting any academic or behavioral problems early in the school year so that they do not accumulate to have a negative impact on a student's overall performance. By attending conferences, parents/guardians send a clear signal to their students that school is important and that they are willing to partner with teachers to further their child's education. Student conferences are listed on the school calendar, and GALS will do our best to accommodate your request for time during our school conference days.

OBSERVATIONS

While GALS encourages parent/guardian presence in the school building, out of respect for our teaching faculty and student body, we must insist that you arrange for classroom observations twenty-four hours in advance. Please arrange your observations with your child's classroom teacher. The administrative team and the front office will be notified of your appointment. More often than not, your request for an observation will be accommodated. However, due to assessments, specials schedules, and the nature of certain classroom activities, we may on occasion have to ask that you find an alternate time.

Parents/guardians who want to drop in for an impromptu visit with their children are encouraged to do so during lunch and recess, but still must check in with the front office or an on-duty administrator.

Parents/guardians wishing to visit a classroom other than the class their child attends must receive permission from GALS' administration.

PARENT COUNCIL

GALS' Parent Council is the venue for parents/guardians of GALS students to have a voice in supporting and the running of GALS. Parents are encouraged to play an active role in the success of GALS by being highly involved in the GALS' community and by participating in Parent Council. Parent Council has input into school programs, how to improve the school, some fundraising activities, general operations and school support. Meetings are held throughout the year – come get involved! If you are interested, please see an administrator for more information.

PARENT REPRESENTATION TO THE BOARD OF DIRECTORS

Each GALS School holds a seat for a parent representative on the Board of Directors. These are chosen when open seats terms become available per GALS Bylaws. There are also opportunities for parents to serve on a committee of the Board of Directors. Parents interested in joining the Board of Directors may reach out to the GALS Chair of the Board by emailing board.chair@galsdenver.org.

FAMILY EDUCATION NIGHTS

The Girls Athletic Leadership Schools will host a variety of family education nights and community building events. These events are designed to educate families about various topics related to their child's education, school and development. Families are encouraged to communicate their requests to the Parent Council, Family Liaison, or the Heads of School.

EMAIL

Email is the preferred way of contacting a faculty or staff member at GALS. All employees have email addresses. An updated email list is included at the back of this handbook and also on our website. Teachers will respond within 48 hours.

GALS' STUDENT EMAIL POLICY

All students are assigned an email address per DPS policy, using their six digit student identification number (lunch number). This allows them to access documents that are used as part of instruction at GALS, and allows for easy file sharing and eliminates the need for students to have flashdrives and print documents. Students can type and publish in Google Documents and share writing with teachers and other students. Using an email address also allows the school to send a group email to inform students of deadlines, dates, and other events.

If you want to "opt out" of the DPS email address, please sign and date the slip that you will get in the registration process. There is no need to sign and return this slip if you approve of your child having a DPS email address.

TELEPHONE USAGE AND MESSAGES

Voicemails can be left for all faculty during the school day on their classroom phones and they will return calls as soon as they are able within 24 hours. Please call the staff member you wish to speak

with directly. For general questions and concerns, you may call the school's main number at 303-282-6437.

GALS App

Please download our official GALS App! This will provide nearly all of the information you might be wondering about, from school schedules, to lunch menus, to last minute school updates. Search for GALS Denver in the app store for apple or android.

SOCIAL MEDIA

Follow us on most social media outlets to stay informed, see what's happening in the school, and for pertinent information and articles related to our school model.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

Student education records are official and confidential documents protected by one of the nation's strongest privacy protection laws, the Family Education Rights and Privacy Act of 1974 (FERPA). FERPA applies to all schools that receive federal education funds, including the Girls Athletic Leadership Schools. Non-compliance with FERPA regulations can result in the loss of those funds.

Confidential education records include student registration forms, contact information, graded papers, academic records (including report cards), discipline files, social security numbers linked to names, and student information displayed on a computer screen. All school employees and school volunteers are required to keep student information secure and confidential, and to protect the rights of all students.

The essence of this act is that:

- Parents/guardians have the right to inspect and review their own child's educational records (any records from which the student can be individually identified), to the exclusion of third parties. Students also have this right when they reach age 18. GALS has committed to responding to parental requests for student information only when they have been put in writing and, then, within 72 hours.
- When copies of student records are requested, GALS charges an administrative fee of \$0.50 per photocopied page to cover the expense of time and resources involved in providing such records.
- Parents/guardians and eligible students have the right to request that a school correct records believed to be inaccurate or misleading.
- Parents/guardians have the right to file with the U.S. Department of Education a complaint concerning alleged failures by the Girls Athletic Leadership Schools to comply with the requirements of the act.

Institutions and their employees may not disclose information about students nor permit inspection of their records, without the parent or student's written permission unless such action is covered by certain exceptions as stipulated in the Act.

Practically speaking, FERPA prohibits all employees from discussing confidential student information with third parties, including parents and guardians. For instance, should two students engage in a disciplinary act together, the school is prohibited from naming or discussing the other involved student in conversations with parents/guardians. Similarly, should a parent request an explanation of a

discipline or academic event that did not involve his/her child, but which transpired in her child's classroom, the school is not permitted to disclose any names or details of events nor disclose the resultant consequences.

Please understand that school officials—teachers, administrators, staff, Board members, and volunteers—must all comply with the expectations of FERPA and, therefore, may not discuss any student other than your own with you at any time or for any reason.

CORA

GALS will comply with the Colorado Open Records Act. Any CORA request requiring more than one hour of staff work will result in a \$30 per hour charge for preparing a response.

