

# **Guadalupe Centers Middle School GCMS**

Operated by Guadalupe Centers Inc.  
Sponsored by University of Central Missouri

2016 - 2017  
Student/Parent Handbook

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Kansas City, MO 64108  
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Revised 11/2016

# **Guadalupe Educational System Vision**

The Guadalupe Educational System is a premier Pre-K to career educational system in Kansas City, Missouri, preparing young people to fulfill their potential.



## **Guadalupe Centers Middle School Vision**

**Regardless of economic, social and prior academic background, GCMS students will be academically prepared through a rigorous, standards-based curriculum to advocate for social justice within our community.**

In order to bring our vision into reality, we will:

- Provide choices for social and academic growth
- Provide effective teachers, challenging curriculum, and exposure to appropriate learning experiences
- Connect class work to students' lives
- Provide opportunities for students to practice civic responsibility
- Create community, home, and school partnerships that provide students with necessary resources

# Guadalupe Centers Middle School

**Principal-** Claudia Meyer  
**Vice Principal-** Jaime Redding

**Instructional Coach-** April Klimek  
**Nurse-** Pastora Isoba  
**Registrar-** Selena Calderon

**Counselor-** Kelsey Carpentier  
**Security Officers:** Manny Rivera

**6<sup>th</sup> Grade E.L.A.-** Nellie Enneking  
**6<sup>th</sup> Grade Science-** Seri Hussain  
**6<sup>th</sup> Grade Math-** Emily Lemke  
**6<sup>th</sup> Grade Social Studies-** Andrew Lawrence

**7<sup>th</sup> Grade E.L.A.-** Sarah Russell  
**7<sup>th</sup> Grade Science-** Celeste Remus  
**7<sup>th</sup> Grade Math-** Steve O'Sullivan  
**7<sup>th</sup> Grade Social Studies-** Andrew Acosta

**8<sup>th</sup> Grade E.L.A-** Goldie Bailey  
**8<sup>th</sup> Grade Science-** Jacob Petty  
**8<sup>th</sup> Grade Math-** Danielle Agin  
**8<sup>th</sup> Grade Social Studies-** Jennifer Gardner Swan

**Math Interventionist (6<sup>th</sup>, 7<sup>th</sup>, & 8<sup>th</sup>)-** Christina Crumley  
**E.L.A. Interventionist (6<sup>th</sup>, 7<sup>th</sup>, & 8<sup>th</sup> )-** Lauren Blumenschein

**Art-** Sarah Palmer  
**Music-** Luis Portillo  
**P.E.-** Jason Holzer  
**Spanish-** TBD

**Special Ed.-** Katie Lillard  
**E.S.L. (English Second Language) –** Tiffany Peterson  
**Speech/Language-** Katherine Miller

**Mascot:** Aztec  
**Colors:** Royal Blue, Black, White  
**Grades:** 6<sup>th</sup>-8<sup>th</sup>  
**Enrollment:** 203  
**Staff:** 29

# GUADALUPE CENTERS MIDDLE SCHOOL | 2016-2017 CALENDAR

**3-12 : Professional Development- NO STUDENTS**

**15 : First Day for students**

| AUGUST 2016 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| S           | M  | T  | W  | Th | F  | S  |
|             | 1  | 2  | 3  | 4  | 5  | 6  |
| 7           | 8  | 9  | 10 | 11 | 12 | 13 |
| 14          | 15 | 16 | 17 | 18 | 19 | 20 |
| 21          | 22 | 23 | 24 | 25 | 26 | 27 |
| 28          | 29 | 30 | 31 |    |    |    |

| FEBRUARY 2017 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | Th | F  | S  |
|               |    |    | 1  | 2  | 3  | 4  |
| 5             | 6  | 7  | 8  | 9  | 10 | 11 |
| 12            | 13 | 14 | 15 | 16 | 17 | 18 |
| 19            | 20 | 21 | 22 | 23 | 24 | 25 |
| 26            | 27 | 28 |    |    |    |    |

**1: Professional Development – NO STUDENTS**

**17: Parent/Teacher Conf.**

**20: Presidents' Day- NO SCHOOL**

**5 : Labor Day- NO SCHOOL**

**21: Professional Development-NO STUDENTS**

| SEPTEMBER 2016 |    |    |    |    |    |    |
|----------------|----|----|----|----|----|----|
| S              | M  | T  | W  | Th | F  | S  |
|                |    |    |    | 1  | 2  | 3  |
| 4              | 5  | 6  | 7  | 8  | 9  | 10 |
| 11             | 12 | 13 | 14 | 15 | 16 | 17 |
| 18             | 19 | 20 | 21 | 22 | 23 | 24 |
| 25             | 26 | 27 | 28 | 29 | 30 |    |

| MARCH 2017 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| S          | M  | T  | W  | Th | F  | S  |
|            |    |    | 1  | 2  | 3  | 4  |
| 5          | 6  | 7  | 8  | 9  | 10 | 11 |
| 12         | 13 | 14 | 15 | 16 | 17 | 18 |
| 19         | 20 | 21 | 22 | 23 | 24 | 25 |
| 26         | 27 | 28 | 29 | 30 | 31 |    |

**10: End of quarter 3**

**13-17: Spring Break**

**20: End of 1<sup>st</sup> quarter**

**21: Parent/Teacher Conf.**

| OCTOBER 2016 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| S            | M  | T  | W  | Th | F  | S  |
|              |    |    |    |    |    | 1  |
| 2            | 3  | 4  | 5  | 6  | 7  | 8  |
| 9            | 10 | 11 | 12 | 13 | 14 | 15 |
| 16           | 17 | 18 | 19 | 20 | 21 | 22 |
| 23           | 24 | 25 | 26 | 27 | 28 | 29 |
| 30           | 31 |    |    |    |    |    |

| APRIL 2017 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| S          | M  | T  | W  | Th | F  | S  |
|            |    |    |    |    |    | 1  |
| 2          | 3  | 4  | 5  | 6  | 7  | 8  |
| 9          | 10 | 11 | 12 | 13 | 14 | 15 |
| 16         | 17 | 18 | 19 | 20 | 21 | 22 |
| 23         | 24 | 25 | 26 | 27 | 28 | 29 |
| 30         |    |    |    |    |    |    |

**14: Good Friday- NO SCHOOL**

**19: Professional Development-NO STUDENTS**

**23-25: Thanksgiving Break**

| NOVEMBER 2016 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | Th | F  | S  |
|               |    | 1  | 2  | 3  | 4  | 5  |
| 6             | 7  | 8  | 9  | 10 | 11 | 12 |
| 13            | 14 | 15 | 16 | 17 | 18 | 19 |
| 20            | 21 | 22 | 23 | 24 | 25 | 26 |
| 27            | 28 | 29 | 30 |    |    |    |

| MAY 2017 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| S        | M  | T  | W  | Th | F  | S  |
|          | 1  | 2  | 3  | 4  | 5  | 6  |
| 7        | 8  | 9  | 10 | 11 | 12 | 13 |
| 14       | 15 | 16 | 17 | 18 | 19 | 20 |
| 21       | 22 | 23 | 24 | 25 | 26 | 27 |
| 28       | 29 | 30 | 31 |    |    |    |

**29: Memorial Day- NO SCHOOL**

**30: Last Day for Students & Staff**

**May 31-June 6 (weather make-up days)**

**21: End of 1<sup>st</sup> Semester**

**22: Winter Break Begins**

| DECEMBER 2016 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | Th | F  | S  |
|               |    |    |    | 1  | 2  | 3  |
| 4             | 5  | 6  | 7  | 8  | 9  | 10 |
| 11            | 12 | 13 | 14 | 15 | 16 | 17 |
| 18            | 19 | 20 | 21 | 22 | 23 | 24 |
| 25            | 26 | 27 | 28 | 29 | 30 | 31 |

| JUNE 2017 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| S         | M  | T  | W  | Th | F  | S  |
|           |    |    |    | 1  | 2  | 3  |
| 4         | 5  | 6  | 7  | 8  | 9  | 10 |
| 11        | 12 | 13 | 14 | 15 | 16 | 17 |
| 18        | 19 | 20 | 21 | 22 | 23 | 24 |
| 25        | 26 | 27 | 28 | 29 | 30 |    |

**1: Comp day for staff due to PT conferences**

## SCHOOL HOURS

7:15-3:30- Office Hours  
7:40- Student Arrival  
7:40-7:55- Breakfast  
7:55- Class begins  
2:55- Student dismissal  
12:40- Early Student dismissal (Wednesday)

