

STUDENTS

Nondiscrimination and Student Rights

Policy 2100

The Board reaffirms its belief that every student regardless of sex, race, color, national origin, religion, disability, cultural or socioeconomic status be given equal opportunity for educational development.

The Board recognizes the importance of providing each student with a school environment conducive to intellectual, emotional and social growth through participation in a full range of educational programs and activities. Board and staff commitments insure equal educational opportunities in course offerings, guidance and counseling, test procedures, extracurricular activities, discipline procedures and student support services.

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Equal Educational Opportunity

Policy 2110

It is the policy of the Board to provide a free and appropriate education for students with disabilities. Students with disabilities are those who, because of certain characteristics, have been identified by professionally qualified personnel as requiring special educational planning and services. Students will be identified on the basis of physical, health, sensory, emotional, behavioral disabilities or observable exceptionalities in mental ability. It is possible that a student may have more than one type of disability.

GCCS's programs and services available to meet the unique needs of these students will be in accordance with The Individuals with Disabilities Education Act, The Education for All Handicapped Students Act of 1975, The Rehabilitation Act of 1973, Section 504, and Missouri Special Education Services Act § 162.670 - .995 RSMo. In addition, the identification of students with disabilities and the services provided by GCCS will be in accordance with the regulations and guidelines of the Missouri Department of Elementary and Secondary Education's Current Plan for Part B of The Education of the Handicapped Act, as amended.

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Students of Legal Age

Policy 2120

Upon attainment of the age of eighteen (18), students will be deemed to be adults for purposes of educational records, placement and reporting.

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Anti-Harassment

Policy 2130

It is the policy of GCCS to maintain a learning environment that is free from harassment because of an individual's sex, race, color, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation. GCCS prohibits any and all forms of unlawful harassment and discrimination because of race, color, sex, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation.

It shall be a violation of Board policy for any student, teacher, administrator, or other School Personnel of GCCS to harass or unlawfully discriminate against a student through conduct of a sexual nature, or regarding their gender, race, color, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation.

It shall also be a violation of Board policy for any teacher, Administrator, or other School Personnel of GCCS to tolerate sexual harassment or harassment because of a student's race, color, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation by a student, teacher, Administrator, other School Personnel, or by any third party who is participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities, under the auspices of GCCS.

For purposes of this Policy, the term "School Personnel" includes Board members, employees, agents, volunteers, contractors, or persons subject to the supervision and control of GCCS.

GCCS will act to promptly investigate all complaints, either formal or informal, verbal or written, of unlawful harassment or unlawful discrimination because of sex, race, color, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation; to promptly take appropriate action to protect individuals from further harassment or discrimination; and, if it determines that unlawful harassment or discrimination occurred, to promptly and appropriately discipline any student, teacher, Administrator, or other School Personnel who is found to have violated this Policy, or to take other appropriate action reasonably calculated to end the harassment or discrimination.

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Marital, Parental Status of Students

Policy 2140

Students who are married, pregnant or who have given birth will be treated in a like manner as other students with respect to academic matters, student activities and other educational benefits provided by GCCS.

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Searches by School Personnel

Policy 2150

School lockers and desks are the property of GCCS and are provided for the convenience of students, and as such, are subject to periodic inspection without notice, without student consent, and without a search warrant. The lockers and desks may be searched by school administrators or staff who have a reasonable suspicion that the lockers or desks contain drugs, alcohol, material of a disruptive nature, stolen properties, weapons, items posing a danger to the health or safety of students and school employees, or evidence of a violation of GCCS policy. In addition, the Board authorizes the use of trained dogs to sniff lockers or other school property to assist in the detection of the presence of drugs, explosives, and other contraband.

Students or student property may be searched based on reasonable suspicion of a violation of school rules, policy or state law. Reasonable suspicion must be based on facts known to the Administration, credible information provided or reasonable inference drawn from such facts or information. The privacy and dignity of students shall be respected. Searches shall be carried out in the presence of adult witnesses, if such witnesses are available. Students may be asked to empty pockets, remove jackets, coats, shoes and other articles of exterior clothing for examination if reasonable under the circumstances. No employee shall perform a strip search of any student

Law enforcement officials shall be contacted if the search produces a controlled substance, drug paraphernalia, weapons, stolen goods or evidence of a crime, in any case involving a violation of law when a student refuses to allow a search, or where the search cannot safely be conducted. Parents may also be contacted. A student who refuses to submit to a search may be appropriately disciplined by GCCS.

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Interviews, Interrogations and Removal from School

Policy 2160

GCCS has legal jurisdiction over students during the school day and hours of approved extracurricular activities. The Administration is responsible for making an effort to protect each student's rights with respect to interrogations by law enforcement officials. When law enforcement officials find it necessary to question students during the school day or periods of extracurricular activities, the Principal or designee will be present and the interview will be conducted in private.

The Principal will verify and record the identity of the officer or other authority and request an explanation of the need to question or interview the student at school. The Principal ordinarily will make reasonable efforts to notify the student's parents and guardians.

Removal of Students from School

Before a student at school is arrested or taken into custody by law enforcement or other legally authorized person, the Principal will verify the official's authority to take custody of the student. The Principal will notify the student's parent or guardian as soon as possible that the student is being removed from school property.

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Distribution of Noncurricular Publications by Students

Policy 2170

GCCS recognizes that student expression regarding a variety of topics may be beneficial to GCCS's educational mission. Discussion and debate regarding serious issues can engender tolerance for diverse viewpoints. GCCS, however, has the obligation to ensure that student expression is consistent with GCCS's educational mission.

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Pledge of Allegiance

Policy 2180

GCCS shall ensure that the Pledge of Allegiance is recited in at least one scheduled class of every student no less than once a week. No student shall be required to recite the Pledge of Allegiance.

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School Admissions

Policy 2200

Admission of Residents.

GCCS shall enroll only students that reside in the Kansas City, Missouri Public School District or students eligible to attend under an urban voluntary transfer program or nonresident students who transfer from an unaccredited district subject to all other provisions of section 167.131. GCCS does not limit admission based on sex, race, color, national origin, religion, ethnicity, sexual orientation, disability, income level, proficiency in the English language or athletic ability, but may limit admission to students within a given age group or grade level.

Admission Preferences for Lottery

1. If the capacity of GCCS is not met through pupils that reside within the defined geographic parameters of GCCS, GCCS gives preference for admission whose siblings attend GCCS's schools or whose parents are employed by GCCS.
2. Geographic Preferences
 - a. The Superintendent is authorized to establish an admission preference for the students who apply for enrollment from the following Zip Codes: 64108, 64111, 64123, 64124, 64126, and 64127.
 - b. To effectuate that preference, the Superintendent is instructed to direct that the lottery admission process provide a weighted component to give a preference in the admission process to students of families within the identified geographic areas.
 - c. This preference is not intended to create a racially or socioeconomically isolated school, but rather to encourage the continued support and sense of ownership of GCCS and its programming within the community served by Guadalupe Center.

Pre-Admission Screening

If capacity of the school is insufficient to enroll all students who submit an application during the open enrollment period established in February of each year, GCCS will use a lottery admissions process in order to assure all applicants an equal chance of admission.

Students will not be required to complete any test or measure in order to be admitted to GCCS. Once students are formally enrolled, formal and informal assessments may be administered to determine the most appropriate instructional plan and placement for each student.

Registration

Registration can be completed through the common online portal or via paper application. All applications for GCCS must be received by the GCCS administrative on or before 5:00 p.m. on March 1st. In the event GCCS's administrative office is closed on March 1st, all applications received by 5:00 p.m. the next school day after March 1st will be accepted

All applications must be complete. Regardless of reason, failure to have a completed application package in the administrative offices of GCCS by the deadline may constitute a waiver of inclusion in the lottery for the following school year.

In order to complete the registration process, the educational records and all required supporting documentation (such as proof of residence, immunizations) must be received. Applications timely received but that are incomplete due to circumstances beyond the control of the applicant may be included in the lottery at the discretion of the Superintendent with a right of appeal to the Board.

Any applications not present in GCCS offices by the deadline will be deemed to have waived participation in the lottery regardless of reason.

