

Greenbrier Community School



Family Handbook

Greenbrier Community School

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Family Handbook

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NON-DISCRIMINATION POLICY:

Greenbrier Community School admits qualified students of any race, color, religion, national and ethnic origin, sex, sexual orientation, gender and gender identity or expression to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, religion, national and ethnic origin, sex, sexual orientation, gender and gender identity or expression in administration of its educational policies, admissions policies, or scholarship programs.

HISTORY:

Greenbrier Community School was founded in 1999 as Greenbrier Episcopal School by parents, educators and community members. We are a non-profit educational organization governed by a Board of Trustees.

We are a vital community of children, families and faculty, all working together to provide the best possible atmosphere for optimum growth of the students. We want to ensure that Greenbrier Community School flourishes for the children of today and for generations to come.

MISSION STATEMENT:

Our mission is to cultivate an inclusive community founded on relationships that nurtures the whole child and inspires creativity, problem solving, and independent thinking through challenging and collaborative learning experiences—empowering every student to grow as an engaged citizen and critical thinker.

VISION:

Greenbrier Community School envisions a learning community where every child is known, valued, and challenged to achieve academic excellence while growing as a creative problem solver, independent thinker, and engaged citizen. Rooted in strong relationships and an inclusive culture, our school fosters intellectual curiosity, emotional growth, and social responsibility through rigorous, collaborative, and meaningful learning experiences.

At GCS, students are active participants in their education and capable contributors to their communities. Through hands-on, experiential learning paired with high academic standards and authentic engagement with the world around them, students develop confidence, leadership, resilience, and the ability to navigate complexity with empathy and purpose.

We believe that exceptional education is sustained by supported, trained, qualified, and caring educators. GCS invests in ongoing professional growth and development, encouraging teachers to embrace research-based best practices, innovative approaches, and continuous refinement of their craft in service of deep learning, strong scholarship, and student success.

Recognizing that families are essential partners in education, GCS values strong collaboration between parents and educators. We honor parents as children's first teachers and work together to nurture curiosity, perseverance, tolerance, respect, and resilience—laying the foundation for meaningful, purposeful lives grounded in both personal growth and academic achievement.

Greenbrier Community School is committed to providing a safe, caring, and affirming environment where diversity is celebrated and every voice matters. Through open dialogue, reflection, and the respectful exchange of ideas, students develop compassion, responsibility, and a deep sense of civic engagement, preparing them to contribute thoughtfully, ethically, and confidently to a diverse and interconnected world.

COMMUNITY:

Our philosophy emphasizes regard and respect for the needs of others both within and beyond our immediate school community. Therefore occasionally, we will ask for your support with service in the Greenbrier Valley, the United States, or another country. We use community resources in planning our field trip programs and sometimes share events with other local schools. We also work with various community organizations to enrich students' learning and understanding of the world.

EQUITY AND INCLUSION:

Greenbrier Community School is committed to creating an inclusive, equitable, and affirming community rooted in relationships and respect for the whole child. Guided by our mission, we believe every student, family, and employee deserves to feel valued, safe, and supported, with meaningful access to the opportunities that allow them to learn and thrive.

We honor the diverse identities, backgrounds, and experiences within our community and recognize that equity requires intentional practices that respond to individual needs. These values are reflected in our curriculum, policies, programs, and daily interactions, where we promote empathy, collaboration, critical thinking, and responsible citizenship.

All members of the GCS community share responsibility for fostering a just and welcoming environment. Through ongoing reflection, open dialogue, and professional growth, we remain committed to strengthening equity and inclusion in all aspects of school life.

ORGANIZATION:

The Board of Trustees, composed of parents, community members, and the Head of School, oversees the fiscal management and policies of the school. The Head of School is charged with administrative responsibility for daily operations, and is the liaison between parents and the Board of Trustees. The faculty supervises the children's education and care.

Additionally, Board members have made commitments in two primary areas:

1. To take an active role in fundraising for GCS;
2. To be responsible for chairing committees in their areas of interest and expertise.

COMMITTEES:

Greenbrier Community School values shared leadership and community engagement. The Board of Trustees and administration are supported by committees chaired by board members such as Development, Public Relations, Education, Building & Grounds, and Scholarships, with members drawn from parents, faculty, and community members. Through this committee and Board structure, ideas are collaboratively reviewed and recommended to the Head of School and Board for implementation, strengthening transparency, inclusion, and mission-aligned decision-making.

FAMILIES:

Greenbrier Community School is an independent school that relies on active family partnership to sustain the programs and community that define our school and support its mission. Families agree to volunteer four hours each year with the expectation of contributing time, talents, or resources in support of fundraising efforts.