## DAILY BELL SCHEDULE

M, T, TH, F

| Monday                      | Tuesday                     | Thursday                    | Friday                      |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| 1 <sup>st</sup> 7:55-8:43   | 1 <sup>st</sup> 7:55-8:43   | 1 <sup>st</sup> 7:55-8:43   | 1 <sup>st</sup> 7:55-8:43   |
| 2 <sup>nd</sup> 8:47-9:35   | 2 <sup>nd</sup> 8:47-9:35   | 2 <sup>nd</sup> 8:47-9:35   | 2 <sup>nd</sup> 8:47-9:35   |
| 3 <sup>rd</sup> 9:39-10:27  | 3 <sup>rd</sup> 9:39-10:27  | 3 <sup>rd</sup> 9:39-10:27  | 3 <sup>rd</sup> 9:39-10:27  |
| 4 <sup>th</sup> 10:31-11:19 | 4 <sup>th</sup> 10:31-11:19 | 4 <sup>th</sup> 10:31-11:19 | 4 <sup>th</sup> 10:31-11:19 |
| 5 <sup>th</sup> 11:23-12:38 | 5 <sup>th</sup> 11:23-12:38 | 5 <sup>th</sup> 11:23-12:38 | 5 <sup>th</sup> 11:23-12:38 |
| 6 <sup>th</sup> 12:42-1:30  | 6 <sup>th</sup> 12:42-1:30  | 6 <sup>th</sup> 12:42-1:30  | 6 <sup>th</sup> 12:42-1:30  |
| 7 <sup>th</sup> 1:34-2:22   | 7 <sup>th</sup> 1:34-2:22   | 7 <sup>th</sup> 1:34-2:22   | 7 <sup>th</sup> 1:34-2:22   |
| Aztec 2:26-2:55             | Aztec 2:26-2:55             | Aztec 2:26-2:55             | Aztec 2:26-2:55             |
| 2:55 Dismissal              | 2:55 Dismissal              | 2:55 Dismissal              | 2:55 Dismissal              |

- **Arrival: 7:40**
- In-class breakfast 7:40-7:55
- 1<sup>st</sup> hour : 7:55-8:43
- 2<sup>nd</sup> hour: 8:47-9:35
- 3<sup>rd</sup> hour: 9:39-10:27
- 4<sup>th</sup> hour: 10:31-11:19
- 5<sup>th</sup> hour: 11:23-12:38
- 6<sup>th</sup> hour: 12:42-1:30
- 7<sup>th</sup> hour: 1:34-2:22
- Aztec Hour: 2:26-2:55
- **Dismissal: 2:55**

### Daily Lunch Schedule:

#### 1<sup>st</sup> Lunch:

8<sup>th</sup> grade - 11:23-11:43  
5<sup>th</sup> hour: 11:47-12:38

#### 2<sup>nd</sup> Lunch:

6<sup>th</sup> grade- 11:47-12:07  
5<sup>th</sup> hour/split: 11:23-11:43 & 12:11-12:38

#### 3<sup>rd</sup> Lunch:

7<sup>th</sup> grade- 12:18-12:38  
5<sup>th</sup> hour: 11:23-12:14

## WEDNESDAY BLOCK BELL SCHEDULE

| Wednesday                                     |
|---|
| 1 <sup>st</sup> / 2 <sup>nd</sup> 7:55-8:55   |
| 3 <sup>rd</sup> / 4 <sup>th</sup> 9:00-10:00  |
| 5 <sup>th</sup> / 6 <sup>th</sup> 10:05-11:35 |
| 7 <sup>th</sup> / Aztec 11:40-12:40           |
| 12:40 Dismissal                               |

- **Arrival: 7:40**
- In-class breakfast 7:40-7:55
- 1<sup>st</sup> / 2<sup>nd</sup> hour: 7:55-8:55
- 3<sup>rd</sup> / 4<sup>th</sup> hour: 9:00-10:00
- 5<sup>th</sup> / 6<sup>th</sup> hour: 10:05-11:35
- 7<sup>th</sup> / Aztec hour: 11:40-12:40
- **Dismissal: 12:40**

### Daily Lunch Schedule: Wednesdays- Early dismissal

#### 1<sup>st</sup> Lunch:

8<sup>th</sup> grade – 10:25-10:45

5<sup>th</sup> hour/split: 10:05-10:20 & 10:50-11:35

#### 2<sup>nd</sup> Lunch:

6<sup>th</sup> grade- 10:50-11:10

5<sup>th</sup> hour/split: 10:05-10:45 & 11:15-11:35

#### 3<sup>rd</sup> Lunch:

7<sup>th</sup> grade- 11:15-11:35

5<sup>th</sup> hour: 10:05-11:10

## SCHOOL SECURITY

Officer Manny Rivera is our security officers that are in the building daily, to help monitor activities and provide security.

To ensure the safety of all students and staff everyone should cooperate to make the school a safe place. Parents and Patrons are encouraged to visit. All visitors are requested to report to the main office upon entering the building. Visitors will sign in and wear a “**Visitor’s Badge**” from the office. Visitors will sign out in the office and return the “**Visitor’s Badge**”.

## STUDENT ARRIVAL AND DISMISSAL

- **Arriving:** Except in an emergency, no student may be on campus prior to 7:40 a.m.
- **Leaving prior to the end of the day:** If a student must leave prior to the end of the day, the student will be counted absent for the time that is missed. A student who must leave will only be released to a parent/guardian through the GCMS office.

**\* All students arriving late or checking out early MUST use the “Finger Scan” verification system.**

## **DRESS CODE**

The Guadalupe Centers Middle School uniform consists of the following:

**Black pants  
Black Belt, with shirt tucked in  
Polo shirt (white or royal blue), or GCMS T-shirts**

- Black pants, shorts, or skirts. Skirts and shorts must be no shorter than two inches above the knee and must also include belt loops for the belt.

**\* LEGGINGS are not acceptable. The pant must have belt loops, pockets and a zipper. Extremely tight clothing is in violation of our dress code and students will be sent home.**

- The uniform shirt is the royal blue or white Guadalupe Centers polo. Uniform shirts may be purchased at the school or at the Back to School Orientations. If students wish to wear a T-shirt underneath the uniform shirt, it must be white, grey or black and without any markings, letterings, or emblems.
- Students must have shirts tucked in at all times, and the belt must be through the loops and visible.
- NO sweatshirts, hoodies or non-GCMS jackets will be accepted. On occasion, student groups and clubs purchase hoodies or jackets. Permission to wear those as uniform will be decided on an individual basis.

**\*Morning Dress Check will consist of: Checking for uniform pieces, neatly tucked in and school planner.**

## **HEALTH SERVICES**

### **Administering medication to students:**

The school is not obligated to supply or administer medication to students. However, the school recognizes that some students may require medication for chronic or short-term illness during the school day to enable them to remain in school and participate in their education.

### **To administer a prescription medication:**

The student's physician must provide the school with a written request that the medication be given during school hours. A medication permit stating the required information may be obtained from the school. The prescription label will be considered an equivalent of the physician's order for short-term medication. The parent or guardian must also provide a written request that the school comply with the physician's request to give medication. The school will not give the first dose of any medication. The parent must supply the medication in a properly labeled container from the pharmacy with only the doses to be given at school, and with instructions for special storage. Ask your pharmacist for a second labeled medication bottle to be kept at school.



**To administer over the counter medication:**

The student's physician must provide the school with a written request that the medication be given during school hours. The parent or guardian must also consent in writing that the medication be administered at school. The permission must be renewed annually.

**Self- administration of medication:**

A physician for a student with a chronic health condition may recommend some medications. Please provide the school with a copy of the doctor's order stating that the student can self-administer his or her medication.

## **SPECIAL SERVICES**

**Counseling services:** A guidance counselor is available to assist students and parents. Any situation that poses a problem for the student may be discussed with the school counselor.

**Social worker/Parent Liaison:** Our social worker/parent liaison will work to facilitate communication between school and home by helping parents get the information, support, and help they need to ensure their child's academic and social success in school.

**Other Special Services:** Services are provided for students with the following special needs: educable mentally handicapping conditions, learning disabilities, special math and/or reading deficiencies, and speech and/or language deficiencies.

## **EMERGENCY PREPAREDNESS PLAN**

Throughout the year, earthquake, fire, tornado, and intruder drills are planned by the building administration in conjunction with The Guadalupe Centers, Inc. and civil authorities. Emergency plans are posted in each area of the building and drills are conducted regularly to ensure school safety.

1. **Fire Drill:** The signal for a fire drill will be the continual sounding of the fire alarm. Students are to evacuate the building with their class. Teachers are to call roll to ensure that all students are accounted for.
2. **Tornado Drill:** The signal for a tornado drill will be announced over the walkie-talkie system. No one will leave the building for any reason. Students will go to designated areas and teachers will take roll.
3. **Earthquake Drill:** Students should protect themselves by getting under their desks/tables and remaining there until further notice. When safe, the building will be evacuated using standard fire drill procedures.
4. **Intruder Drills or Code Red:** If a code red is announced, teachers should keep all students seated in their classrooms, keep doors closed and locked and remain out of sight of the door. All bells should be ignored. Teachers will be notified when the situation is under control.

## **VIDEO & PUBLICATIONS INFORMATION**

Guadalupe Centers, Inc. is involved with many innovative programs, and we are often asked to share information about our charter schools with other groups. As part of the sharing process, we may elect to take video footage or photographs of students.

These images (video footage or photographs) would be used for educational, informational, or promotional purposes. Parents need to specify to the building principal, in writing, if they would prefer that their child or children not be a part of these groups, which may be videotaped/photographed for educational purposes in the school setting. If you have any questions, please call the school office.