GCCS's admission procedures will be published annually.

A register of all complete applications received in a timely manner will be maintained in GCCS's office for review by applicants. Applicants are required to assure their application is registered prior to the deadline.

Priority for enrollment will be given in the following order in accordance with the approved charter petition:

1. Currently enrolled students
2. Faculty, Staff, and Board Member children
 - a. Children of full time faculty and full time instructional staff hired after the lottery date for the following school year will be given priority over children of Board members.
3. Siblings of students currently enrolled on the date of the lottery

Lottery

When more registrants than seats available in a class, grade level, or the school have been received, a public lottery shall be held.

The lottery process shall be published in advance and articulated prior to commencement of the lottery.

The lottery shall be observed and certified by a third party individual.

Wait List

Lottery positions and waiting list positions will not be secured from year to year. Those offered the opportunity to enroll from the waiting list will have to complete the enrollment process before the opening will be offered to the next student on the waiting list.

It is the responsibility of the wait listed parent or guardian to provide updated contact information, including a phone number and address, and an email if possible.

Wait list parents must also provide an emergency contact person in the event they cannot be reached regarding an opening. Failure to keep updated information throughout the school year resulting in an inability to notify the parent of an opening waives the student's placement on the wait list.

A GCCS designee shall contact the next person on the wait list if a slot becomes available. Contact may be made by phone, and if available, by email. Every effort will be made to reach the individual in person; however, if this is not possible, a message will be left on the phone or by email.

Parents of a student on the wait list offered an opening will be given 72 hours to contact the administrative office of GCCS make a decision to accept the opening. If contact or a decision is not made within this time frame, the next student on the wait list will be extended the offer.

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Age Criteria for Admission

Policy 2210

Kindergarten and First Grade

In accordance with state and federal law, a student is eligible for admission to kindergarten, and summer school for the summer prior to kindergarten, if the student:

1. Reaches the age of five before August 1 of the school year; or,
2. If the child in the household of an active duty member of the military, including veterans who are deceased or injured as defined by law, who has successfully completed an accredited pre-kindergarten program or has attended an accredited kindergarten in another state, regardless of the age of the student.

Students must be six years old before August 1st of a school year to be admitted to first grade. However, students who have completed kindergarten and demonstrate that they are socially and academically ready to progress may be placed in 1st grade if it would best meet the student's educational needs.

Pre-School and Pre-Kindergarten Entrance Ages

A child is eligible for admission to attend pre-school or the pre-kindergarten program if the child reaches the age of four before August 1st of the school year in which the child intends to enroll.

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Compulsory Attendance Ages

Policy 2220

The Board shall abide by the compulsory attendance laws of the state by requiring admitted resident students between the ages of seven and either seventeen years or successful completion of sixteen credits toward high school graduation, to attend school full time, with the exception of those students who may be excused from full-time attendance by the Superintendent. Individual petitions for any deviation from full-time attendance shall be considered by the Superintendent on the merits of the individual student's application and in compliance with state law and regulations. For purposes of this Policy, a completed credit toward high school graduation is defined as one hundred hours of instruction or more in a course.

Any student age seventeen years or older who drops out of school for any reason other than to attend another school, college or university, or to enlist in the armed services, shall be reported to the state literacy hotline office by GCCS.

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Student Withdrawal from School

Policy 2290

Students who withdraw from school for any reason are required to notify the Principal and provide a specific reason for withdrawal.

The Principal will submit a monthly report to the Director of Student Services concerning the identity and reason of each student withdrawing from school. Drop outs will be reported to the Missouri Literacy Hotline.

The principals will respond within five (5) business days to requests by other schools for the records of students transferring from GCCS. Records transferred pursuant to such requests will include the written notification of criminal charges and adjudications by law enforcement officials for criminal acts.

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Student Attendance

Policy 2310

The Board shall abide by the compulsory attendance laws of the state, with the exception of those students who may be excused from full-time attendance by the Superintendent. Individual petitions for any deviation from full-time attendance shall be considered by the Superintendent on the merits of the individual student's application and in compliance with state law and regulations.

Students may attend school on a part-time basis as provided by state law and regulations of the Board.

In order to receive maximum benefit from the instructional activities, students are expected to be in school each day unless excused for legitimate reasons.

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Attendance Rules

Policy 2320

Absences will be classified as excused or unexcused. Excused absences are those due to emergencies such as:

1. Personal illness or the student attendance at school endangers a student's health or the health of others.
2. A serious illness or death in the student's immediate family necessitating absence from school.
3. A court order or an order by a governmental agency mandating absence from school.
4. Observance of religious holidays.
5. Conditions rendering attendance impossible or hazardous to student health or safety.
6. A student whose parent or legal guardian is in military service in the armed forces of the United States or the National Guard, and such parent or legal guardian has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting, shall be granted excused absences, up to a maximum of five school days per school year, for the day or days missed from school to visit with his or her parent or legal guardian prior to such parent's or legal guardian's deployment or during such parent's or legal guardian's leave.

Unexcused absences are all failures to attend school other than those specifically listed above.

When the student is absent, GCCS will attempt to contact the parent to determine the cause of absence. The person responsible for absentee calls will maintain an accurate phone log.

All work missed due to illness must be made up by the student within a reasonable time or the student risks not receiving credit for the missed work. It is the student's responsibility to make arrangements with the teacher for make-up work.

In order to participate in an extracurricular or after school activity, a student must be in attendance on the school day of the activity. Missouri High School Activities Association rules provide the circumstances in which a student is eligible to participate in extra curricular activities.

For each absence beyond ten (10), students must bring an excuse from a doctor, dentist, health center, etcetera, or court for the absence to be excused.

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Student Dismissal Rules

Policy 2330

Students are to be released from school during school hours only with permission of the Principal.

Early dismissal of a student may be approved only by the Principal. Requests for early dismissal must be in writing, signed and dated by a parent or guardian or in some other manner whereby school personnel can confirm reliability and authorization.

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Truancy and Educational Neglect

Policy 2340

The Board believes regular attendance is important to academic success. Therefore, the Board directs that problems with attendance on the part of any student be investigated and acted upon promptly.

Truancy is defined as deliberate absence from school on the part of the pupil with or without the knowledge of the parent or guardian and for which no justifiable excuse is given. When a pattern of truancy becomes evident, the principal will investigate and take such action as circumstances dictate.

Section 210.115 R.S.Mo. mandates reporting to the Children's Division when there is reasonable cause to suspect that a student's nonattendance is due to the educational neglect of the parents or guardians.

Any school official or employee who knows or has reasonable cause to suspect that a student is being subjected to home conditions or circumstances which would reasonably result in truancy will immediately report or cause a report to be made to the building principal who will then become responsible for making a report via the Student Abuse Hotline to the Children's Division. The Principal shall inform the Superintendent that a report has been made.

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Student Educational Records

Policy 2400

GCCS will comply with the mandates of the Family Educational Rights and Privacy Act (FERPA) and the Safe Schools Act regarding confidentiality of student records and disclosure of personally identifiable information.

The parents or legal guardians of students who are attending or have attended GCCS have the right to inspect and review the educational records of their students and to request amendment of their students' educational records. GCCS has adopted procedures for the granting of parental requests for access to the educational records of their students within a reasonable period of time, but in no case more than forty-five (45) days after the request is made.

All information contained in a student's educational record, except information designated as directory information by GCCS, shall be confidential and shall be directly accessible only to school officials who demonstrate a legitimate educational interest in the student's records and to parents/guardians or eligible students.

Upon request by military recruiters or an institution of higher learning, GCCS will provide students' names, addresses and telephone listings. Parents will be notified annually of their right to individually request that such information not be released without prior parental consent. Military recruiters will be provided the same access to students as is given to institutions of higher learning.

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Student Health Records

Policy 2410

Except as otherwise required to comply with the Individuals with Disabilities Act or Section 504 of the Rehabilitation Act of 1973, records containing student health information will be stored separately from other student records in a locked file cabinet or in a secure computer file.

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Missouri Seal of Biliteracy

Policy 2551

The Superintendent is granted the authority to award the Missouri Seal of Biliteracy, Distinguished Missouri Seal of Biliteracy and Pathway Awards to students who meet designated criteria in English Language Arts and any of the world's languages either taught or present in our schools.