Volunteer opportunities include student or family events, school projects, committee work, and occasional classroom or office support. Families are encouraged to participate in the Annual Fund at a level meaningful to them, as broad participation strengthens the school's ability to secure additional funding. We value and appreciate every family's commitment to the shared success of our school.

POLICIES AND PROCEDURES

ENROLLMENT:

Children may be considered for potential enrollment following:

Confirmation of available space in age-appropriate classroom (Rising kindergarteners (Forest Room) must be 5 by June 30 preceding matriculation)

A tour of campus by families and meeting with the Head of School or the Head's designee.

The submission of an application.

Family interview resulting in placement recommendation by Teacher and Head of School.

The submission of previous school information/records, medical and immunization records, fees and contract. (Enrollment occurs only when the enrollment agreement and deposit are paid.)

Placement considerations are:

Appropriate openings and placement for child/family;

GCS may give special consideration to siblings of currently enrolled students

Enrollment caps.

GCS values diversity and may enroll students with specific needs who are able to be accommodated within our existing classroom, school environment, and available resources.

GCS reserves the right to assign probationary status to a student's enrollment at any point in the academic year for academic, behavioral, or disciplinary issues. Failure to meet school standards may result in suspension or dismissal.

Students are promoted based on GCS' assessment of academic, social, and behavioral readiness.

Enrollment Continuum:

Experience has shown that students benefit most when they are able to participate over multiple years at Greenbrier Community School. As a result, the enrollment process prioritizes students who are likely to engage fully in the program over time.

The first four to six weeks of a new student's placement serve as an observation and transition period. During this time, we assess academic, social-emotional, and developmental needs while building a strong partnership among the student, family, and school.

Assessments:

Teachers or administrators may request that a student receive vision, hearing, developmental, behavioral, learning, or other assessments when additional information is needed to better understand the student's strengths, needs, and learning profile. These assessments provide valuable, objective insights that help the school and family work collaboratively to support the whole child's academic, social-emotional, and developmental growth.

Assessment results help identify developmental milestones and inform instructional and support strategies that allow students to engage meaningfully in the school's challenging and collaborative learning environment. When an assessment is requested, parents agree that within one month, they will schedule the assessment and provide the evaluation and results upon completion with Greenbrier Community School so that appropriate planning and support can be implemented. GCS understands timelines for evaluation are often lengthy and outside a family's control. All students of GCS are eligible for free evaluation through Greenbrier County Schools under federal Child Find laws, and staff can assist families in requesting these evaluations.

If assessment results show that a student needs specialized supports and services that exceed the scope of what GCS can offer, we will collectively revisit the appropriateness of continued enrollment. Because partnership between the school and family is essential to student success, failure to obtain or share requested assessments may limit the school's ability to meet a student's needs within its program. In such cases, and after careful consideration, the student's continued enrollment or eligibility for re-enrollment may be affected.

DAILY PROCEDURES

Arrival, Dismissal and Parking:

Arrival: 7:30 a.m. Early Drop Off
Classes begin at 8:00 a.m.

Dismissal: 3:00 p.m.
(12:30 pm for Early Education)

Elementary and Middle School students MUST be signed in at the office if arrival is after 8:15AM.

Everyone should use extreme caution during morning drop-off and afternoon pick-up. All students enter and exit through the same door, and our youngest learners are often just beginning to gain their footing and navigate outdoor spaces. The need for extreme caution cannot be overstated. Designated parking spaces are available for families who wish to park their car and escort their child into school. During pick-up, parents are asked to stay in their vehicles. Children picked up but remaining on school grounds after 3:15 must be supervised by parents and are no longer the responsibility of GCS staff. Families should not send their children to play on the playground unsupervised if they remain at school beyond 3:15.

We operate a "Closed Campus" which means that children are not allowed to leave the school grounds once they have arrived unless they have written or verbal guardian permission delivered to the teacher or Head of School.

EXTENDED CARE & AFTER SCHOOL

GCS offers Extended Care for Early Education students enrolled in GCS. Busy Town and Sleepy Town operate until 3:00 pm each day. GCS also offers an After School program from 3:00pm - 5:00pm

EARLY DROP-OFF

Early drop off is available beginning at 7:30am.

General Notes: re: Arrival and Dismissal

Children should always exit and enter vehicles on the building side-never crossing a lane of traffic or walking around to the far side of the car.

Please keep the line moving briskly and safely; look before pulling out.

Please use extreme caution during arrival and dismissal times.

Please do not impede traffic flow. For more than momentary conversations with staff, please call the school office to make an appointment. Conversations with other families should be similarly efficient.

Please notify the office in writing or by phone before 2 PM if your child is to go home with someone who is not on your transportation permission list.

If you must be late for dismissal or if an emergency arises, please call the school to let us know.

If you pick up your child prior to regular dismissal time, you **MUST** stop by the office for sign out. (The sign in-out log is a safety measure for GCS and for parents).