## **SCHOOL BREAKFAST AND LUNCH**

- Breakfast and lunch are provided to students.
- See the school secretary for a Free and Reduced Meal Application.
- Students who do not qualify for free meals will be billed monthly for the meals received. A refrigerator is available for student use.
- Students are to eat and drink in the cafeteria only.

Cafeteria Behavior: The safety of students while in the cafeteria is of the utmost of importance.




Students are to follow the rules below while in the cafeteria:

1. Remain in line when appropriate to do so
2. Eat and then wait quietly. Quiet talking is permitted.
3. Remain in your seat; Raise your hand for assistance.
4. Do not share food and or drinks.

## **SCHOOL ISSUED TEXTBOOKS, INSTRUMENTS, LIBRARY BOOKS, AND OTHER EQUIPMENT**

Supplies issued to students are to be returned in good condition. If school issued supplies are damaged or lost, the student will be assessed a fine or charged the replacement cost. Please note, if your student participates in Band or Strings classes, parents will be fined the actual cost of the instrument if the instrument is lost or damaged.

## GUIDELINES FOR USE OF LOCKERS

1. EACH student will be assigned a **locker**.
2. **School padlocks** must remain in the lockers at all times. UNDER NO CIRCUMSTANCES SHOULD THE PADLOCKS BE REMOVED FROM THE LOCKER.
3. To open padlock:
  - a. **Start at "0"**.
  - b. **Turn to the right** (  ) two whole turns and stop at the first number.
  - c. **Turn left** (  ) one whole turn past the first number and stop at the second number.
  - d. **Turn right** (  ) and stop at the third number and pull the shackle open.
4. **STUDENTS SHOULD NOT GIVE THEIR LOCKER COMBINATION TO ANYONE**
5. Illegal entrance into any locker is a violation of school policy and will result in disciplinary actions.
6. Lockers are to remain neatly organized and cleaned at all times. **Locker clean out will occur every quarter.**
7. **Tardiness** due to going to your locker will not be acceptable.
8. Should the locker become jammed please notify your teacher and/or the office.
9. **School personnel may inspect lockers at any given time without notice.** The student is responsible for the contents in their locker.
10. Failure to adhere to the above guidelines is sufficient cause for a student to lose locker privileges.

## PARENT CONTACT WITH STUDENTS DURING SCHOOL HOURS

If a student forgets a permission slip, book, homework, or other items necessary for their day, parents may bring those items to the office and we will see that students receive them. Parents who need to reach a student during the day, must call the office and leave a message. School personnel will then deliver the message to the student.

Students are not permitted to use cell phones during the school day. If a student has a cell phone on their person during the school day, it must be turned off and remain out of sight. If any staff or administration sees a cell phone out, they will take the cell phone and store it in the front office until a parent can come and pick it up. Guadalupe Centers Middle School is not responsible for the loss or theft of cell phones or any other electronic devices.

## **INTERNET USAGE POLICY AND TECHNOLOGY AGREEMENT**

Students will receive instruction on the proper and acceptable use of technology while at school. Each student will be held accountable for failing to adhere to the technology policy requirements.

Staff will monitor student use of school technology. Pursuant to State and Federal law, GCMS has access to all communications sent, received or stored by any student using the school's technology resources, and may monitor student online activity that takes place utilizing school equipment or internet network. The school will make its best effort to block/filter student access to inappropriate Internet materials, without intentionally restricting students' access rights to controversial and educational materials under the First Amendment.

GCMS retains the right to restrict or extinguish students' access and use of school technology if it is determined the student has not abided by the school's technology use policies. A student's parent/guardian will be held responsible for any damage or unauthorized costs that arise from a student's inappropriate use of school equipment or other technology resources.

## **INTERVENTIONS FOR FAILING STUDENTS**

There are a variety of interventions in place at GCMS for students who are failing, including tutoring, academic contracts, and mandatory summer school.

### **Tutoring**

- Tutoring will be made available for students who are not making academic progress.
- Transportation will be provided for those students staying after school for tutoring.

### **Academic Contract**

- Students who are **failing two** courses will be put on an academic contract.
- This contract will be discussed with the student, parents, teacher, counselor, and administrator to determine the appropriate interventions and steps that need to be taken to make this student successful.
- Students that have an academic contract may not attend non-academic school field trips, participate in sports, or attend extracurricular school functions (such as dances, field trips, etc.)

### **Mandatory Summer School**

- Students who do **fail two** core subjects (language arts, mathematics, science, and social studies) for the year will be required to attend Mandatory summer school.

- This summer school opportunity will be centered on reinforcing concepts and skills taught throughout the school year.
- Any student that does not attend Mandatory summer school will lose their placement at GCMS.

## **HOMEWORK COMPLETION**

At GCMS, homework will be given to reinforce a skill learned in class and to help deepen the students understanding of content they are learning in class. When homework is assigned, it will be written in the student planner with the expectation being that both the student and the parents will be looking at the planner and completing the work that evening.

\* If homework is consistently NOT completed, a parent meeting will be required and academic interventions will be put into place.

### **Absences and Homework**

- It is the student's responsibility to get all work from teachers for days they have been absent.
- Students absent the day an assignment is given will receive additional time equal to the number of days missed in order to complete the assignment.
- Students absent the day an assignment is due must hand in the assignment at the start of class the next time that they are present.

The following grading scale will be used in all classes at GCMS:

**STANDARDS BASED GRADING SCALE**

| ADVANCED  | PROFICIENT  | BASIC   | BELOW BASIC   |
|---|---|---|---|
| If the student has a...   | If the student has a...   | If the student has a...   | If the student has a...   |
| <b>4</b>  | <b>3</b>  | <b>2</b>  | <b>1</b>  |
| They understand the content completely and could teach it to someone else.) | They understand the majority of the content but are not completely independent and need help. | They are starting to understand the content but still need substantial support. | They are just starting to learn the content and do not understand it yet. |

**\*\* GCMS will continue to use a standards based grading scale. To help in this transition, grades will come home in both ways, the traditional A-F model and the new standards based model.**

**TRADITIONAL GRADING SCALE**

*E-SchoolCore* will convert the Standards Based Grades to the “traditional” grading scale. Both scales will be printed on the report card.

| Grade | Percentage Range |
|-------|------------------|
| A     | 90 – 100         |
| B     | 80-89            |
| C     | 70 – 79          |
| D     | 60-69            |
| F     | 0 – 59           |

## HONOR ROLL

To be eligible for honor roll, a student must be enrolled in at least 5 subjects. Honor Roll Grade Point Average (GPA) is based on semester grades. Principal's Honor Roll = 4.0 GPA. "A" Honor Roll = 3.50 to 3.99 GPA. "B" Honor Roll = 3.00 to 3.49 GPA.

## REQUIREMENTS TO PARTICIPATE IN SPORTS OR AFTER SCHOOL ACTIVITIES

A student who wishes to participate in sports or after school activities must be in good standing. Any student participating in sports or physical activities must complete a Physical Exam and be cleared by a medical doctor. Students who are not in good academic standing, have committed a serious discipline violation or are on Behavior Contracts and those who have exceeded six absences are **not** eligible to participate in sports or after school activities until sufficient progress has been made as determined by an administrator.

According to the Missouri High School Athletic Association guidelines, students who receive more than one F in a semester will be ineligible for participation in sports for the upcoming semester.

## SCHOOL WITHDRAWAL

Statute 167.031, RSMo, states that students must regularly attend school until age 17 or they have successfully completed sixteen credits towards a high school diploma. Students choosing to withdraw from Alta Vista must meet these requirements, complete a withdrawal form, return any school items, and pay any fines or assessments owed. If a student does not meet these requirements, the parent must complete the withdrawal form; in addition, the name of the school the student is transferring to must be provided at the time of the withdrawal.

## RECORDS - TRANSCRIPTS

Official student records are maintained in accordance with the "Family Privacy Act" provisions. Parents may request to review the records by contacting the office. If copies are needed, a fee may apply.

## ATTENDANCE POLICY

In compliance with Missouri School Law, all children, ages 7-17, shall attend school on a regular basis. Regular and punctual attendance on the part of all students is necessary to benefit maximally from the instructional program and to develop habits of punctuality, self-discipline and responsibility. There is a direct relationship between poor attendance and class failure. Students having good attendance generally achieve higher grades, enjoy school more, and are much more employable after leaving high school.

With the belief that good attendance is important and directly related to academic achievement, the following definitions and regulations have been established to encourage good school attendance:

### Definitions:

- **Tardy** – 1 to 9 minutes late to school or a class period. If a student arrives to class 10 minutes

or later, he/she will be marked absent. Tardies will be handled according to the school discipline policy.