Student awards may include verbal recognitions, a letter, a certificate, a public ceremony, and a ribbon or medal. The award will be noted on the high school transcript in an easily seen location, separate from courses, grades and assessment results. A seal will be adhered to the high school diploma. Graduates with the seal have the opportunity to receive up to 12 college credit hours of Foreign Language Credit, depending upon the specific biliteracy seal policy of a chosen university in Missouri.

The SEAL shall be awarded by the Superintendent to pupils who complete the requirements for a high school diploma and who meet all of the following criteria for the three Major Components—1) English Language Proficiency, 2) Languages Other Than English (LOTE), 3) Sociocultural Competence:

Pathway Awards

Pathway Awards are a means to recognize student language achievement from Pre-K through Grade 12. A GCCS Rubric will be designed to articulate minimum criteria for achievement in English for English Learners and the LOTE (for students learning Spanish at any grade level).

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Discipline

Policy 2600

The discipline policy set out rules of student behavior applicable to all students in GCCS and the procedures for imposing discipline on students who violate these rules. In general, discipline is designed to correct a student's misconduct and to encourage the student to be a responsible citizen of the school community. Disciplinary actions will be in proportion to the severity of the unacceptable behavior, its impact on the school environment, the student's age and grade level, the student's previous discipline history and other relevant factors.

The disciplinary process may include due consideration of student support services that may be available through the school, the school system, other public entities, or community organizations. Where feasible, the school prefers to reassign disruptive students to alternative educational settings rather than suspend or expel such students from school.

Parental notification and parental involvement are essential to any effort to modify a student's inappropriate behavior. The intent of this policy will only be effective if parents and guardians, teachers and school administrators work together to improve student behavior and enhance academic performance.

The Board authorizes the immediate removal of a student upon a finding by the Superintendent that the student poses a threat of harm to self or others. Any such removal will be subject to the appropriate due process procedures and in accordance with law.

No student may be confined in an unattended locked space except in an emergency situation while awaiting the arrival of law enforcement personnel. For the purpose of this policy, a student is unattended if no person has visual contact with the student, and a locked space is a space that the student cannot reasonably exit without assistance.

No person employed by or volunteering for GCCS shall administer or cause to be administered corporal punishment upon a student attending school. A staff member may, however, use reasonable restraint against a student without advance notice to the Principal, if it is essential for self-defense or for the protection of other persons or property of the school.

Note: Code of conduct levels of infractions and consequences are located in the Parent Student Handbook.

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Student Conduct at School and on Buses

Policy 2610

The safety of students at school and their transportation to and from school is a responsibility which they and their parents or guardians share with GCCS officials and bus drivers. Therefore, the rules of the student code of conduct will be issued to all students at the beginning of the school year and to new students upon enrollment.

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Enforcement

Policy 2620

Principals are responsible for enforcing the policies contained herein and in the Parent/Student Handbook for each school.

Teachers have the authority and responsibility to make and enforce necessary rules for internal governance in the classroom, subject to review by the Principal. The Board expects each teacher to maintain a satisfactory standard of conduct in the classroom. All GCCS staff are required to enforce policies, and procedures in a manner that is fair and developmentally appropriate and that considers the student and the individual circumstances involved.

All GCCS staff shall annually receive instruction related to the specific contents of this discipline policy and any interpretations necessary to implement the provisions of the policy in the course of their duties including, but not limited to, approved methods of dealing with acts of school violence, disciplining students with disabilities and instruction in the necessity and requirements for confidentiality.

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Investigation Process

Policy 2630

When a violation of school rules is reported or suspected, the Principal will determine whether an investigation is warranted and, if so, will instruct appropriate personnel to conduct an investigation. The investigation should include interviews with the alleged perpetrator, victim, identified witnesses, teacher, staff members and others who might have relevant information. Written statements should be obtained from all individuals who are interviewed. Video statements may be taken where video equipment is available. Video surveillance, if available, should be reviewed and secured. Any other physical or documentary evidence should be collected and preserved. GCCS counselors, social workers, school security personnel and other support staff should be utilized for their expertise as determined by the circumstances of the matter. At an appropriate time during or after the investigation, the parent or guardian will be notified. However, if the incident involves an injury or similar situation, appropriate medical attention should be provided and the parent or guardian should be notified immediately.

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Appeal Process

Policy 2640

Long-term suspension

A student placed on long term suspension has the right to appeal the student's suspension. A request for appeal shall be made in writing and hand-delivered to the office of the Superintendent located at 5123 E. Truman Road, Kansas City, Missouri 64127 within five school days from the date the suspension was issued and shall state with particularity the events leading to the suspension and the reasons why the student should not be suspended. The failure to request an appeal within five school days from the date of the suspension shall result in a waiver of the right to appeal the suspension. A hearing before the Board shall be held at the next regularly scheduled board meeting or within 15 school days from receipt of the appeal by the student, his or her parent or guardian. The student may bring witnesses on his or her behalf. The Board will deliberate upon conclusion of the hearing and return a decision no later than twenty-fours from the date of the hearing.

Expulsion

Upon receipt of the Superintendent's recommendation for expulsion of a student, the Board shall notify the student and parent or guardian of the Superintendent's recommendation and the date for an expulsion hearing. The Board shall send a notice of hearing in writing within three school days of receipt of the Superintendent's recommendation, notifying the student and parent or guardian of the date of hearing and advising them of the student's right to bring witnesses and present evidence. A hearing before the board shall be held at the next regularly scheduled Board meeting or within 15 school days from the date the Superintendent's recommendation was received whichever is shorter.

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Drug-Free Schools

Policy 2645

GCCS shall provide age-appropriate, developmentally based drug and alcohol education and prevention programs to all students from early childhood level through grade twelve. Such programs will address the legal, social and health consequences of drug and alcohol use, and provide information about effective techniques for resisting peer pressure to use illicit drugs or alcohol.

GCCS shall provide information about any drug and alcohol counseling and rehabilitation and re-entry programs that are available to students. Students may be required to participate in such programs in order to avoid suspension or expulsion if they are found to be in violation of this policy. All parents or guardians and students shall annually be provided with a copy of this policy.

GCCS certifies that it has adopted and implemented the drug prevention program described in this policy in the form required by the Department of Elementary and Secondary Education or the United States Department of Education. GCCS conducts a biennial review of such program to determine its effectiveness, to implement necessary changes and to ensure that the disciplinary sanctions are consistently enforced.

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Disciplinary Methods

Policy 2650

IN-SCHOOL SUSPENSION

Is the removal of a student from regular classes and the assignment to an in-school suspension setting within the school. The student's teachers shall send class assignments to in-school suspended students.

Exception to attend special classes: A teacher may request that a student who has been assigned to in-school suspension be allowed to attend class (such as lab classes). The granting of this request is limited to cases where it is extremely important that a class not be missed or where a class cannot be made up at a later date. The Principal has the final decision.

Alternative to in-school suspension: For minor offenses, in lieu of in-school suspension, a student may be denied loss of privileges (i.e. recess, hallway passing with classmates, re-assigned seating), or a student may be given the option of school service (i.e., picking up trash on the school grounds, cleaning lunchroom tables, etc.), provided the school service is age-appropriate, supervised and does not include restroom duties.

OUT-OF-SCHOOL SUSPENSION

Short-term suspension: Is the removal of a student from school (or the school bus) for one to ten school days. The Principal may impose an out-of-school suspension of up to ten school days. Schoolwork missed during 1-3 day suspensions may be made up when the student returns to school. For suspensions of 4-10 school days, parents or guardians may request and pick up the schoolwork during school hours.

Long-Term Suspension: Is the removal of a student from school (or the school bus) for more than ten school days but not to exceed 180 days. Only the Superintendent may impose long-term suspension. A student on long-term suspension may elect to transfer to an alternative school.

Any recommended suspension greater than three days shall be immediately reported to the Superintendent who may revoke the suspension at any time.

Note: The Board may suspend a student upon finding that the student has been charged, convicted or pled guilty in a court of general jurisdiction for the commission of a felony criminal violation of state or federal law, after notice to parent or guardian and a hearing upon the matter.