FIELD TRIPS

GALS makes use of community and regional resources to enhance its curriculum. Teachers plan field trips that support students' understanding of key academic and cultural concepts.

Students are expected to attend field trips as they are expected to participate in all other academic activities. Field trips are not optional attendance activities, and GALS is not responsible for providing individualized instruction to students who are unable, for approved reasons, to attend. Instead, such students will be supervised in another classroom while doing independent work.

Parents/guardians must sign a permission slip and submit fees prior to a student's participation in a field trip. GALS will never deny participation to a student based on funding. Families for whom the field trip fee is prohibitive should speak directly with their classroom teacher or GALS' administration. Students without a signed permission slip turned in by the due date will not be permitted to attend the field trip.

Students must follow the school dress code and uphold all school-wide behavioral expectations while on GALS sponsored field trips including while being transported to these activities. The school will apply its discipline policy consistently while students are on the field trip (including during bus transportation).

LOST AND FOUND

Lost clothing, notebooks, and other items will be gathered in a designated bin and kept near the front office. Valuable items will be kept in the office and identification will be required for their return. Unclaimed lost and found items are given to charity.

STUDENT INFORMATION CHANGES – OFFICE NOTIFICATION

Please notify the office of any and all changes of information regarding your child's address, phone number, emergency number, parent work numbers, etc., as soon as possible. It is vital that the office keeps this information up to date and your prompt notification regarding any changes is sincerely appreciated. If GALS is consistently unable to reach parents/guardians due to inaccurate household information, it may be considered negligence and the Department of Social Services may be called.

VOLUNTEER COMMITMENT

At GALS, we believe, and the research supports, that our community and school is stronger when parents volunteer their time to the school.

All information gained by volunteers while on site performing volunteer hours is strictly confidential. This means, for instance, if you witness a student behavioral incident while volunteering on the playground, you are not permitted to discuss the incident in a manner that would betray the student's privacy right.

WITHDRAWALS/TRANSFERS

Should a student desire to withdraw from the Girls Athletic Leadership Schools, withdrawal forms must be completed and filed with the school office in order for the school to release academic records. In addition, the school will not release academic records until all fines have been paid and all schoolbooks and property checked out to the student have been returned and/or paid for.

Please note, after enrolling at the Girls Athletic Leadership Schools, it becomes your home school. All transfers not made during the assigned DPS choice period must be approved by GALS' administration, as well as by the principal of the school to which you are transferring your child.

GRIEVANCE POLICY AND PROCEDURES

The Girls Athletic Leadership Schools values open communication within its school community, including parents/guardians, students, faculty, staff, administration and the Board of Directors. GALS' grievance policies and procedures pertain to grievances of varied natures; they regulate how parents and students are expected to express grievances about faculty, staff or administrators, and they regulate how faculty and staff are expected to express grievances about other members of the professional community, including peers, supervisors or the administration. Grievances may pertain to inter-personal disputes, to the violation of other GALS policies and procedures, or to perceived or real discrimination or disparities.

The objectives of the Girls Athletic Leadership School grievance policy are threefold: 1) to help members of our community resolve conflicts in an open and direct manner; 2) to provide a safe avenue for members of our community to express grievances or report alleged or actual wrong-doing, including behaviors considered discriminatory; 3) to prompt, when necessary, further investigation and outside resolution.

1. If a student has a concern with a teacher or administrator, we strongly encourage the student to set a meeting with the teacher/administrator first. Students are encouraged to advocate for themselves in a respectful, thoughtful manner.
2. Parents/guardians should first speak *directly* to the person with whom he or she has a concern. Please schedule a meeting with the specific teacher or administrator first.
3. If, after the initial meeting, the conflict is not resolved, the parents/guardians should contact the administrative team and Head of School to set up a meeting. A plan will be put into place to resolve the issue.
4. If time has passed and the conflict is still not resolved, parents/guardians should follow the formal grievance policy below.

FORMAL GRIEVANCE PROCEDURE

The formal grievance procedure is intended to provide an opportunity for grievances that are either not resolved via the informal process or are significant enough in the mind of the grievant to require a formal investigative and resolution process that is documented in writing.

1. To initiate the formal grievance process, a grievant should submit a signed and dated grievance to the Executive Director. The written grievance should detail the allegations of dispute, breach of policy, or discrimination and should cite the contract, policy or procedure that has been violated.
2. The resolution team will provide acknowledgement of receipt of the written grievance within 5 work days. In addition, within 5 work days, the resolution team will provide a copy of the written grievance to the individual(s) named in the grievances as well as to the Head of School and Executive Director. If the Executive Director is the named party in the grievance, a copy of the grievance will be provided to the Chair of the Board.
3. Within 30 work days, the resolution team will conduct its own internal investigation, including conducting interviews with all relevant parties, reviewing pertinent documents, reviewing policy, etc.
4. Within 45 work days of the submission of the written grievance, the resolution team will issue a written resolution plan that might include plans for facilitated conflict resolution meetings, recommendations for change in policy or procedure, or suggested next steps.
5. Should a grievant not be satisfied with the manner in which the school's resolution team handles the grievance, he or she should bring the matter to the attention of the board by contacting the Board Chair.

It is important to the integrity of our school that grievances be handled in an informed, direct, fair, and equitable manner. The administration and board share responsibility in ensuring the integrity of the vision and its implementation through the system of due process described in this grievance policy. The final forum for conflict resolution, after a grievant has followed the steps outlined above, will be at the level of the Board of Directors at board.chair@galschoolsdenver.org.

ENROLLMENT AND RE-ENROLLMENT POLICIES

GALS Enrollment follows the process and procedures outlined in the School Choice and Enrollment Guide of the Denver Public Schools District.