- **Excused Absence** – Absences due to a medically documented illness, court appearance, funeral of an immediate family member, suspension from school, or other reason as determined by the school administrator. Documentation must be provided to the school when the student returns. These types of absences will not result in disciplinary action or loss of credit.
- **Verified Absence** – Absences for reasons that do not meet the requirements to be considered excused yet are verified by a written note to the school. A student with more than six verified absences per semester will lose credit for that semester. Parents are encouraged to seek medical treatment for students who have been ill for three or more consecutive days.
- **Unexcused Absence** – Absences for reasons that do not meet the requirement to be considered excused and/or absences that were not supported with the appropriate documentation or parent phone call/letter.
- **Excessive Absences** – More than 6 verified or unexcused absences within a semester. Students who have excessive absences will lose credit for that semester.

### **Procedures and Rules**

As a courtesy, we ask that parents call and notify the office before 9:00 am if their student is going to be absent that day. A student is required to provide written documentation for all excused and verified absences upon returning to school. Failure to bring written documentation within 2 days will result in the absence being marked as unexcused.

The following actions will be taken when a student is absent:

- **First Three Verified or Unexcused Absences-** If the parent has not already contacted the school; the office will call them to ensure that they are aware that their child is not in school that day.
- **Fourth Verified or Unexcused Absence-** Parents and student will be required to attend a meeting with the administration to discuss the student's attendance. At this meeting, the student will be placed on an Attendance Contract.
- **Fifth and Sixth Verified or Unexcused Absences-** The school will send a letter via certified mail to warn parents that the student is in jeopardy of breaking the Attendance Contract. Further absences will result in enforcement of the contract and students will lose credit for that semester.
- **Seventh Verified or Unexcused Absence-** A letter will also be sent via certified mail to explain that the student has broken the Attendance Contract has lost credit for that semester. The student will not be admitted into Alta Vista until the parent(s) have signed the letter of understanding which states that the student has lost credit for that semester and returned it to the school registrar.

### **Appeals**

Parents have the right to request an appeal hearing with the administration. Appeals must be scheduled within two weeks of the student's seventh verified or unexcused absence. At the appeal,



parents and students are allowed to discuss reasons for the excessive absences in an attempt to avoid losing credit for the semester. The results of the appeal hearing will be mailed to the parents.

## **PERFECT ATTENDANCE**

To be eligible for perfect attendance and to receive the end of the year perfect attendance award, a student must be in school everyday that school is in session, without being late or leaving early, for the entire school year.

## **STUDENT CODE OF CONDUCT**

Guadalupe Centers Middle School has the responsibility of preparing students for roles in society by providing public education for children. School authorities and parents must ensure an environment in our school that is conducive to the learning process.

There must be respect and mutual trust among students, parents, teachers, administrators and support staff. As a symbol of this commitment to respect and trust, high expectations and standards for behavior have been developed into the Student Code of Conduct. Rules, which establish discipline guidelines for students, are necessary and basic to student growth and development. These expectations, standards and discipline procedures are consistent, help maintain an effective learning environment and strive to promote the development of students both academically and socially.

While there are many factors that affect the learning environment, most problems result from inappropriate behavior. The following explanation of the discipline plan has been designed to inform parents and students about school policies, procedures and expectations. It must be recognized by schools and home alike that the conduct of the student in school is ultimately the responsibility of the parent.

### **Scope of Authority**

School officials may discipline students for misconduct as defined in the Student Code of Conduct, which occurs in and around school property and activities. The provisions apply in all situations in which students are involved including:

1. Activities on school property;
2. Travel on school buses, or in any vehicle when that vehicle is used to transport students for the school;
3. Off-site school sponsored activities;
4. While walking to or from school, waiting for or riding on school-provided transportation, waiting for or riding on public transportation to and from school; and
5. Off-campus misconduct, which is not school-related and which adversely affects the educational climate, can also be subject to school-related disciplinary consequences (i.e., long-term suspension and/or expulsion). Social media bullying is included in the scope of "off-campus misconduct."

In addition, the school will seek restitution in all instances where school property is damaged, destroyed, or stolen.

## Supervision of Students

All school personnel responsible for the care and supervision of students are authorized to hold every student strictly accountable for any disorderly conduct in school or on any property of the school, on any school bus going to or returning from school, or in any vehicle when that vehicle is used to transport students for the school or during school-sponsored activities. School employees may use reasonable and prudent physical force to restrain a student whose actions are reasonably believed to result in physical injury to any person including the student.

## Student Accountability

All students attending GCMS will be held accountable for their actions on school property. The failure of a student and parent/guardian to read the Parent/Student Handbook and sign the Acknowledgment Page will not prevent students from being held accountable for their behavior and receiving consequences listed under this plan.

**Student Responsibilities' while on the bus:** The privilege of riding the school bus carries with it some responsibilities on the part of the student. Drivers are expected to keep order and discipline on the bus, but their major responsibility has to be driving the bus safely. Therefore, students are expected to assume the following responsibilities:

- Students are expected to abide by the same rules as in the classroom.
- Students are to obey all orders of the driver and to show proper respect to the driver.
- Students will board and depart from the bus according to the instructions of the driver.
- Loud noises can cause a distraction for the driver and are not permitted on the bus.
- Students are not to hang on sides of the bus and are not to hang their heads, arms, legs, bodies, or hands out the windows of the bus.
- Students are to be **seated immediately** upon entering the bus and are to **remain seated** until they arrive at their destination.

## The Role of Parents and Students

In uniformly implementing the Student Code of Conduct, the students and their parents must play key roles:

The Parent/Guardian shall:

- Establish and maintain, in the home, a positive attitude toward education.
- Keep all emergency phone numbers and addresses current with the GCMS registrar.
- Show an active interest in his/her child's schoolwork and progress through regular communication with the school.
- Assist his/her child in being neat, appropriately dressed, and well groomed.
- Ensure his/her child attends school regularly and on time.
- Report and explain to the school any absence or late arrival.
- Listen to all School Reach calls and read all school related mail.
- Cooperate and assist school personnel in developing a plan when his/her child is involved in a disciplinary matter.
- Become familiar with the Parent/Student Handbook, the school and classroom rules, and encourage and assist his/her child in adhering to them, in class, at school, on the bus, and at school activities.
- Be available to talk with the school staff especially about class work, discipline, and other matters that may arise.

- Attend a conference at the school with the teacher(s) if his/her child receives an “F” in any academic subject or unsatisfactory conduct reports.
- Attend his/her child’s school activities.
- Assist the school in advancing his/her child’s safety by discouraging items such as expensive jewelry, expensive brand name athletic shoes, and/or clothing and electronics.

The Student shall:

- Come to school every day.
- Attend all classes and be on time.
- Come prepared for class with assigned work and appropriate materials.
- Account for his/her own work with academic honesty.
- Be neat, clean, appropriately dressed, and well groomed.
- Conduct himself/herself in a safe and responsible manner.
- Show respect for all individuals and property.
- Seek help from school personnel when having school or personal problems.
- Follow the rules and regulations established by the school, the classroom teacher, and the Discipline Plan.
- Assume responsibility for his/her actions.
- Refrain from wearing clothing that may materially or substantially endanger his/her safety, or distract from the educational setting. Items such as expensive jewelry, expensive brand name athletic shoes and/or clothing are discouraged.

### **Student’s Responsibility for Items in Their Possession**

Students are responsible for any contraband found in their possession. Contraband is defined, as drugs, weapons, alcohol, stolen items, and/or other materials deemed illegal or unauthorized under Missouri and federal law, School Board policy, or the Student code of conduct. For purposes of the Discipline Plan, items are deemed to be within a student’s possession if the items are found in any of the following places: student’s clothing (e.g., pockets, jackets, shoes, socks, etc.), purse/book bag, desk, locker and/or student’s automobile located on school property. It is each student’s responsibility to check his/her personal belongings for possible contraband before entering onto school property, on any school bus going to or returning from school, in any vehicle when that vehicle is used to transport students for the school, and during school-sponsored activities.

### **Notice Provisions, Requirements, And Definitions Under The Missouri Safe Schools Act**

The provisions of the Missouri Safe Schools Act will be followed by all relevant school personnel. Alta Vista reserves the right to dismiss a student who causes the school to be a target of violence or to be unsafe because of their presence at the school.

### **Behaviors and Consequences**

Guadalupe Centers Middle School’s Student code of conduct includes a wide range of behaviors, which have been classified into three levels or categories- Category I (least serious behaviors), II, and III (most serious behaviors).

### **Category 1 – Behaviors and Consequences**

Category 1 include behaviors, which are the least severe, and often times deal with personal responsibility. The classroom teacher is the first level of intervention to correct Category 1 behaviors.

In most cases, intervention strategies used by the teacher will be sufficient to bring the student's behavior to an acceptable level.