Due Process

No student shall be suspended unless:

1. The student shall be given oral or written notice of the charges against such student;
2. If the student denies the charges, such student shall be given an oral or written explanation of the facts which form the basis of the proposed suspension;
3. The student shall be given an opportunity to present such student's version of the incident; and,
4. In the event of a suspension for more than ten days, where the student gives notice that such student wishes to appeal the suspension to the Hearing Officer, the suspension shall be stayed until the Hearing Officer renders the Hearing Officer's decision, unless in the judgment of the Superintendent, 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 , and the notice and hearing shall follow as soon as practicable.

In the event of an appeal of an expulsion to the Board, the Superintendent shall promptly transmit to it a full report in writing of the facts relating to the suspension, the action taken by the Superintendent and the reasons therefor and the Board, upon timely request, shall grant a hearing to the appealing party.

Exception for final exams or other testing

If a student's suspension occurs during a critical time in the academic calendar, the Principal may allow for an accommodation to be made to allow the student to take final exams or other testing. However, this exception will not apply to students suspended for offenses that are violations of state or federal law or that involve weapons, violence or drugs.

EXPULSION

Is the permanent removal of a student from school (or the school bus). Only the Board may impose expulsion. The Superintendent shall immediately notify the Board in writing of his or her recommendation for expulsion of a student. The Board authorizes the immediate removal of a student upon a finding by the superintendent that the student poses a threat of harm to himself or herself or others.

At the hearing upon any such removal, suspension or expulsion, the Board shall consider the evidence and statements that the parties present and may consider records of past

disciplinary actions, criminal court records or juvenile court records consistent with other provisions of the law, or the actions of the pupil which would constitute a criminal offense. The Board may provide by general rule not inconsistent with this section for the procedure and conduct of such hearings. After meeting with the Superintendent, or his designee, to discuss the expulsion, the parent, guardian or the student, if at least eighteen years of age, may, in writing, waive any right to a hearing before the Board.

Note: The removal of any student with a disability is subject to state and federal procedural rights. §167.161.1 RSMo.

RESTRICTIONS ON SCHOOL ACTIVITIES

Students who are out-of-school suspended or expelled are prohibited from being on school property at all times and shall not come within 1000 feet of any school property. In addition, students who have been out-of-school suspended or expelled are prohibited from attending or participating in any school-sponsored activities on or off school property.

ALTERNATIVE SCHOOL

A student who is removed from school for more than ten school days may elect to transfer to an alternative school for instruction, academic support and counseling. An alternative school enables a student to take academic classes that allow the student to keep up with the course credit requirements toward graduation. This applies only to high school students.

BEHAVIOR CONTRACTS

A contract between the student, GCCS and parent, that is 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. The behavior contract will clearly outline the expectations of the student, school and parents, as well as defining the consequences associated with noncompliance of the contract. New students enrolling at a GCCS, who have shown a pattern of disruptive behavior as mentioned above, at their previous school and documented on their discipline records may also be placed on a behavior contract.

DETENTION

After notice to the parent or guardian and approval from the Principal a student may be temporarily detained beyond the length of the regular school day or during regularly scheduled recesses or breaks. Failure to serve a detention will result in further disciplinary action, which may include an in-school or out-of school suspension.

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Student Dress

Policy 2651

The Board expects student dress and grooming to be neat, clean and in keeping with community standards, so that each student may share in promoting a positive, healthy and safe atmosphere within GCCS. This expectation includes the school day and school sponsored extracurricular activities.

Students shall observe modes of dress and standards of personal grooming that are in conformity with the educational environment and necessary to maintain an orderly and safe atmosphere for all students. Apparel is expected to conform to reasonable student standards of modesty, and as such, no excessive or inappropriate areas of skin or undergarments may be exposed. No apparel or grooming which presents a safety concern is permitted. No apparel displaying messages that are gang-related, sexually explicit, vulgar, violent, or advocating illegal activities is permitted. Further, no clothing or personal grooming that disrupts, or can be forecasted to disrupt, the educational environment is permitted.

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Reporting Violent Behavior

Policy 2652

Violent behavior and the phrase, acts of school violence, are defined as the use of physical force by a student with the intent to do serious physical injury to another person while on GCCS property, including a school bus or while involved in school activities.

Administrators are required to report acts of school violence to teachers and other GCCS employees who are directly responsible for the student's education or who interact with the student in the performance of the employee's duties. Administrators will also disclose to appropriate staff members, portions of any student's individualized education program that is related to past or potentially future violent behavior. The Superintendent will report to law enforcement officials, as soon as is reasonably practicable, the commission of any of the acts or related juvenile offenses listed below which are committed on school property, school buses and during school activities.

The following crimes must be reported:

1. First degree murder under RSMo. §565.050;
2. Second degree murder under RSMo. §565.021;
3. Kidnapping under RSMo. §565.110;
4. First degree assault under RSMo. §565.050;
5. Rape in the first degree under RSMo. §566.030;
6. Sodomy in the first degree under RSMo. §566.066;
7. Burglary in the first degree under RSMo. §569.160;
8. Burglary in the second degree under RSMo. §569.170;
9. Robbery in the first degree under RSMo. §570.023;
10. Distribution of drugs under RSMo. §579.055;
11. Distribution of drugs to a minor under RSMo. §579.020;
12. Arson in the first degree under RSMo. §569.040;
13. Voluntary manslaughter under RSMo. §565.023;
14. Involuntary manslaughter under RSMo. §565.027;
15. Second degree assault under RSMo. §565.052;
16. Rape in the second degree under RSMo. §566.031;
17. Felonious restraint under RSMo. §565.120;
18. Property damage in the first degree under RSMo. §569.100;
19. The possession of a weapon under Chapter 571;
20. Child molestation in the first, second or third degree under RSMo. §566.061;
21. Sodomy in the second degree under RSMo. §566.061;
22. Sexual misconduct involving a child under RSMo. §566.083;
23. Sexual abuse in the first degree under RSMo. §566.100;
24. Harassment under RSMo. §565.090; or,
25. Stalking under RSMo. §565.225.

STUDENTS

Student Participation in Secret Organizations and Gangs

Policy 2653

The Board prohibits membership in secret fraternities or sororities, or in other clubs or gangs not sponsored by established agencies or organizations recognized by the School.

The Board feels that the presence of gangs and gang activities can cause a substantial disruption of or material interference with school and school activities. A "gang" as defined in this policy is any group of two or more persons whose purposes include the commission of illegal acts. The Board acts to prohibit existence of gangs and gang activities.

No student on or near GCCS 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 which 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, handshakes, etc.) showing membership or affiliation in a gang.
3. Shall use any speech or commit any act or omission in furtherance of the interests of any gang or gang activity, including but not limited to:
 - a. Soliciting others for membership in any gangs.
 - b. Requesting any person to pay protection or otherwise intimidating or threatening any person.
 - c. Committing any other illegal act or other violation of school policies.
 - d. Inciting other students to act with physical violence upon any other person.

STUDENTS

Student Use and Care of School Property

Policy 2654

The Board recognizes that acts of destruction, defacing, trespassing, burglary and theft of GCCS property are contrary to the interests of students, staff and tax payers. GCCS officials will cooperate fully with all law enforcement agencies in the prevention of crimes against GCCS property as well as in the prosecution of persons involved in such conduct.

GCCS will seek restitution from students and other persons who have damaged or destroyed GCCS property. As permitted by law, GCCS will also seek restitution from the parent/guardian of children involved in such misconduct. In instances where GCCS has reason to believe a student has damaged GCCS property, the student may be subject to school imposed discipline regardless of whether law enforcement charged the student with a crime.

STUDENTS

Bullying

Policy 2655

GCCS is committed to maintaining a learning and working environment free from any form of bullying and intimidation.