Other adults may take friends' children home with them if:

the adult is listed on the child's transportation permission list,

the child's parent writes a note and sends it to the school office,

the child's parent telephones the office about this arrangement and a record is made.

TARDINESS AND ATTENDANCE

Prompt arrival supports student success and well-being and allows students to begin the day feeling connected and prepared. Arriving on time provides meaningful opportunities for greetings and interactions with teachers and classmates, while late arrivals can disrupt classroom routines and increase anxiety for students who miss early-morning activities and core classes.

At Greenbrier Community School, each day begins with Morning Meeting, a relationship-building practice that helps students preview the day, develop a sense of belonging, and establish a positive tone for learning. To support this important community experience, families are expected to ensure students arrive by 8:00 a.m. for elementary and middle school. Students arriving after these times will be recorded as tardy and reported to the office for inclusion in the student's permanent record. As an Exemption (k) private school registered with the State Superintendent of Schools, Greenbrier Community School observes a minimum instructional term of 180 days, and is required to report chronic absenteeism.

Families are asked to schedule holidays and vacations with the school calendar in mind whenever possible. Because learning at GCS is collaborative, experiential, and personalized, some classroom activities cannot be replicated outside the classroom. Students are expected to make up missed work as appropriate, and instructional adjustments will be made upon their return.

COMMUNICATIONS

Greenbrier Community School values open, respectful, and supportive communication among students, families, and educators. Strong partnerships between home and school are essential to nurturing the whole child and supporting each student's academic, social, and emotional growth.

The school office is open from 8:00 a.m. to 3:00 p.m. and can be reached at 304-793-2420. When office staff are unavailable, messages may be left on the answering machine and will be returned as promptly as possible.

School-wide communication is shared through Remind, iGrade, and, when appropriate, sent home in students' backpacks or Friday folders. In addition, both the school and individual classrooms distribute regular newsletters to keep families informed about upcoming events, learning activities, and important announcements.

To ensure accurate and appropriate communication, any court decrees pertaining to or involving a student must be on file in the school office. By default, school information such as newsletters, conference forms, and general correspondence is sent to the parent or guardian with physical custody. A second parent or guardian may request inclusion on mailing lists by contacting the office. Greenbrier Community School will share appropriate information with non-custodial parents upon request unless a court order on file indicates otherwise.

FAMILY-TEACHER CONFERENCES

Formal conferences are held twice annually and are supplemented by written progress reports at the end of each trimester. Families and teachers can also request additional conferences throughout the academic year. These conferences provide meaningful opportunities for families, students, and teachers to reflect on growth, celebrate strengths, and set goals that support the success of the student.

Whenever possible, both parents or guardians are encouraged to attend conferences. Elementary and middle school students are included as active participants in these conversations. This shared approach reinforces collaboration, student ownership, and consistent support between home and school.

Teachers are also available for additional conferences as needed and by mutual arrangement. Families are asked to prioritize attendance at scheduled fall and spring conferences to support clear communication and strong partnerships for student success.

FAMILY CONCERNS

Greenbrier Community School values a collaborative partnership with families built on mutual understanding, trust, and shared responsibility in support of each child's growth and well-being. Behaviors that occur at school are best addressed within the school setting, where teachers and staff can respond thoughtfully and consistently. If needed, families may be notified of circumstances and are encouraged to partner with the school to support positive outcomes for students.

Parents or guardians with questions or concerns related to a classroom or student experience should first contact the classroom teacher. If additional support or resolution is needed, or if the concern is administrative, financial, or school-wide in nature, families should contact the Head of School. This process supports respectful communication, timely problem-solving, and strong relationships across the school community.

OBSERVATIONS

Greenbrier Community School values transparency and partnership and strives to maintain an open, welcoming environment for families and visitors. After the first month of school, once classroom routines and relationships are well established, classrooms are open to parent and visitor observations. This timing supports a calm, consistent learning environment while honoring the importance of family engagement.

Families are encouraged to share observations or questions with the classroom teacher in a respectful and collaborative manner. Classroom observations should not interrupt instruction or distract students from their learning. When appropriate and available, teachers will connect with visitors, and students may invite conversation as they feel comfortable.

Greenbrier Community School also hosts Open Houses for the broader community. Families are encouraged to invite interested friends or relatives to attend, providing an opportunity to experience the school's mission in action and learn more about the learning community GCS offers.

Admissions Information/Public Relations:

Admission packets are available through the school office and can be accessed online from the GCS website. Families are encouraged to refer interested individuals to Greenbrier Community School. Parents and guardians are valued partners and ambassadors for the school. By sharing their experiences and enthusiasm for GCS within the broader community, families play an important role in supporting the school's growth and strengthening our mission.