**Category 2 – Behaviors and Consequences**

Category 2 includes more serious behaviors. These behaviors are not reflective of the high expectations set for students and will not be tolerated. The following consequences have been determined as Category 2 behaviors:

| <i><b>Behavior</b></i>  | <i><b>Consequence</b></i>   |
|---|---|
| <ul style="list-style-type: none"> <li>• Defiance of Authority - Insubordination</li> <li>• Forgery</li> <li>• Gambling</li> <li>• Gross Disrespect - Verbal Abuse of Staff</li> <li>• Inciting to Fight</li> <li>• Misuse of School Equipment</li> <li>• Tampering with Safety Equipment</li> <li>• Possession and/or Use of Tobacco or Tobacco Products</li> <li>• Skipping Class or Leaving School Without Permission</li> <li>• Academic Dishonesty: Cheating, Plagiarism, Copying work from another student</li> </ul> | <ul style="list-style-type: none"> <li>• First Offense/Written Referral, which will result in Suspension (In School Suspension or Out of School Suspension).</li> <li>• Second Offense/Written Referral which will result in the student being placed on the Do Not Admit List until the parents and student have attended a meeting with the administration and signed a Behavior Contract.</li> <li>• Third Offense/Written Referral which will result in a broken Behavior Contract. Student will be suspended until a hearing is held.</li> </ul> |

**Definitions of Category 2 Behaviors:**

- **Defiance of Authority/Insubordination:** The refusal to comply with a reasonable request or directive from school personnel.
- **Forgery:** Making an illegal copy of unauthorized material or forms; signing someone else's name on a required document.
- **Gambling:** The participation on school property in games of chance with the express purpose of exchanging money or other tangible barter.
- **Gross Disrespect/Verbal Abuse of Staff:** Any act of disrespect directed at a staff member which includes use of profane, vulgar or insulting remarks, gestures, or inappropriate comments that disrespect or is intended to disrespect such employee.
- **Inciting to Fight:** The intentional promotion by a student to engage another student in a physical conflict, continuous harassment or to engage and/or promote other students to engage in physical conflict.
- **Misuse of School Equipment:** The willful or intentional misuse of any school owned equipment that results in damage school equipment. Computer misuse includes accessing, communicating, or creating inappropriate and/or profane information.
- **Possession and/or Use of Tobacco or Tobacco Products:** The use in any manner or possession in any form or manner of tobacco or tobacco products while on or upon school

premises, including, but not limited to smoking, chewing, or inhaling tobacco.

- **Tampering with Safety Equipment:** The intentional activation of fire alarms or like warning devices and safety equipment.
- **Skipping Class/Leaving School without Permission:** The unauthorized absence from school, including leaving school ground during the designated school day without obtaining consent of the proper school authority.
- **Academic Dishonesty:** Includes cheating on an quiz or exam, copying work from other students and passing it off as their own, copying from a text, internet sources, etc, and passing it off as their own.

### **Category 3 – Behaviors and Consequences**

Category 3 includes behaviors that may seriously jeopardize the safety of the students, the school and the community. Most of these behaviors are criminal acts and will be treated very seriously by school officials. Accordingly, the consequences in Category 3 include interventions up to and including expulsion and the involvement of local law enforcement officials. The following consequences have been determined for Category 3 behaviors:

| <b><i>Behavior</i></b>   | <b><i>Consequence</i></b>  |
|--|--|
| <ul style="list-style-type: none"> <li>• Aggravated, Battery or Physical Assault</li> <li>• Bullying / Insult</li> <li>• Arson / Fire</li> <li>• Drug / Alcohol Related Activity</li> <li>• False Reports / Bomb Threats</li> <li>• Fighting</li> <li>• Gang Related Activity</li> <li>• Hate Related Conduct</li> <li>• Possession of Incendiary Devices</li> <li>• Possession of Weapons</li> <li>• Sexual Harassment</li> <li>• Sexual Misconduct</li> <li>• Stealing</li> <li>• Threatening of Another Student or Staff Member</li> <li>• Vandalism</li> </ul> | <ul style="list-style-type: none"> <li>• Any illegal or inappropriate items will be confiscated.</li> </ul> <p>Any Category III Referrals will result in a short-term suspension for a period up to 10 days and a mandatory hearing.</p> <p>Hearings may result in:</p> <ul style="list-style-type: none"> <li>• Long-term Suspension for a period of 11 to 180 days</li> <li>• Expulsion</li> <li>• Referral to appropriate law enforcement authorities</li> <li>• Referral to Professional Counseling or Substance Abuse Counseling</li> </ul> |

### **Definitions of Category 3 Behaviors:**

- **Aggravated or Physical Assault:** The unwanted intentional or unintentional physical touching or application of force to a person while on school grounds or at a school-sponsored event.
- **Bullying/Insult:** The use of any language, act, or remark or expression, which is intended to tease, hurt, taunt, or make fun of other persons. Bullying on social media sites is included in this description.
- **Arson/Fire:** Attempting to, aiding in, or setting fire to a building or other property.
- **Drug/Alcohol Related Activity:**
  1. Possession and or Use Drugs, Alcohol, or other harmful substances: Possession or use of any

- alcoholic substances; inhalants or other intoxicants; controlled dangerous substances including prescription drugs, and over the counter medicines.
2. **Possession of Drugs with Intent to Sell or Distribute** – possession of illegal drugs where the amount would be considered greater than that for personal use by virtue of the quantity, packaging, or other circumstances which demonstrate intent or effort to sell/distribute.
  3. **Drug Paraphernalia and/or Look-A-likes** – possession of look-alike drugs, substances represented as controlled dangerous substances or drug paraphernalia.
- **False Reports/Bomb Threats:** The conveyance of threats or false information concerning the placement of explosive or destructive substances, initiating a report warning of a fire, or other catastrophe without cause. Misuse of 911.
  - **Fighting:** The willful engagement of two or more students in physical combat.
  - **Gang Related Activity:** no student on or about school property or at any school activity:
    1. Shall wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign or other things that are evidence of membership or affiliation in any gang.
    2. Shall commit any act or omission, or use any speech, either verbal or non-verbal (gestures, hand-shakes, etc.) showing membership or affiliation in a gang.
    3. Shall write or have written on any visible possession signs or symbols showing membership or affiliation in a gang.
  - **Hate Related Conduct:** Intentional misconduct directed toward a selected person in part because of the student's belief or perception regarding race, religion, color, disability, gender, sexual orientation, national origin or ancestry of that person the student.
  - **Possession of Incendiary Devices:** The possession of any combustible or explosive substance or device(s), including fireworks, is forbidden.
  - **Possession of Weapons:** A student shall not knowingly possess, handle or transmit any object that can reasonably be considered a weapon on the school grounds or off the school grounds at a school activity, function or event.
  - **Sexual Harassment:** It is the policy of the School to maintain a learning environment that is free from harassment, bullying, or intimidation because of an individual's race, color sex, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation.
  - **Sexual Misconduct:** Actual or simulated conduct including but not limited to, fondling of genitals, indecent exposure, or the engagement in any sexual act on school property, during school functions, or at school-sponsored activities.
  - **Stealing:** The unlawful taking or disposition of property of another with intent to deprive the person of the property. Receiving stolen property or possession of stolen property is included in this offense.
  - **Threatening of Another Student or Staff Member:** The intentional unlawful threat or intimidation by word or act to do violence to the person or property of another person or the doing of any act which creates a well-founded fear within the other person.
  - **Vandalism:** The willful or malicious destruction or defacement of any school property. Vandalism includes, but is not limited to, breaking windows, writing on walls, destroying restroom fixtures, or the use of print or like materials to deface any portion of the interior or exterior of school property, including the furnishings and equipment housed within or upon the school property.

## Definition of Consequences:

- **Expulsion:** The exclusion from school for a period exceeding 180 school days. The school board (3 Board Members) must approve the student's readmission to the school.
- **Saturday School:** After notice to the parent/guardian, a student will be required to attend a period 2 hours, 9 am to 11am. Appropriate supervision and schoolwork will be provided. Transportation from school after a period of Saturday School is the sole responsibility of the student and his/her parents or guardians.
- **In School Suspension (ISS):** Students can be assigned to in school suspension for a period of 1 to 10 days.
- **Out of School Suspension:** The exclusion from school for a period of up to 180 school days.
- **Restitution:** Repayment or compensation of any school property that is damaged or stolen resulting from a student's act of vandalism or theft.
- **Student Behavior Contract:** Behavior contracts are used with students who are continually exhibiting behaviors that disrupt the school learning environment and the smooth operation of the school, often times causing themselves and others difficulty in school. New students who are enrolling at GCMS and have shown a pattern of this behavior at their previous school as documented on their discipline records may also be placed on a Behavior Contract. The Behavior Contract is used as a last step effort before a long-term suspension or expulsion of a student. The contract clearly outlines the expectations of the student, school, and parents, as well as defining the consequences associated with noncompliance of the contract. If the student fails to comply with the terms of the plan, the parent and student will be given ten days to transfer to a different school. Failure to transfer will result in a 180 day suspension. If the student successfully meets the terms of the contract but receives a discipline referral any point thereafter during the same school year, the student will be placed back on a behavior contract.

*All discipline referrals will be documented and tracked in the E-School core computer program and a written copy of the referral will be kept.*

## PROCEDURES FOR SUSPENSIONS AND EXPULSIONS OF REGULAR EDUCATION STUDENTS

**Note:** Students with special needs (i.e., disabilities, IEPs or Section 504 Plans) must be disciplined in accordance with federal and state law, as well as District policy. Please refer to page 20 for the approved procedures for disciplining students with special needs.