Bullying is the intentional act by an individual or group of individuals to inflict intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; substantially interferes with the educational performance, opportunities or benefits of any student without exception; or actions, including gestures or verbal or oral statements, cyberbullying, electronic or written communication and any threat of retaliation for reporting acts of bullying. Cyberbullying means bullying as defined above through the transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic device including, but not limited to a land line telephone, cellular phone, or other wireless communication device, computer, laptop, tablet or pager. Any cyberbullying that originates on campus or if the electronic communication was made using GCCS's technological resources and there is a sufficient nexus to the educational environment or if the electronic communication was made on the school campus, on a school bus or at a school activity using the student's personal technological resources, is prohibited and shall result in disciplinary action.

Bullying or cyberbullying is strictly prohibited on GCCS property, on a school bus, during school activities or in a school related context. Students are encouraged to report any incident of bullying which they have witnessed or incurred, by contacting their school principal. GCCS employees are required to report any instance of bullying that the employee has witnessed within two (2) school days of the occurrence. Employees shall report the occurrence to the Principal. A Principal who receives a report of an incident of bullying shall initiate an investigation into the allegations within two (2) school days of receipt of the report. The Principal may assign other employees to assist in the investigation or request that the superintendent assign an outside investigator. The investigation shall be completed within ten (10) school days from the date of the written report of bullying, unless good cause exists to extend the investigation. No employee or student who reports an act of bullying shall be subject to reprisal or retaliation for making such a report. Any person who engages in reprisal or retaliation against an employee or student who reports an act of bullying shall be subject to disciplinary action.

GCCS shall give annual notice of the policy to students, parents or guardians and staff. The policy shall be included in all student handbooks. This policy shall also be posted on the GCCS web page and a copy shall be placed in the GCCS Administrative Office.

GCCS shall provide information and annual training on the requirements of this policy to all GCCS staff who have significant contact with students. GCCS shall provide education and information to students regarding bullying, including information contained in this policy,

the harmful effects of bullying and other applicable initiatives to address bullying, including student peer-to-peer initiatives to provide accountability and policy enforcement for those found to have engaged in bullying, reprisal or retaliation against any person who reports an act of bullying. GCCS shall instruct its counselors, social workers, mental health professionals and psychologists to educate students who are victims of bullying on techniques for students to overcome bullying's negative effects. Such techniques include but are not limited to, cultivating the student's self-worth and self-esteem; teaching the student to defend himself or herself assertively and effectively; helping the student develop social skills or encouraging the student to develop internal locus of control. Administrators will implement programs and other initiatives to address bullying, to respond to such conduct in a manner that does not stigmatize the victim and to make resources or referrals available to victims of bullying.

STUDENTS

Acceptable Technology Use

Policy 2657

Internet Use and Safety

GCCS recognizes that computers and the Internet have educational purpose when used properly. GCCS will take all measures necessary to provide individual users, both students and administrators, with the understanding and skills necessary to use the Internet appropriately in ways that meet educational needs and personal safety. However, there is always the risk that some students might encounter information on the Internet that could be of potential harm or inappropriate to the student. While GCCS will inform students on the appropriate use of email and Internet safety and will take all necessary measures to ensure students use computers and the Internet consistent with the terms of this policy, due to the uncontrollable nature inherent to the Internet, GCCS cannot guarantee the Internet and computer environment for its students. GCCS does comply with the Children's Internet Protection Act and uses available filtering software.

The use of Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrators and teachers will deem what is inappropriate use and their decision is final. GCCS may deny, revoke, or suspend specific user access.

Staff Responsibilities for Use of Technology

It is the responsibility of the staff and building Principals to provide guidance to students in appropriate technology usage. In order to do so, they will adhere to the following guidelines:

1. They will develop and help students develop the skills needed to discriminate among information sources, to identify information appropriate to age and developmental levels, and to evaluate and use information to meet educational goals;
2. They will supervise and monitor anyone given access to technology resources to ensure adherence to this policy;
3. They will take an active role in ensuring that students and their parents are aware of the individual student's responsibility to use technology resources in an ethical and educational manner; and
4. They will supervise student Internet and computer usage.

Student Responsibilities for Use of Technology

It is the responsibility of Students to avoid inappropriate technology usage. In order to do so, they will adhere to the following guidelines:

1. Obtain parental permission before using any GCCS computer on the Internet;
2. Never give out personal or family information such as phone numbers, credit card numbers, or home addresses;
3. Never arrange for a face-to-face meeting with a stranger and never respond to abusive or suggestive messages. Any student who received any abusive or suggestive messages from any source shall immediately report all such instances to a teacher, the Principal or a member of the technology staff; and
4. Use appropriate language when using electronic email or other use of the computer. Do not swear, use vulgarities or any other inappropriate language.

Network User Responsibilities

It is the responsibility of all users of the GCCS Information Technology Network to avoid inappropriate technology usage. In order to do so, they will adhere to the following guidelines:

1. Use of the GCCS's technology resources must be in support of education and research consistent with the educational objectives of GCCS;
2. Comply with all rules and laws, regarding access and copying of information as prescribed by Federal, State, or local law, and Internet providers;
3. Be polite and appropriate. Adhere to all standards of courtesy, etiquette, and existing board policies as they may be interpreted to apply to technology resources;
4. Help maintain security of GCCS technology resources by following this policy and maintaining secrecy of all passwords. All known breeches of security must be reported to a member of the technology staff and a Principal or Assistant Superintendent;
5. Be aware that network files and electronic mail are not guaranteed to be private. School technology personnel shall have access to all files; and,
6. Do not permit others to use your account.

Unacceptable Uses

The following sets forth a non-exclusive list of inappropriate uses:

1. Providing unauthorized or inappropriate access to GCCS technology resources;
2. Any attempt to harm or destroy data of another user or other networks connected to the Internet;
3. Activities involving the loss or unauthorized use of others' work;
4. Distribution or use of obscene, abusive, or threatening material;
5. Unauthorized use of school resources for commercial, illegal, or profit-making enterprises;
6. Knowingly wasting technology resources;
7. Physical abuse of the equipment;
8. Using technology resources in ways that violate school policies and behavior standards;
9. Degrading or disrupting equipment or system performance;
10. Installing unauthorized software on school computers, or any violation of copyright established for computer software; and,
11. Knowingly uploading or creating computer viruses.

Internet Safety Policy and Technology Agreement

No Student will be able to use a computer to access the Internet without signing an Internet Use Agreement which acknowledges this policy and in which the Student's parent of guardian grants permission for the Student's access. No student will be permitted to use the Internet without supervision or direction from the Student's teacher or another adult supervisor.

Transmission of any material in violation of any state or federal statute or regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected as a trade secret. Use for product advertising, political lobbying or for commercial gain is also prohibited.

STUDENTS

Enrollment or Return Following Suspension or Expulsion

Policy 2664

No student shall be readmitted, or permitted to enroll or otherwise attend school, except as may otherwise be required by law, following a suspension or expulsion from this or any other school until GCCS has conducted a conference to review the conduct that resulted in the expulsion or suspension, and any remedial actions needed to prevent any future occurrences of such or related conduct. No student will be admitted or readmitted if their conduct is prohibited conduct set out in Section 167.171(3) of the Revised Statutes of Missouri.

STUDENTS

Corporal Punishment Prohibited

Policy 2670

For purposes of this policy, corporal punishment is a form of physical punishment administered by an adult to the body of a child for the purpose of discipline or reformation of behavior, or to deter attitudes or behaviors deemed unacceptable.

No person employed by or volunteering for GCCS shall administer or cause to be administered corporal punishment upon a student attending a GCCS school.

A staff member may, however, use reasonable restraint, for which the staff member has been trained, against a student without advance notice to the Principal, if it is essential for self-defense, the preservation of order, or for the protection of other persons or property of GCCS.

STUDENTS

Discipline of Student with Disabilities

Policy 2672

Students with special needs, as defined by federal and state laws and regulations, including the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, shall be subject to the provisions of the GCCS 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 parent or guardian, Special Education Director, and relevant staff shall be involved in all administrative decisions under the Student Code of Conduct involving students with special needs.

In this Policy the following terms will have the following Meanings:

Individual Education Plan - A individualized plan developed for Students who are determined to have a disability in any category as outlined in the IDEA and the Missouri State Plan for Special Education.

Authority of School Personnel - GCCS personnel may consider any unique circumstances when determining whether a change of placement, consistent with other requirements of this section, is appropriate for a student with a disability who violates the Student Code of Conduct.