Student Records and Information:

The following information must be on file:

Previous academic and behavioral records, including any IEP/504 Plan

Current Emergency Information forms

Medical Records (food allergies/dietary restrictions, and hearing, speech and vision screenings)

Immunization record showing child is current with WV Immunization Requirements or has valid medical exemption

Student records are confidential and accessible by parent(s), staff, or others approved by parents. Non-custodial parents who are not parties to the enrollment agreement may have access to specific information about the student as authorized by the custodial parent or by custody agreement; a copy of agreement is to be filed with GCS upon the child's enrollment.

Release must be authorized by custodial parent(s) to make records available to others. Parents have a right to inspect, review and challenge the content of the student's progress reports and standardized tests. GCS maintains student records for at least seven years after the child has left the school. Recommendations or records of student progress may not be forwarded to other schools until tuition balance is paid or current, whichever is applicable.

STANDARDIZED TESTING

Each spring, students in third grade and above undergo standardized testing and results are shared with parents. Test results are kept in the students' cumulative files to be sent to other schools upon transfer or request. The test is administered over several days, and students observe normal test taking rules. Students will practice with preparation materials prior to test week. The percentiles compare students to other students of the same grade according to national norms.

ILLNESSES/SICK POLICY

Please contact the school office by 8:15 a.m. if your child will be absent on any given day.

Illness

Colds, flu and other contagious diseases are a serious issue in a small school environment because they can spread so rapidly. Families are asked to keep children home when they show symptoms of illness. If your child exhibits any active symptoms of illness, he/she will not be admitted to the school, both for the child's own comfort and to minimize the spread of illness in the school.

The following guidelines are to help you determine if your child should be kept home from school:

If your child has any of these symptoms/conditions, please give them time to rest and recover:

- **Fever.** If your child has a fever at night, he/she must not attend school the next morning. Temperatures are lower in the morning and a fever may occur again in the afternoon. You are required to wait 24 hours after the fever breaks (without fever reducing medicine) before sending your child back to school.
- **Upset stomach.** If your child vomits during the night, do not send him/her to school the next day. You are required to wait 24 hours after a child vomits before sending your child back to school.
- **Diarrhea.** Loose and frequent stools have many causes. Do not send a child to school until bowel movements are normal.
- **Cold.** Please help us teach your child how to handle tissues for coughing, sneezing and nose blowing, and practice good hand washing techniques. Your child may go to school as long as he or she does not have a fever or discomfort. If symptoms are severe (e.g., persistent cough or severe runny nose with thick mucus that will consistently interrupt their work or rest time), please keep your child at home so he/she may rest and recover.
- **Earache.** Never ignore an earache. Contact your physician and keep your child at home.
- **Strep Throat.** A strep infection requires a doctor's visit and medication. Strep can lead to a more serious illness if not properly treated. The child must be on medication at least 24 hours before returning to school.
- **Contagious Condition.** Head lice (see below), scabies, impetigo, chicken pox, strep throat, measles, rubella, mumps, whooping cough, meningitis and some forms of conjunctivitis (pink eye) are contagious and must be properly treated and no longer contagious before your child may attend school. Please notify the school if your child has a contagious condition so that other parents can be alerted. Your child may not return to school without permission from your medical provider and clearance from the office.
- **Head lice.** Due to the arrangement of collaborative workspaces in our classrooms, if we find signs of lice (nits/eggs), parents will be asked to pick up their student early to begin treatment. If parents detect lice at home, please let the Office know immediately so that we can check the rest of the students in the class. Prior to the student's return to school, we will need to know the specific treatment that they will be undergoing and the date that the treatment began, so that we can follow up regarding the second application of the treatment (which typically needs to be applied 7-10 days after the first application). Upon returning to school, before the child enters the classroom, please bring them to the Office where they will be discreetly checked for nits, and where we can record treatment dates and methods. Students will be allowed to return to class when they are nit-free. Nit removal can take several comb throughs and we ask that parents check the child each day during their treatment. Thorough combing with an egg removal comb each

day during the 10-day period following the first treatment is an essential part of eliminating the lice and helping to prevent a lice recurrence. We will follow up, checking students and classes as needed to ensure that all active lice and eggs have been removed.

If your child has been out of school due to illness, we ask that you consider whether they are well enough for a full school day and to be outdoors before you send them back to school. The outdoors is part of our program and we do not have the staff to supervise students indoors and outdoors simultaneously.

Illness or Injury at School

If a child becomes ill at school, they will be taken to the office. A parent/guardian will be contacted and will be expected to pick up the child within 30 minutes. If a child is injured at school, first aid will be administered if necessary. An accident report will be filed for injuries which require medical attention, including first aid. Families will be asked to sign an incident report when they pick up their child and will be notified immediately if there are any questions concerning the severity of the injury. The student's emergency contacts and medical providers will be called if the parents are unavailable. All teachers are CPR/First Aid certified. Paramedics will be called when necessary.