### **Short-Term Suspension (10 School Days or Less)**

Principals or their designees, subject to the appropriate due process procedures and state statutes, may summarily suspend any student for up to ten (10) school days for violation of the Code of Student Conduct. Any suspension shall be immediately reported to the superintendent, who may revoke the suspension at any time.

**Note:** By law, parents/guardians and students do not have the right to appeal short-term suspensions.

Prior to imposing the suspension, the principal or his/her designee must follow the following procedures:

1. Determine whether or not the student is a special needs student. The student is a special needs student if any of the following are present:
  - Student has an IEP (see IV, Section A.);
  - Student has a Section 504 Plan or request (see IV, Section B.)
  - Student is in the process of being evaluated for a disability; or
  - Student has not yet been identified as having a disability (see IV, Section C.).If the student is not a special needs student, the principal or his/her designee should proceed as discussed below. Refer to procedures for the suspension and expulsion of special needs students.
2. Inform the student, verbally or in writing, of the charges against him/her and give him/her the opportunity to admit or deny the allegations.
3. If the student denies the charges, he/she must be given an explanation of the facts as known to school personnel and an opportunity to present his/her version of the incident before any consequences are imposed.
4. If he/she deems it necessary, the principal or his/her designee may conduct a further investigation into the matter before imposing a disciplinary suspension.

For purposes of this Policy, the principal may designate an administrator to act on the principal's behalf, subject to the principal's supervision. In some cases, the principal or administrator may choose to shorten the length of suspension after a parent conference or if another satisfactory solution to the problem is agreed upon. In such cases, the teacher involved in the offense resulting in suspension will be consulted.

### **Emergency Suspension**

Any student who poses a continuing danger to persons or property or is an ongoing threat of disruption may be removed from school immediately. The notice of charges, explanation of facts and a student's opportunity to present his/her version of the facts shall be provided as soon as practicable thereafter. The principal or his/her designee authorizing the emergency suspension shall make reasonable efforts to inform a parent/guardian of the student as soon as possible thereafter. A student subjected to emergency suspension shall not be removed from school until adequate provisions have been made for the student's transportation and safety.

### **Long-term Suspensions (11-180 School Days)**

The superintendent may suspend students from school for a period of eleven (11) to one hundred eighty (180) days after the student and his/her parents/guardians have been afforded a disciplinary conference. The superintendent shall make known the regulations and procedures for the disciplinary conference. For purposes of this policy, the superintendent may designate the Hearing Officer to act on the superintendent's behalf, subject to the superintendent's supervision. The Hearing Officer will take into consideration the recommendation of the Hearing Committee and the length and severity of the final suspension can be adjusted at that time.

During the conference, the student is subject to the following Due Process safeguards.

1. The student shall be given oral or written notice of the charges against him/her.
2. If the student denies the charges, he/she shall be given an oral or written explanation of the facts, which form the basis for the proposed suspension.
3. The student shall be given an opportunity to present his/her version of the incident before any consequences are imposed. A student has the right to bring forward witnesses on his/her behalf.
4. Prompt notification will be given to the student's parents/guardians of the administrator's actions, the reasons for such action and the right to a hearing before the School Board. This notice shall



be provided at the conclusion of the hearing or made by certified mail, addressed to the student's parents/guardians at their last address shown in school records.

### **Right to Appeal**

Parents/guardians may appeal the decision of the superintendent or his/her designee.

The appeal **must** be in writing **and** filed with the District's Legal Services Department within seven (7) calendar days of notice of the suspension. Failure to file a written appeal within the specified time will constitute a waiver of the right to an appeal.

If the student gives notice that he/she wishes to appeal the long-term suspension to the School Board, the suspension shall be stayed until the School Board renders its decision, unless the superintendent determines that the student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, in which case the student may be immediately removed from school and the notice and hearing shall follow as soon as is practicable (167.171(4), RSMo.).

In the event of an appeal, the superintendent shall promptly transmit to the School Board a full written report of the facts relating to the long-term suspension, the action taken by the superintendent and the reasons therefore.

### **Expulsions**

The School Board is the only governing body within the District which may expel a student for conduct which is prejudicial to good order and discipline in the schools or which tends to impair the morale and good conduct of the students. Prior to expelling a student, the parents/guardians must be given notice and a hearing before the School Board. The parents/guardians, or student if eighteen years or older, may waive the expulsion hearing. However, the School Board must make a good faith effort to notify parents/guardians.

In all School Board hearings for expulsions and/or appeals of long-term suspensions, the following procedures will be adhered to.

1. The parents/guardians will be notified in writing of: a) the charges against the student; b) their right to a School Board hearing; c) the date, time and place of the hearing; d) their right to counsel; and e) their procedural right to call witnesses, enter exhibits and cross-examine adverse witnesses. All such notifications will be addressed to the student's parents/guardians and mailed by certified mail and regular mail to the student's parents/guardians at the last address shown on student records.
2. Prior to the School Board hearing, the student and the student's parents/guardians will be advised of the identity of the witnesses to be called by the administration and advised of the nature of their testimony. In addition, the student and student's parents/guardians will be provided with copies of the documents to be introduced at the hearing by the school administration.
3. The hearings will be closed unless specified by the School Board. The hearing will only be open with parental consent. At the hearing, the administration or counsel for the administration will present the charges and testimony and evidence to support such charges. The student, his/her parents/guardians or their counsel shall have the right to present witnesses, introduce exhibits and to cross-examine witnesses called in support of the charges.
4. At the conclusion of the hearing, the School Board shall deliberate in executive session and shall render a decision to dismiss the charges, suspend the student for a specified period of time or expel the student from the District's schools. The administration or its counsel, by direction of the

School Board, shall promptly prepare and transmit to the parents/guardians written notice of the decision. Written notice of the decision will also be submitted to the principal and superintendent.

During any period of suspension (i.e., short and long-term) or expulsion, students are prohibited from being on school property at all times. In addition, students are prohibited from attending and/or participating in any District-sponsored activities on or off school property.

Students on suspension for any of the offenses listed under Notice Provisions, Requirements and Definitions under the Safe Schools Act or any act of violence or drug-related activity defined by District policy as a serious violation of school discipline pursuant to Section III. Serious Violation of the District's Discipline Policy and Section IV. Violent Acts shall have as a condition of his/her suspension the requirement that the student is not allowed, while on suspension, to be within one thousand (1000) feet of any school in the District where the student attended school.

Any student violating the condition of suspension required pursuant to this section may be subject to expulsion or further suspension pursuant to the provisions under Offenses and Consequences. In making such determination, the District shall consider whether the student poses a threat to the safety of any student or school employee and whether the student's unsupervised presence within one thousand (1000) feet of the school is disruptive of the school's disciplinary policy. Removal of any student with a disability is subject to state and federal procedural rights.

### **Procedures for Suspension and Expulsion of Special Needs Students**

Students with special needs, as defined by federal and state laws and regulations, shall be subject to the provisions of this Code of Student Conduct, except as otherwise provided by this Section. The term "Exceptional Education" shall mean and include the administrative unit or units responsible for the direction of the Department of Exceptional Education. The student's parents/guardians and Exceptional Education staff shall be involved in all administrative decisions under this Code of Student Conduct involving students with special needs.

### **Students Eligible for Special Education Services**

Students with special needs, as defined by federal and state laws and regulations, shall be subject to the provisions of this Code of Student Conduct, except as otherwise provided by this Section. The term "Exceptional Education" shall mean and include the administrative unit or units responsible for the direction of the Department of Exceptional Education.

### **Due Process**

Due process procedures applicable to removal, suspension or expulsion of students from public schools under state law shall be afforded to qualified students in accordance with School Board policy on Student Suspension and Expulsion.

### **Discipline Options**

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of conduct.

#### **1. Suspension**

Suspension refers to an exclusion from school that will not exceed a specific period of time and shall be subject to the due process procedures set forth in the School Board policy on Student Suspension and Expulsion.

#### **Suspension for Less than 10 School Days**

- a. Students with disabilities may be suspended for not more than ten (10) school days, or placed in other alternative interim settings or other settings, for violation of school conduct codes to the same extent these options would be used for students without disabilities.
- b. A suspended student with a disability receiving services under IDEA will not continue to receive those services during the first ten (10) days of suspension provided that a student who is not disabled would not receive services.

#### A Single Suspension for More than 10 School Days or Multiple Suspensions which Total More than 10 School Days

- a. If a single suspension is for more than ten (10) school days in a school year, or if a student has multiple suspensions which total more than ten (10) school days in a school year, certain procedural safeguards must be followed.
- b. These safeguards include a meeting of the relevant members of the IEP team not later than the date on which the student has served his/her tenth school day of suspension during the school year. The purpose of the meeting is to conduct a manifestation determination and determine appropriate action based on the outcome of the manifestation determination. (See Section 3, which outlines the requirements for a manifestation determination.)

## 2. Expulsion

Expulsion refers to exclusion for an indefinite period.