Change of Placement - A removal of a student with a disability from the current educational setting for more than 10 school days in a row, subjected to a series of removals that constitute a pattern , or factors as the length, total amount of time removed, and the proximity of removals to one another.

Pattern of Suspension - A pattern of suspension is determined based upon factors such as the type of conduct involved, length of each removal and total amount of time removed and the proximity of removals to one another. Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by the Director of Special Services and, if challenged, is subject to review through due process and judicial proceedings.

Manifestation - Review of all relevant information in the student's cumulative file conducted by the parent or guardian, and relevant members of the IEP team (as determined by the parent or guardian and Director of Special Services) to determine the relationship between the student's disability and the behavior subject to disciplinary action. The determination may be made without parent or guardian participation, if the required notice has been provided. The notice shall specify that the meeting may be held without the parent or guardian participation.

Stay Put - During the pendency of any due process proceedings, the child shall remain in the then-current educational placement.

Illegal Drug - Illegal drug means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

Weapon - A weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, with the exception that such term does not include a pocket knife with a blade of less than 2 1/2 inches in length.

Controlled substance - A drug or other substance identified under schedules I, II, III, IV or V in 21 U.S.C. § 812(c) of the Controlled Substances Act (21 U.S.C. 812(c)) or as defined in the Revised Statutes of Missouri Chapter 195.

Serious Bodily Injury - Serious bodily injury has the meaning given the term “serious bodily injury” under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.

Discipline Options

In-School Suspension

A student with a disability who violates the Student Code of Conduct may be removed to suspension within the school setting in the same manner as other students. Services will be provided to in-school suspended students with a disability.

Out-of-School Suspension

Short-term Suspension

Is the removal of a student from school (or the school bus) for one to ten school days. GCCS may remove a child with a disability who violates the Student Code of Conduct from their current placement to suspension, interim alternative educational settings, or another setting for not more than ten(10) school days in a school year without the provision of services.

Long-term Suspension

Is the removal of a student from school (or the school bus) or more than ten school days but not to exceed 180 days. Only the Superintendent may impose long-term suspension. A student on long-term suspension may elect to transfer to an alternative school.

Notification

On the date a decision to make such a removal is made, the parent or uardian will be notified of the decision and provided a copy of the Individuals with Disabilities Education Act, 2004 procedural safeguards.

Within ten (10) school days after any decision to change the placement or for consideration of a removal of more than ten (10) consecutive school days of a student with a disability because of a violation of the Student Code of Conduct, Administration and the Director of Special Services will determine if the proposed disciplinary removal constitutes a pattern of suspension, the district shall conduct a manifestation and IEP meeting, if appropriate.

If the decision of the Administration and Director of Special Service is “No Pattern of Suspension Created”

Then GCCS Administration and the Director of Special Services, in consultation with at least one of the student’s teachers, will determine the following to enable the student to appropriately participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the Individualized Education Plan (IEP):

1. the extent to which services are required on the eleventh (11th) school day and thereafter;
2. Alternate locations in which services will be provided, and
3. Conduct as appropriate, a functional behavioral assessment (FBA) and behavior intervention services and modifications that are designed to address the conduct violation so that it does not recur.

If the decision of the Administration and Director of Special Service is “Pattern of Suspension Created”

Within ten (10) school days after any decision to change the placement of a student with a disability because of a violation of the Student Code of Conduct, the parent or guardian, and relevant members of the IEP team (as determined by the parent or guardian, administration, and Director of Special Services) shall conduct a manifestation meeting to review all relevant information in the student’s cumulative file, include the student’s IEP,

any teacher observations and any relevant information given by the parent(s)/guardian(s) to determine:

1. Whether the conduct in question was caused by, or had a direct and substantial relationship to the student's disability; or
2. Whether the conduct in question was the direct result of the GCCS's failure to implement the IEP.

If the parent or guardian, student (if required), GCCS representative and required members of the IEP team determine that either of the two conditions above is applicable to the student, then the behavior is to be determined a manifestation of the student's disability.

Behavior which is not a manifestation of the student's disability

Proposed disciplinary action may be imposed as applicable to students without disabilities.

The IEP team will determine the following, which enable the student to appropriately participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the Individualized Education Plan:

1. Extent to which services are required on the eleventh (11th) school day and thereafter;
2. Location in which services will be provided;
3. Conduct as appropriate, a functional behavioral assessment, behavior intervention services and modifications that are designed to address the conduct violation so that it does not recur.

If the parent or guardian disagrees with the team's decision and requests due process, "stay-put" shall be in the interim alternative educational setting pending the decision of the hearing officer, unless the parent or guardian and GCCS can agree otherwise.

Behavior Which is a Manifestation of the Student's Disability

Proposed disciplinary action may not be implemented. The student must return to the placement from which the Student was removed.

The IEP team must conduct a functional behavior assessment and develop a behavioral intervention plan if none exists. If a behavioral intervention plan already has been developed, it may be modified as necessary to address the behavior.

The parent or guardian and IEP Team may agree to a change of placement as part of the modification of the IEP and behavioral intervention plan.

Expulsion

Removal from Current Educational Placement.

A student with a disability can be expelled for violation of the Student Code of Conduct, only when the above procedural safeguards regarding long-term suspension are followed.

If the parent or guardian and the IEP Team agree, the meeting may be held through actual participation, representation, video conference or a telephone conference call. The meeting shall be held at a time and place mutually convenient to the parent or guardian and school within the period of the student's pre-expulsion suspension.

Each parent or guardian shall be notified of the parent or guardian's right to participate in the meeting at least forty-eight (48) hours prior to the meeting. Unless a parent or guardian has requested a postponement, the meeting may be conducted without the parent or guardian's participation, if the required notice has been provided. The notice shall specify that the meeting may be held without the parent or guardian's participation.

Forty-five (45) day interim alternative educational setting (unilateral removal)

In addition to any other actions consistent with this Policy, an IEP Team 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:

1. The Student Carries a weapon to school or has a weapon at school, on GCCS premises, or at a GCCS function under the jurisdiction of the State Educational Agency or any public school district;
2. The Student knowingly has or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on GCCS's premises, or at a GCCS function under the jurisdiction of the State Educational Agency or any school district; or
3. Has inflicted serious bodily injury upon another person while at school, on GCCS's premises, or at a GCCS function under the jurisdiction of the State Educational Agency or any school district.

Review of decision to remove for reasons in Paragraph 1 and 2:

On the date a decision to make such a removal pursuant to Paragraphs 1 and 2 is made, the parent or guardian will be notified of the decision and provided a copy of the IDEA procedural safeguards.

Within ten (10) school days after any decision to change the placement of a student with a disability because of a violation of the Code of Student Conduct, a Manifestation Determination and IEP meeting will be held.

Review of decision to remove for reason in Paragraph 3:

On the date a decision to make such a removal pursuant to Paragraphs 3 is made, the parent or guardian will be notified of the decision and provided a copy of the IDEA procedural safeguards.

GCCS, the parent or guardian, and relevant members of the IEP team shall conduct a manifestation meeting to determine:

1. Whether the conduct in question was caused by, or had a direct and substantial relationship to the student's disability; or
2. Whether the conduct in question was the direct result of GCCS's failure to implement the IEP;
3. The Educational services necessary to enable the student to appropriately participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the Individualized Education Plan;
4. Conduct a functional behavior assessment and develop a behavioral intervention plan if none exists. If a behavioral intervention plan already has been developed, modify it as necessary to address the behavior.

If the parent or guardian disagrees with the team's decision and requests due process, "stay-put" shall be in the interim alternative educational setting pending the decision of the hearing officer, unless the parent or guardian and GCCS can agree otherwise.

In such circumstances where the behavior is a manifestation of the Student's disability, the Student shall be returned to the prior educational placement after the initial 45 day removal, unless the parent or guardian and IEP team agree to a change of placement as part of the modification of the IEP and behavioral intervention plan.