Prescription medications must be stored in the office, where office staff can assist and monitor appropriate dispensing. Please deliver medications directly to the office for your child. **Do not send medication in with your child.**

SCHOOL CLOSINGS

GCS will close for holidays as noted on the School's calendar. GCS may close in the event of inclement weather. Updates will be sent through Remind and will be made independently of decisions made by local county schools. If weather conditions make travel risky, school may be closed. Additionally, GCS may have an early dismissal under adverse circumstances. Should families become anxious about weather forecasts, they may always pick their children up at school and sign them out in the school office.

SAFETY

Emergency Plans are in place and rehearsed by staff annually. All teachers are trained in first aid and C.P.R. Fire drills are held throughout the year.

If parents/guardians or emergency contacts cannot be reached and staff determines your child needs medical attention, your child will be transported to the nearest medical facility, either by staff vehicle or ambulance. Families assume any resulting expense and hold harmless staff and volunteers assisting in such an instance.

All faculty members also complete an annual Mandatory Reporting training as we are required to report to Child Protective Services or Law Enforcement any suspected child abuse or neglect.

INSURANCE GUIDELINES

Our liability and property insurance contain guidelines to which we must adhere in order to ensure the safety of students, families, and staff. GCS insurance does not cover any private, personal child-related services agreement entered into between GCS and any family, including one with a child or children attending GCS or any other school. Accordingly, any such arrangement is exclusively private in nature and deemed to be excluded from any GCS insurance coverage whatsoever. GCS will not accept any liability from such child-related service agreements between GCS staff and any family.

FIELD TRIPS

Field trips are an integral part of the Greenbrier Community School experience and are designed to extend classroom learning. All classes participate in field trips to deepen understanding, support experiential learning, and

reinforce academic concepts in real-world settings.

Field trips may take place on foot or by car and may include parent or guardian volunteers serving as drivers. Families must have a general field trip consent form on file, and receive individual field trip information and permission forms. Families are notified in advance of all field trips, including details related to location, timing, and purpose.

Student safety is a priority during all school-sponsored field trips. All drivers must have a valid, non-restricted driver's license, appropriate liability insurance, and accident/personal injury coverage for passengers.

FOOD

Students bring their own snacks and lunches each day. Families are asked to provide a nutritious mid-morning snack and lunch that support health and focus. Recommended snacks include fresh fruit, cut vegetables, cheese, crackers, or other simple, healthy options. Do not send in any drinks. We supply water which is best for the brain and body. Candy, gum, and sugary treats are not permitted.

Snack and lunch times are important community moments in the school day. Students practice table manners, respectful conversation, and independence during these shared meals.

Please label all lunch items with your child's name and prepare food (such as peeling or cutting fruit) as needed. Lunch containers with violent or weapon-related imagery are not permitted.

LIBRARY

Currently, our library is for school use only. Replacement costs may apply for books damaged by students' loss, neglect, or abuse. Students who fail to return books may have their borrowing privileges limited. Please assist the school by seeing that books are sent back to school on the students' library day.

BIRTHDAYS / HOLIDAYS

If a family wishes to acknowledge a student's birthday or a special holiday at school, they should contact the classroom teacher in advance to make appropriate arrangements. Families planning celebrations outside of school are encouraged to include all members of the class to support a sense of belonging and community.

Greenbrier Community School views personal, cultural, and religious holidays as meaningful educational opportunities. These occasions are approached in ways that broaden students' understanding of diverse cultures, traditions, and beliefs. Through group discussions, individual activities, and integrated cultural or geographic studies, students are encouraged to explore and appreciate the richness of global traditions while engaging in reflection and choice-based learning. These experiences support inclusion, empathy, and respect for diverse perspectives within the school community. If you would like to share a personal, cultural, or religious tradition with your child's class, please contact their classroom teacher.

STUDENT DRESS FOR PRE-K THROUGH MIDDLE SCHOOL

Greenbrier Community School encourages students to express themselves through color and personal style, just as they do through their ideas, actions, and learning. At the same time, student attire should support comfort, confidence, and the ability to participate fully in all aspects of the school day, including active learning, recess, and Physical Education. We appreciate families' attention to these guidelines, which help maintain a positive and focused learning environment. If a student arrives at school in clothing that does not meet these expectations, the school will work collaboratively with the family to find a solution, which may include contacting a parent or guardian to provide appropriate clothing.

Students in the **Nido** are not required to follow these guidelines, as toddlers are learning to dress themselves.

Allowing flexibility in attire supports confidence, self-care skills, and ease as our youngest learners begin their school experience.