- a. A student with a disability can be expelled for violation of school conduct codes only when certain procedural safeguards are followed.
- b. These safeguards include a meeting of relevant members of the IEP team not later than the date on which the student has served his/her tenth school day of suspension during the school year. The purpose of the meeting is to conduct a manifestation determination and determine appropriate action based on the outcome of the manifestation determination. (See Section 3 which outlines the requirements for a manifestation determination.)
- c. The parent has the right to participate in the IEP team meeting preceding the commencement of expulsion proceedings.
- d. If the parent and the IEP Team agree, the meeting may be held through actual participation, representation, videoconference or a telephone conference call. The meeting shall be held at a time and place mutually convenient to the parent and school within the period of the student's pre-expulsion suspension.
- e. Each parent shall be notified of his/her right to participate in the meeting at least forty-eight (48) hours prior to the meeting. Unless a parent has requested a postponement, the meeting may be conducted without the parent's participation, if the required notice has been provided. The notice shall specify that the meeting may be held without the parent's participation.

## 3. Manifestation Determination

The IEP Team, in a manifestation determination, shall review all relevant information in the student's file, including the student's IEP, any teacher observations and any relevant information given by the parents to determine:

- if the behavior was caused by, or had a direct and substantial relationship to, the student's disability; or
- If the behavior was the direct result of the school's failure to implement the IEP.

If the school, parent and relevant members of the IEP Team determine that the behavior was caused by or had a direct and substantial relationship to the student's disability or was the direct result of the school's failure to implement the IEP, then the behavior is a manifestation of the child's disability.

#### Behavior which is a Manifestation of the Student's Disability

- a. The IEP team must conduct a functional behavioral assessment and develop a behavioral intervention plan if none exists. If a behavioral intervention plan is in place, the IEP team must review the plan and modify it, as necessary, to address the behavior.
- b. No long-term suspension or expulsion can be implemented, except as noted in Section 4. below, and the student must return to the placement from which he/she was removed, unless the school and the parent agree to a change of placement as part of the modification of the behavior intervention plan.

#### Behavior which is not a Manifestation of the Student's Disability

- a. If the IEP team determines the student's behavior was not a manifestation of the student's disability, the school may proceed with the proposed disciplinary actions applicable to students without disabilities, including suspension, removal and expulsion.
  - b. If the parents disagree with the IEP team's finding on manifestation, they may request a due process hearing.
  - c. For suspensions or expulsions over ten (10) school days, whether resulting from a single event or multiple suspensions during the school year, the student may be placed in an appropriate interim educational setting. During the suspension or expulsion, the student must continue to receive educational services to provide a free appropriate public education, so as to enable the student to participate in the general curriculum, although in another setting, to progress towards meeting goals set out in the student's IEP. During the suspension or expulsion, the student must receive, "as appropriate," a functional behavioral assessment, behavior intervention services and modifications that are designed to address the behavior so that it does not recur.
4. Interim Alternative Educational Settings (IAES)

A school may place a student in an interim alternative educational setting as a disciplinary action without regard to whether the behavior is determined to be a manifestation of the student's disability if a student carries or possesses a weapon to or at school, on school premises or at a school function, or if the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance at school, on school premises or at a school activity or has inflicted serious bodily injury upon another person while at school, on school premises or at a school function. On the date on which the decision to take that action is made, the parent must be notified of the decision and provided the Procedural Safeguards statement

"Weapon" means a "dangerous weapon" as defined in 18 U.S.C. §930. "Controlled substances" and "illegal drugs" are defined as substances identified under Schedules I, II, III, IV or V in Section 202(c) of the Controlled Substances Act, but not include substances that are legally possessed or used under authority of the Controlled Substances Act or any other federal law.

"Serious bodily injury" is defined as bodily injury which involves:

- A substantial risk of death;
- Extreme physical pain;
- Protracted and obvious disfigurement; or
- Loss or impairment of the function of a bodily member, organ or mental faculty under Section 1365, title 18 of the United States Code.

Placement in an IAES for more than ten (10) days must be determined by the IEP team. The IAES must enable the student to continue to progress in the general curriculum and to continue to receive those IEP services and modifications, including those described in the child's current IEP, and include services and modifications designed to address and prevent recurrence of the behavior for which the student is being disciplined. On the 45th day, the student returns to the prior placement, subject to the disciplinary action.

A hearing officer may order a student into an IAES for no more than forty-five (45) school days if the school demonstrates that the current placement is substantially likely to result in an injury to a student or others.

#### 5. Criminal Acts

Criminal acts committed by students with special needs will be reported to the local law enforcement agency in the same manner as with other students.

### **V. Reinstatement Conferences**

Prior to the readmission or enrollment of any student who has been suspended out of school or expelled in accordance with this Policy, a conference must be held to review the student's conduct that resulted in the suspension or expulsion and any remedial actions needed to prevent future occurrences of such conduct or related conduct. The conference shall include the appropriate school officials, including any teacher directly involved with the conduct that resulted in the suspension or expulsion, the student and the parents/guardians of the student or any agency having legal jurisdiction, care, custody or control of the student. The School Board shall notify in writing the parents/guardians and all other parties of the time, place and agenda of any such conference. Failure of any party to attend this conference shall not preclude holding the conference.

### **School Bus Discipline**

All District students are required to follow the school bus rules, which have been established to ensure safe transport to and from school and/or school, sponsored activities. A student's failure to obey these rules puts the bus driver, students and the public at risk and will not be tolerated. If a student receives three written warnings or suspensions by the bus driver, the student will lose riding privileges. Parents will be informed by phone call when a student has received a written warning.

In addition to losing school bus riding privileges, students may receive consequences as provided for in other sections of the Code of Student Conduct. During any period in which the transportation privilege is lost due to misconduct of the student, transportation to and from school becomes the sole responsibility of the parents/guardians.

**Note:** The District will seek restitution from parents/guardians when school buses are damaged by their child's behavior.

## **NOTICE OF NON-DISCRIMINATION**

Applications for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Alta Vista Charter School are hereby notified that this institution does not discriminate on the basis of race, color, national origin, sex, age or disability in admission or access to, or treatment of employment in its programs and activities.

## **PARENT'S RIGHT-TO-KNOW**

For Advising Parents of the Right to Know Information about a Teacher's Qualifications as Required by NCLB [Section 1111(6) (A) ESEA.] Guidance C-6

At Guadalupe Centers Middle School, we are very proud of our teachers and feel they are ready for the coming school year and are prepared to give your child a high-quality education. As a Title I school, we must meet federal rules related to teacher qualifications as defined in No Child Left Behind. These rules allow you to learn more about your child's teachers' training and credentials. We are glad to provide this information to you. At any time, you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching,
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals are highly skilled.

If you have any questions about your child's assignment to a teacher or paraprofessional, please contact the school's Principal.

## **MISSOURI DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION NCLB COMPLAINT PROCEDURES**

The Federal No Child Left Behind Act of 2001 (NCLB), Title IX Part C. Sec. 9304(a) (3) (C) requires the Missouri Department of Elementary & Secondary Education (DESE) to adopt procedures for resolving complaints regarding operations of programs authorized under the Act, including Title I, Title II, Title III, Title IV (Part A), Title V, Title VI, and Title VII and Title IX, part C.

### **Who May File a Complaint?**

Any local education agency (LEA), consortium of LEAs, organization, parent, teacher, or member of the public may file a complaint.

### **Definition of a Complaint**

There are both formal and informal complaint procedures.

A formal complaint must be a written, signed statement that includes:

1. An allegation that a federal statute or regulation applicable to the state educational agency (SEA) or a local education agency (LEA) program has been violated,
2. Facts, including documentary evidence that supports the allegation, and
3. The specific requirement, statute, or regulation being violated.

### **Alternatives for Filing Complaints**

It is federal and state intent that complaints are resolved at a level nearest the LEA as possible. As described below, formal complaints filed with the SEA will be forwarded to the appropriate LEA for investigation and resolution. Informal complaints made to the SEA will be subject of an initial investigation by the SEA, but will be forwarded to the LEA if a formal complaint evolves. Precise processes in both instances are described below.

### **Informal and Formal Complaints Received by the Local Education Agency**

Informal and formal complaints filed with the LEA concerning NCLB program operations in that LEA are to be investigated and resolved by the LEA according to locally developed procedures, when at all possible. Such procedures will provide for:

1. Disseminating procedures to the LEA school board,
2. Central filing of procedures within the district,
3. Addressing informal complaints in a prompt and courteous manner,
4. Notifying the SEA within 15 days of receipt of written complaints, timely investigating and processing of complaints within 30 days, with an additional 30 days if exceptional conditions exist,
5. Disseminating complaint findings and resolutions to all parties to the complaint and the LEA school board. Such findings and resolutions also shall be available to parents, teachers and other members of the general public, provided by the LEA, free of charge, if requested, and
6. Appealing to the Missouri Department of Elementary & Secondary Education within 15 days

Appeals to the Missouri Department of Elementary & Secondary Education will be processed according to the procedures outlined in sections below.