In circumstances where behavior is not a manifestation of the Student's disability, the Student will receive discipline as applicable to students without disabilities. The IEP team will determine the following, which enable the student to appropriately participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the Individualized Education Plan:

1. Extent to which services are required on the eleventh (11th) school day and thereafter;
2. Location in which services will be provided;
3. Conduct as appropriate, a functional behavioral assessment, behavior

intervention services and modifications that are designed to address the conduct violation so that it does not recur.

If the parent or guardian disagrees with the IEP teams decision and requests due process, “stay put” shall be the interim alternative educational setting pending the decision of the hearing officer, unless the parent or guardian and GCCS can agree otherwise.

Drug and Alcohol Offenses

Students eligible under §504 of the Rehabilitative Act lose the right to a manifestation determination and due process hearing if they violate drug or alcohol rules and there is evidence that the student is a current drug or alcohol user. The student is subject to the regular disciplinary process that would take place in the case of a drug or alcohol offense by a non-disabled student. If administration does not have sufficient evidence, the manifestation determination process will proceed.

Referral to Law Enforcement and Judicial Authorities

Part B of the Individuals with Disabilities Education Act, 2004 does not:

1. Prohibit GCCS from reporting a crime committed by a child with a disability to appropriate authorities; or
2. Prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

Due Process

If a parent or guardian disagrees with any decision of GCCS regarding the determination of Manifestation or the discipline meted out, they may appeal directly to the Missouri Department of Elementary and Secondary Education as set forth in the Procedural Safeguards under Part B of the IDEA.

During the resolution process, “stay put” shall be the interim alternative educational setting pending the final decision, unless the parent or guardian and GCCS can agree otherwise.

STUDENTS

Reporting Student Abuse

Policy 2710

The Board believes that school staff members are in a unique position to assist children, families, and the community in dealing with the issue of child abuse and neglect. Child abuse is defined as any physical injury, sexual abuse or emotional abuse inflicted on a child other than by accidental means. Neglect is defined as the failure to provide the proper or necessary support, education, nutrition or medical, surgical or other care necessary for the child's well-being. Employees making reports of allegations of abuse or neglect of a student will be provided immediate unrestricted use of communication technology and will be temporarily released from their work duties to make an immediate report.

An oral report shall be made immediately, but in no event more than 24 hours from the time there is reasonable cause to believe a child has been abused to the Children's Division of the Department of Family Services or to the appropriate law enforcement agency.

Thereafter, the Superintendent, or the Superintendent's designee, will investigate the allegation for the purpose of making decisions about the accused person's employment, if the accused is an employee of GCCS. Depending upon the specific facts, GCCS may place the alleged abuser on paid leave of absence; place the employee in a non-student contact position; initiate dismissal proceedings, or continue the employee in their present position pending outcome of the investigation.

Any GCCS employee, acting in good faith, who reports alleged abuse or neglect on the part of a GCCS employee will not be disciplined or discriminated against because of such reporting.

GCCS will annually provide employee training, which will include but not be limited to current information concerning identification of the signs of abuse or neglect in children as well as the identification of the danger signals of potentially abusive relationships between children and adults. This training will emphasize the importance of mandatory child abuse reporting, including the obligation to report suspected abuse by mandated reporters. Employees will receive training on the need for and methods to create an atmosphere of trust so that students believe their school and GCCS employees are available to discuss matters concerning abusive behavior.

STUDENTS

Supervision of Students

Policy 2730

Students are to be under supervision of the professional staff at all times during school hours and at GCCS sponsored activities.

It is the responsibility of the Principal to arrange for adequate supervision. It is the duty of teachers to perform assigned supervision. Students are not to be left unsupervised during the school day whether in instructional areas, attending field trips or on the playground.

STUDENTS

Student Safety

Policy 2740

The Board places a high priority on the safety of its students and employees. When a student or employee is the victim of a violent criminal offense, disciplinary consequences will be imposed. Student victims of a violent criminal offense that was committed on GCCS property will be offered transfer to another school. To insure awareness of this policy, the parents of student victims will be notified in writing of their right to a school transfer.

For purposes of this policy, a victim is a student who has suffered personal injury or injuries to the student's property as a direct result of a violent criminal offense. This definition does not include bystanders or witnesses to the act unless they suffered personal or property injury as a direct result of a violent criminal offense while on school premises.

GCCS will notify the Department of Elementary and Secondary Education of all violent criminal offenses committed on school premises when the victim is a student or employee. Reportable offenses are set out in Policy 2652.

STUDENTS

Student Wellness

Policy 2750

The Board promotes healthy schools, by supporting wellness, good nutrition, and regular physical activity as part of the total learning environment. The Board supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. GCCS strives to contribute to the basic health status of children by facilitating learning through the support and promotion of good nutrition and physical activity. Improved health optimizes student performance potential. The goals of GCSS's wellness policy are as follows:

1. Provide a comprehensive learning environment for developing and practicing lifelong wellness behaviors.

The entire school environment, not just the classroom, shall be aligned with healthy school goals to positively influence a student's understanding, beliefs, and habits as they relate to good nutrition and regular physical activity. A healthy school environment should not be sacrificed because of a dependence on revenue from high added fat, high added sugar, and low nutrient foods to support school programs.

2. Support and promote proper dietary habits contributing to student's health status and academic performance.

All foods available on school grounds and at school-sponsored activities during the instructional day should meet or exceed mandated nutrition standards. Emphasis should be placed on foods that are nutrient dense per calorie. To ensure high quality, nutritious meals, foods should be served with consideration toward variety, appeal, taste, safety, and packaging.

3. Provide more opportunities for students to engage in physical activity.

A quality physical education program is an essential component for all students to learn about and participate in physical activity. Physical activity should be included in a school's daily education program from grades K through 12. Physical activity should include regular instructional physical education, co-curricular activities, and recess. A goal of 150 minutes per week for elementary students, 225 minutes per week for middle school students, and 2 units for high school students during high school years.

4. The School is committed to improve academic performance.

Educators, administrators, parents, health practitioners, and communities should consider the critical role student health plays in academic stamina

and performance and adapt the school environment to ensure students' basic nourishment and activity needs are met. To ensure widespread understanding of the benefits to school environments where nutritious foods are provided and where students have an opportunity for physical activity, a public awareness campaign that highlights research demonstrating the positive relationship between good nutrition, physical activity, and capacity of students to develop and learn should be conducted.

STUDENTS

Educating Foster Children Who Reside in the GCCS Boundaries

Policy 2755

GCCS is committed to ensuring and facilitating the proper educational placement, enrollment in school and checkout from school for foster children.

In order to facilitate this process and to serve as the educational liaison for GCCS geographical area foster children, GCCS will designate the Director of Student Services to oversee and assess the GCCS's foster care program.

A foster care child whose home placement is changed may remain enrolled and attend their school of origin, or return to a previously attended school in an adjacent district. GCCS will accept for credit full or partial course work satisfactorily completed by a foster child while attending a public school, nonpublic school or non-sectarian school in compliance with GCCS's policies and practices.

If a child in foster care is absent from school due to a decision to change the placement of a pupil made by a court or child placing agency, or due to a verified court appearance or related court-ordered activity, the grades and credits of the pupil will be calculated as of the day the pupil left school and no reduction in grades will occur as a result of the pupil's absence under these circumstances.

If a foster care student transfers into GCCS prior to or during a school year, GCCS will initially honor the placement of the student in educational courses and programs based on the student's prior enrollment or educational assessments; will provide comparable services to transferring foster care students with disabilities based on the student's current IEP; and will make reasonable accommodations and modifications to address the needs of a student with disabilities, subject to an existing 504 Plan in order to provide equal access to education. GCCS will conduct evaluations, where necessary, to ensure proper placement and services.

GCCS will waive specific courses required for graduation if similar course work has been satisfactorily completed at another school. Similarly, GCCS may waive prerequisites for placement in a GCCS course or program based upon courses taken at a prior school. If a waiver is denied for reasonable justifications, GCCS will provide an alternative means of acquiring the required course work so that graduation may occur on time. If foster care students who transfer at the beginning of their senior year or during their senior year are deemed ineligible to graduate after all alternatives have been considered, the sending District and GCCS will ensure that a qualified student who satisfied graduation requirements of the sending school, will receive a diploma from the sending school.