Guidelines: Established around comfort and play

Item	Acceptable	Not Acceptable
Shirts/Sweaters/Sweatshirts	Shirts may be solid, striped, plaid or have non-imaged patterns. Discreet branding insignia is permissible. GCS logo can be on any shirt.	Graphics or logos.
Pants/Shorts/Skirts/Dresses	Solid, striped, plaid or patterns. Shorts must be longer than fingertips at your sides.	Tears or holes.
Shoes	Should be closed toed for play & outside activity.	Shoes inappropriate for play (flipflops).
Hats	May be brought to wear outside the school building. Religious head coverings.	Hats within the building.

Please also ensure your child's name is written inside their coats, sweaters, sweatshirts, hats and gloves

RE-ENROLLMENT:

Re-enrollment timelines and agreements for the following academic year are distributed in February. We are in the fortunate position to have waiting lists for our classrooms. Enrollment agreements must be returned within timelines contained in annual correspondence to ensure your student's spot the following year. Priority consideration is given to families and students who support the school's mission and actively engage in the opportunities provided by the School.

All tuition and program balances must be paid or current in order to be eligible for re-enrollment. Academic records, transcripts, and recommendations will be released only after all financial obligations have been fulfilled.

TUITION ASSISTANCE:

Greenbrier Community School's tuition assistance program is supported through a combination of fundraising efforts and the school's ongoing commitment to providing financial support to families when possible within the approved budget set by the Board of Trustees. Families interested in applying for tuition assistance should follow the information on our website for access to the School and Student Services for Financial Aid (SSS) application.

Tuition assistance requests are all blind reviewed to ensure confidentiality. Requests are reviewed by the Finance Committee based on a thorough review of family financial information processed through SSS in Princeton, New Jersey. To ensure fairness and fiscal responsibility, families must have all school balances paid in full or current, as applicable, before applying for tuition assistance.

BOLLING CLAY SCHOLARSHIP:

Greenbrier Community School is honored to recognize the history and great legacy of the Bolling School by offering eligible students of ethnic diversity the Bolling-Clay Scholarship. Bolling Clay Scholarship applications are available on our website. The Bolling-Clay Scholarship Committee reviews applications and interviews applicants who have been recommended by the Head of School based on our enrollment policies.

PAYMENT OF TUITION:

Greenbrier Community School is a private, non-profit organization supported through tuition revenue and charitable contributions. Timely tuition payments are essential to sustaining the programs, staffing, and resources that support our mission and the educational experience of all students. We appreciate families' commitment to honoring the payment plan they have selected.

Tuition includes consumable classroom materials and most field trips. As part of the enrollment process, a non-refundable deposit is required at the time the tuition agreement is signed and is applied toward the total tuition balance.

Because the school makes staffing, budgeting, and program decisions based on enrollment commitments, families remain financially responsible for tuition if a student is withdrawn or dismissed from the school.

DELINQUENT ACCOUNTS:

To ensure the school can continue to fulfill its mission and meet its financial obligations, accounts that are **30 days or more past due** may result in suspension of a student's enrollment unless an approved alternative payment arrangement is made.

All tuition and non-tuition balances, including fees for additional programming, must be paid in full or current before a student may re-enroll or have academic records or recommendations released.

Financial obligations remain in effect regardless of a student's withdrawal or dismissal from the school.

FAMILY SUPPORT - CONTINUITY

Consistency between home and school is one of the most meaningful supports families can offer their children during their educational experience at Greenbrier Community School. When families and educators work together with shared values, goals, and expectations, students are better able to thrive academically, socially, and emotionally.

Families who choose GCS typically share the School's philosophy and commitment to nurturing the whole child. This shared understanding allows strong relationships to grow over time and supports mutual learning and open communication between home and school. Through ongoing dialogue and school-sponsored opportunities for engagement, families and educators work together to create consistency that enhances each child's intellectual, emotional, and personal development.

Greenbrier Community School values the continuity of learning that comes from students participating in the program over multiple years. Families are encouraged to commit to this long-term partnership and to explore future grade levels through classroom visits and school events, helping them understand the growth, opportunities, and experiences that await their child as they progress through the school.

FAMILY SUPPORT - VOLUNTEERISM

At Greenbrier Community School, tuition alone does not fully cover the cost of providing the high-quality, relationship-centered education we offer. To sustain and strengthen our programs, the school relies on both financial support and volunteer involvement from our community.

All families are expected to contribute four (4) volunteer service hours each school year. Opportunities for involvement are varied and meaningful and may include classroom support, committee participation, professional work or consultation, assistance with office needs, or help with building and grounds projects. These contributions allow families to share their talents and support the school in ways that align with their interests and availability. Extended family members may volunteer on behalf of their student's family.