### **Informal Complaints Received by the SEA Office**

Informal complaints (i.e., verbal and/or anonymous) to the SEA by individuals (who may ask not to be identified to the LEA) concerning program operations in an LEA will be investigated by the SEA, according to procedures deemed most appropriate by the SEA, within 10 days of receipt of the complaint. Findings of this investigation shall be reported to the complainant within 10 additional days. In the event that the complainant requests further investigation or a hearing, the complainant must file a signed written complaint. This formal complaint will be processed according to procedures outlined in sections below.

### **Formal Complaints Initially Received by the SEA Office**

1. Record. Upon receipt of a written complaint, a record of the source and nature of the complaint, including the applicable program involved in the complaint, statute violated and facts on which the complaint is based, will be initiated.
2. Notification of LEA. Within 15 days of receipt of the complaint, a written communication will notify the district superintendent and the district NCLB coordinator of the complaint filed with the SEA. Upon receipt of the communication, the LEA will initiate its complaint procedures as set forth above.
3. Report by LEA. Within 20 days of receipt of the complaint, the LEA will advise the SEA of the status of the complaint resolution proceedings and, at the end of 30 days, will submit a written

summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public.

4. Verification. Within ten days of receipt of the written summary of a complaint resolution, the DESE office will verify the resolution of the complaint through an on-site visit, letter or telephone call(s). Verification will include direct contact with the complainant.

## **Appeals**

### **Appeal to the SEA**

1. Record. Upon receipt of a written appeal to a complaint unresolved at the LEA level, a record of the source and nature of the complaint, including the applicable program involved in the complaint, statute violated and facts on which the complaint is based, will be initiated.
2. Investigation. The SEA will initiate an investigation within 10 days, which will be concluded within 30 days from receipt of the appeal. Such investigation may include a site visit if the SEA determines that an on-site investigation is necessary. By stipulation of all concerned, this investigation may be continued beyond the 30-day limit.
3. Hearing. If required by the SEA, or formally requested by parties to the complaint, this investigation will include an evidentiary hearing(s) before an SEA Division Director acting as chairperson and designated staff personnel. Conduct of such hearings will follow the procedures outlined in state rules.

The hearing proceedings shall be tape-recorded and the recording preserved for preparation of any transcript required on appeal.

## **Decision**

Within 10 days of conclusion of the investigation and/or evidentiary hearing(s), the SEA will render a decision detailing the reasons for its decision and transmitting this decision to the LEA, the complainant, and the district school board. Recommendations and details of the decision are to be implemented within 15 days of the decision being given to the LEA. This 15-day implementation period may be extended at the discretion of the SEA Division Director. The complainant or the LEA may appeal the decision of the SEA.

## **Formal LEA Complaints Against SEA**

1. Record. The SEA will record the source, and nature of the complaint, including the applicable program involved in the complaint, statute violated and facts on which the complaint is based.
2. Decision. The SEA decision will be rendered within 15 days of the complaint receipt. The LEA will be promptly notified of the SEA's decision.
3. Appeal. The LEA may appeal the decision of the SEA to the SEA review board within 30 days of receipt of the decision. Procedures under the "Appeal to the State Agency Review Board" section will be followed.
4. Second Appeal. An applicant has the right to appeal the decision of the SEA Review Board to the U.S. Secretary of Education. The applicant shall file written notice of the appeal with the Secretary within 20 days after the applicant has been notified by the SEA of its decision.

## **Complaints Against LEAs Received from the United States Department of Education**

1. Complaints against LEAs received from the U.S. Department of Education will be processed as though they had been received initially at the SEA.
2. A report of final disposition of the complaint will be filed with the U.S. Department of Education.



3. These procedures shall not prevent the SEA from partially or wholly interrupting funding of any LEA IASA program or taking any other action it deems appropriate.

### **Procedure Dissemination**

1. This procedure will be disseminated to all interested parties through the agency webpage at <http://dese.mo.gov> and to subscribers to the Federal Programs listserv.
2. This guidance will be distributed through regional and statewide meetings with Federal Programs Coordinators. LEAs are asked to incorporate the elements of the complaint procedure into their own policies and procedures.
3. DESE will also keep records of any complaints filed through this policy.

## **INTERNET SAFETY POLICY AND TECHNOLOGY AGREEMENT**

Students will receive instruction on the proper and acceptable use of technology while at school. Each student will be held accountable for failing to adhere to the technology policy requirements.

Staff will monitor student use of school technology. Pursuant to State and Federal law, GCMS has access to all communications sent, received or stored by any student using the school's technology resources, and may monitor student online activity that takes place utilizing school equipment or internet network. The school will make its best effort to block/filter student access to inappropriate Internet materials, without intentionally restricting students' access rights to controversial and educational materials under the First Amendment. GCMS retains the right to restrict or extinguish students' access and use of school technology if it is determined the student has not abided by the school's technology use policies. A student's parent/guardian will be held responsible for any damage or unauthorized costs that arise from a student's inappropriate use of school equipment or other technology resources.

**Guadalupe Centers Middle School**  
**School - Student – Parent Contract**  
**2016 -17**

GCMS and the parents of students participating in Title I activities, services and programs, agree that this compact outlines how the entire school staff, the parents and the students will share the responsibility for improved academic achievement.

**School's Commitment**

**High Quality Education** – We commit to providing a high-quality education in order to prepare every student for a successful future. We will teach to the very best of our ability every day by preparing and delivering lessons that engage, challenge, and support all learners.

**Respect** – We will appreciate, acknowledge, and treat all students and parents with respect.

**Communication** – We will communicate regularly with parents regarding student progress, behavior, and accomplishments through phone, letter, email, and in person. When discipline referrals are completed, we will inform parents promptly. We will return parent phone calls within 24 hours.

**Homework** – We will assign homework on a regular basis to reinforce and support skills and concepts learned in class.

**Fairness** – We will enforce GCMS's policies and procedures consistently and fairly.

**Safety** – We will always protect the safety, interests, and rights of all individuals.

**Parent's/Guardian's Commitment**

**Timeliness/Attendance** – I understand that every school day is important and that is my responsibility to make sure my child arrives on time. If my child has an Excused Absence, I will send

the doctor's note with my student the next day. I will ensure that family vacations are scheduled outside of when school is in session.

**Support and Homework** - I will review my student's academic planner daily and talk to them about their schoolwork, assist them with homework when possible, and check to see if they completed their homework. If my child is not progressing academically I will make sure he attends tutoring.

**Communication** – I will make myself available to my son/daughter and all of his/her teachers. I will call the school when I have a question or concern about my child's progress and I will return phone calls from school staff within 24 hours. I will keep all of my emergency contact information and addresses current with the front office. If I am asked to attend a meeting regarding my child's education or behavior, I will make the necessary arrangements to attend within 48 hours.

**Uniform** – I will make sure my child adheres to GCMS 's dress code.

**School Rules** – I will make sure my son/daughter learns up to live up to GCMS 's values and high standards of behavior. I know that my child may lose privileges or have other disciplinary consequences if he/she violates the Student Code of Conduct.

**Transportation** -- I understand that if my child receives ISS, I am responsible for their transportation. I understand if my child receives mandatory tutoring, they will be coming home on the late bus.

**Parental Involvement at the School**– I will attend all required parent meetings and conferences. I will contribute to the school in any way I find possible.

### **Student's Commitment**

**My best effort** – I understand that my education is important, and I will always work, think and behave in the best way I know how and do whatever it takes for my fellow students and me to learn.

**Attendance and Timeliness** – I will come to school every day on time. If I need to miss class for any reason, I will ask for and make up all missed assignments in the timeframe given by the teacher.

**Uniform** – I will wear my GCMS uniform properly every day and follow the school dress code.

**Academic Work**- I will complete all of my class work, homework, and exams by the assigned date and in a quality manner. I will spend a minimum of one to two hours every night completing homework, studying, or reading. I will apply good study habits and organizational skills to keep track of all of my schoolwork and plan my time to ensure successful completion.

**Responsibility** – I accept ultimate responsibility for my learning and for my actions. I will set personal learning goals, monitor my academic progress, and ask for help from teachers and others when I do not understand something. If I make a mistake, I will not offer excuses or blame others and instead tell the truth, accept the consequences, and ensure the same mistake is not repeated.

**Student Code of Conduct** – I will follow all school rules so as to protect the safety, interests and rights of all individuals. I understand that I may lose privileges and have other disciplinary consequences if I break rules.

It is important that all students and Parents understand the **Student/Parent Handbook** and be expected by school administrators, school personnel, and his or her parents/guardians to follow the rules and regulations set forth in the handbook. Administrators are required to review the handbook with their staff. Parents/guardians are also required to review the handbook with their child. Parents/guardians and students are required to sign this form after they have reviewed it. Your signatures acknowledge receipt of a copy of the handbook and certify that you have read and discussed the handbook as required. It is expected that everyone will accept his or her responsibilities as described in the handbook.

Please remember that the student's and parent/guardian's failure to read the **Student/Parent Handbook** and sign this page will not prevent students from being held accountable for their behavior and receiving consequences listed within this handbook.

Principal: \_\_\_\_\_

Date: \_\_\_\_\_

Parent \_\_\_\_\_

Date: \_\_\_\_\_

Student \_\_\_\_\_

Date: \_\_\_\_\_