Family participation in fundraising efforts is also essential. Contributions of time, skills, and financial support help offset operational costs and enhance the educational experience for all students. In particular, the Annual Auction and the GCS Annual Fund depend on strong community engagement to keep tuition affordable.

Through shared generosity, collaboration, and commitment, we work together to strengthen the GCS community and ensure a vibrant, sustainable learning environment for every student.

STUDENT ROLES AND RESPONSIBILITIES

At Greenbrier Community School, we recognize that children are naturally driven toward self-development. They seek to build inner resources and learn how to navigate an increasingly complex world through direct experience, exploration, and reflection. Children learn best when they are encouraged to observe, question, and discover for themselves, using their senses, curiosity, and growing intellect, rather than relying solely on adult direction. We value these experiences because they foster self-mastery, self-discipline, independence, and a lifelong love of learning, qualities that characterize a GCS-educated child.

Guided by this philosophy, students at GCS are expected to practice core life skills grounded in respect for themselves and others. These shared expectations form the foundation for problem-solving, community-building, and discipline within the school. Our community is built on trustworthiness, active listening, honesty, kindness, and the belief that every student is capable of striving for their personal best. These values guide daily interactions and support a safe, inclusive, and supportive learning environment for all.

GCS LIFE-SKILLS

The Greenbrier Community School life skills support students in reflecting on their own actions and learning how individual and group behaviors contribute to personal growth, strong relationships, and lifelong success. They provide a shared language for problem-solving, self-regulation, and community expectations. These life skills guide our daily interactions, classroom expectations, and disciplinary practices every day.

Life Skills

- **Caring** – Showing empathy, kindness, and concern for others
- **Common Sense** – Using sound judgment in everyday situations
- **Cooperation** – Working together toward a shared goal or purpose
- **Courage** – Acting according to one’s values, even when it is difficult
- **Curiosity** – Demonstrating a desire to explore, question, and understand the world
- **Effort** – Doing one’s personal best
- **Flexibility** – Adapting to change and adjusting plans when needed
- **Friendship** – Building and maintaining relationships based on trust and care
- **Initiative** – Taking action independently when something needs to be done
- **Integrity** – Acting honestly and ethically
- **Organization** – Planning, arranging, and maintaining materials and tasks in an orderly way
- **Patience** – Waiting calmly and respectfully
- **Perseverance** – Continuing to work through challenges
- **Pride** – Taking satisfaction in personal growth and accomplishment
- **Problem Solving** – Identifying solutions to challenges and everyday situations
- **Resourcefulness** – Approaching challenges creatively and making effective use of available tools
- **Responsibility** – Being accountable for one’s actions and choices
- **Sense of Humor** – Enjoying playfulness and laughter in ways that respect others

PERSONAL BELONGINGS

Cellular phones and electronic entertainment devices are not permitted at school. Each class sets specific guidelines regarding which personal items (including, but not limited to, toys) may or may not be brought to school. Any items sent to school must be clearly labeled.

GCS cannot be held responsible for lost or damaged personal belongings. If a child intentionally damages school property, materials, or the environment, the child and their family will be required to repair or replace the damaged item, or provide another appropriate form of restitution.

HOMEWORK

At Greenbrier Community School, we believe that effective homework supports both a child's learning and overall well-being. Homework is designed to create a meaningful bridge between classroom experiences and learning at home. Because instruction at GCS is highly collaborative, hands-on, and interactive, it cannot always be replicated outside the classroom; however, carefully planned homework can still play an important role in reinforcing and extending learning.

Homework at GCS is intentional and closely aligned with classroom instruction. Assignments are crafted to strengthen essential skills, deepen understanding, and extend learning across subject areas. As students advance through the grades, homework expectations gradually increase in both amount and complexity in ways that are developmentally appropriate. At the same time, GCS is committed to preserving time for family life, unstructured play, and other enriching activities. Homework is never assigned as busywork; it is purposeful, clearly explained, limited in duration, and meaningful.

Family involvement is most effective when it encourages independence rather than replaces a child's effort. Families are encouraged to establish a consistent time and quiet space for homework, offer guidance when questions arise, and allow students to take primary responsibility for completing their work. Homework also provides families with valuable insight into their child's strengths and areas for growth.

Responsibility for homework is shared among students, teachers, and families. This shared partnership supports the development of independence, time-management skills, perseverance, and a sense of ownership over learning - skills that are essential for lifelong success.

DISCIPLINE & RESPONSIVE CLASSROOM

At Greenbrier Community School, discipline is viewed as a developmental process through which students are supported in building self-control, making responsible choices, and demonstrating respect and citizenship. This approach helps students understand that they are accountable for their actions and that choices have meaningful consequences, while ensuring they are treated with dignity and care.

GCS uses the Responsive Classroom approach to create a safe, inclusive, and engaging learning environment throughout the school. This approach recognizes that children's academic, social, emotional, and physical needs are deeply interconnected. Teachers intentionally design classroom environments and interactions that respond to these needs so that students feel secure, valued, and ready to learn.

Students learn best when strong academic instruction is paired with intentional social-emotional skill development. Through Responsive Classroom practices, teachers explicitly teach not only reading, writing, and mathematics, but also essential life skills such as listening respectfully, taking turns, collaborating with peers, and resolving conflicts. These skills support both academic success and positive participation in the school community.

Teachers thoughtfully consider all aspects of the learning environment—from classroom organization and routines to tone of voice and language choices—recognizing that these elements directly influence student learning and well-being. Together, these practices create a school climate that is supportive, challenging, and joyful, allowing

every child to grow and thrive.

At Greenbrier Community School, concerns related to student behavior are addressed within the context in which they occur and in ways that are developmentally appropriate for the child or children involved. Teachers first use proactive and responsive strategies to guide behavior, support problem-solving, and help students learn from their choices.

If a student's behavior does not improve despite these interventions, the teacher will involve the Head of School and notify the family so that the school and parents can work together to support the student. Repeated disruptive behavior or physical aggression is documented to ensure clear communication and appropriate follow-up.

Responsive Classroom Practices

- Morning Meeting
- Rule Creation/Class Promise
- Interactive Modeling
- Positive Teacher Language
- Logical Consequences
- Guided Discovery
- Academic Choice
- Classroom Organization
- Working with Families
- Collaborative Problem Solving

When behavior significantly interferes with the safety, learning, or well-being of the student or others, or when a family declines recommended evaluations or supports intended to help the student succeed within the program, the Head of School may determine that suspension or dismissal is necessary. Such decisions are made thoughtfully and in alignment with the school's mission, commitment to student safety, and responsibility to the broader school community.

ENVIRONMENTAL RESPONSIBILITY

Greenbrier Community School is committed to environmental stewardship as part of nurturing the whole child and empowering students to grow as engaged, responsible citizens. Students learn to care for their world by spending time outdoors, using natural materials, and practicing sustainability in daily routines—using resources responsibly, recycling, and reusing items whenever possible. Families can support this work by sending snacks and lunches in reusable containers to help reduce waste. Through service projects, campus clean-up responsibilities, and age-appropriate environmental units, students develop respect for nature and an understanding that their choices can positively impact their community and the world.

ACCEPTABLE USE OF TECHNOLOGY

Greenbrier Community School recognizes that rapidly advancing technology offers both powerful educational opportunities and important responsibilities. Students are expected to use school-provided and personal technology devices in ways that support learning, communication, and responsible digital citizenship.

Internet access is provided for educational purposes under teacher guidance and supervision. Technology use that does not align with instructional goals or school expectations may result in disciplinary action.

To support focus, community, and in-person engagement, student cell phones are not permitted for use during the school day.

Equitable Access to Technology

Greenbrier Community School is committed to ensuring that technology access supports every student as a learner

and community member. In alignment with our mission, technology at GCS is used to strengthen instruction, foster independent thinking, support individualized instruction, and promote clear communication—while ensuring that all students have equitable opportunities to participate in learning experiences that require digital tools.

Access to Devices and Internet

Middle school students are provided 1:1 Chromebooks for academic use during the school day. Students in Kindergarten and above also have access to Chromebooks during instructional time as designated by teachers. The school provides internet access throughout campus so that students can reliably engage in learning activities that require online tools, research, or digital platforms.

Equity for Students Without Home Access

GCS recognizes that students' access to devices or internet outside of school may vary. Teachers provide time during the school day for assignments that require technology or internet access, and students will not be penalized for being unable to complete technology-dependent work at home. When appropriate, teachers may also provide alternative ways to complete tasks that ensure students can demonstrate learning without barriers.

Student Safety, Monitoring, and Appropriate Use

To maintain a safe, supportive learning environment, student technology use is supported through age-appropriate monitoring and content filtering. Technology expectations are taught and reinforced in ways that promote responsible, respectful, and ethical use, consistent with school values and student well-being.

Accessibility and Learning Support

GCS is committed to inclusive access for all learners. Students may use accessibility tools such as speech-to-text and other built-in supports as appropriate to help them access instruction and demonstrate learning. Staff collaborate with families to ensure students can use these tools effectively within the classroom setting.

Family Communication and Platform Support

To support strong school–home partnerships, GCS provides assistance to students and families in using school communication and learning platforms, including I-Grade (Learning Management System) and Remind. Families may reach out to teachers or the school office for login support, troubleshooting, and guidance.

Technology Access for All Students

Technology resources at GCS are intended to support the learning of all students. Access to school technology and digital learning opportunities is provided equitably, and the school works proactively to reduce barriers so every student can participate fully.

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