Students in foster care who have completed the graduation requirements of GCCS while under juvenile court jurisdiction will receive a diploma in the same manner as other GCCS students.

STUDENTS

Threats of Violence

Policy 2760

It is the policy of the Board to take all reasonable steps to provide a safe environment for students and staff. To that end, any threat by any individual directed toward another which if carried out would pose a potential danger to the life and safety of students or staff should be regarded and treated seriously.

Responsibility for Reporting

1. Any student who receives information concerning such a threat should immediately report that information to a teacher, counselor, or school administrator. The failure of a student to report such information may be treated as a disciplinary matter.
2. Any employee who receives information concerning such a threat should take appropriate action to respond to the threat including taking steps to separate the student perceived to be a threat from the potentially threatening situation or reporting the information to the Administrator. If the staff member believes the situation is so serious as to warrant the notifying of outside authorities, the employee must notify the Administrator so that the Administrator can be responsible for taking such steps.

Administrative Action

1. The Superintendent should take immediate steps to investigate and determine the factual circumstances of the threat and then determine the appropriate action to respond to the threat. The action may include disciplining the student involved as appropriate under school rules, contacting the parents of the student involved, contacting appropriate law enforcement or other officials.
2. Whenever the Superintendent feels that it is necessary to contact outside officials to respond to a threat appropriately, the Superintendent should also contact the Board.

STUDENTS

Active Shooter Training and Drills

Policy 2765

At the discretion of the Administration, GCCS may include in its teacher and school employee training a component on how to properly respond to students who provide them with information about a threatening situation and how to address situations in which there is a potentially dangerous or armed intruder in the school. Training may also include information and techniques on how to address situations where an active shooter is present in the school or on GCCS property.

The Administration may conduct the training on an annual basis.

All school personnel shall participate in a simulated active shooter and intruder response drill conducted and led by law enforcement professionals. Each drill may include an explanation of its purpose and a safety briefing. The training shall require each participant to know and understand how to respond in the event of an actual emergency on school property or at a school event. The drill may include:

1. Allowing school personnel to respond to the simulated emergency in whatever way they have been trained or informed; and
2. Allowing school personnel to attempt and implement new methods of responding to the simulated emergency based upon previously used unsuccessful methods of response.

All instructors for the program shall be certified by the department of public safety's peace officer's standards training commission.

GCCS shall foster an environment in which students feel comfortable sharing information they have regarding a potentially threatening or dangerous situation with a responsible adult.

STUDENTS

Seclusion and Restraint

Policy 2770

Definitions

Authorized School Personnel means GCCS personnel who have received annual training in: (1) De-escalation practices; (2) Appropriate use of physical restraint; (3) Professionally-accepted practices in physical management and use of restraints; (4) Methods to explain the use of restraint to the student who is to be restrained and to the individual's family; (5) Appropriate use of isolation; (6) Appropriate use of seclusion, and, (6) Information on the policy and appropriate documentation and notification procedures.

Assistive technology device means any item, piece of equipment or product system that is used to increase, maintain or improve the functional capacities of a child with a disability.

Aversive behavioral interventions means an intervention that is intended to induce pain or discomfort to a student for the purpose of eliminating or reducing maladaptive behaviors, including such interventions as: contingent application of noxious, painful, intrusive stimuli or activities; any form of noxious, painful or intrusive spray, inhalant or tastes; or other stimuli or actions similar to the interventions described above. The term does not include such interventions as voice control, limited to loud, firm commands; time-limited ignoring of a specific behavior; token fines as part of a token economy system; brief physical prompts to interrupt or prevent a specific behavior; interventions medically necessary for the treatment or protection of the student.

Behavior Intervention Plan (BIP) sets forth specific behavior interventions for a specific student who displays chronic patterns of problem behavior.

Chemical restraint means the administration of a drug or medication to manage a student's behavior that is not a standard treatment and dosage for the student's medical condition.

Emergency situation is one in which a student's behavior poses a serious, probable threat of imminent physical harm to self or others.

Functional Behavior Assessment a formal assessment to identify the function or purpose the behavior serves for the student so that classroom interventions and behavior support plans can be developed to improve behavior. The assessment could include observations and charting of the behavior and interviews with family, teachers, and the student, so as to determine the frequency, antecedent and response of the targeted behavior.

IEP means a student's Individualized Education Program as defined by the Individuals with Disabilities Education Act (IDEA).

Isolation means the confinement of a student alone in an enclosed space without locking hardware.

Law enforcement officer means any public servant having both the power and duty to make arrests for violations of the laws of this state.

Locking hardware means mechanical, electrical or other material devices used to lock a door or to prevent egress from a confined area.

Mechanical restraint means a device or physical object that the student cannot easily remove that restricts a student's freedom of movement of or normal access to a portion of his or her body. This includes but is not limited to straps, duct tape, cords or garments. The term does not include assistive technology devices.

Physical escort means the temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out or eloping to walk to a safe location.

Physical restraint means the use of person-to-person physical contact to restrict the free movement of all or a portion of a student's body. It does not include briefly holding or hugging a student without undo force for instructional or other purposes, briefly holding a student to calm them, taking a student's hand to transport them for safety purposes, physical escort or intervening in a fight.

School personnel means (1) Employees of GCCS; (2) Any person, paid or unpaid, working on GCCS property in an official capacity; (3) Any person working at a school function under a contract or written agreement with GCCS to provide educational or related services to students; and (4) Any person working on GCCS property or at a school function for another agency providing educational or related services to students.

Seclusion means the confinement of a student alone in an enclosed space from which the student is physically prevented from leaving by locking hardware.

Section 504 Plan means a student's individualized plan developed by the student's Section 504 multidisciplinary team after a pre-placement evaluation finding the student is disabled within the meaning of Section 504 and its implementing regulations.

Time out means brief removal from sources of reinforcement within instructional contexts that does not meet the definition of seclusion or isolation. Time out includes both of the following:

1. Non-exclusionary time out: removal of reinforcers from the student without changing the physical location of the student (e.g., asking the student to put his/her head down on the desk); and

2. Exclusionary time-out: removal of the student from participation in an activity or removal from the instructional area.

Use of Restrictive Behavioral Interventions:

Time-Out as defined in this Policy is permissible.

Seclusion is prohibited except for an emergency situation while awaiting the arrival of law enforcement personnel.

Isolation may only be used by authorized school personnel (1) After de-escalating procedures have failed; (2) In an emergency situation as defined in this section; or (3) As specified in a student's Individualized Education Program (IEP), Section 504 plan, or other parentally agreed-upon plan to address a student behavior.

Use of isolation requires all of the following:

1. The student to be monitored by an adult in close proximity who is able to see and hear the student at all times. Monitoring shall be face-to-face unless personal safety of the child or staff member is significantly compromised, in which case technology-supported monitoring may be utilized;
2. The total time in isolation is to be reasonably calculated by GCCS personnel on a case-by-case basis based on the age of the child and circumstances, and is not to exceed 40 minutes without a reassessment of the situation and consultation with parents or administrative staff, unless otherwise specified in an IEP or Section 504 Plan or other parentally agreed-upon plan to address a student's behavior;
3. The space in which the student is placed should be a normal-sized meeting or classroom commonly found in a school setting;
4. The space in which the student is confined is comparable in lighting, ventilation, heating, cooling, and ceiling height to those systems that are in use in other places in the school.
5. The space in which the student is placed must be free of objects that could cause harm.

Isolation shall never be used as a form of punishment or for the convenience of school personnel.

Physical Restraint shall only be used in one of the following three circumstances: (1) In an emergency situation, as defined in this policy; (2) When less restrictive measures have not effectively de-escalated the situation; or (3) When otherwise specified in an IEP, Section 504 Plan or other parentally agreed-upon, plan to address a student's behavior.

Physical restraint shall:

1. Only be used by authorized school personnel, as defined in this policy;
2. Only be used for as long as necessary to resolve the actual risk of danger or harm that warranted the use of the physical restraint;
3. Use no more than the degree of force necessary to protect the student or other persons from imminent bodily injury;
4. Not place pressure or weight on the chest, lungs, sternum, diaphragm, back, neck or throat of the student which restricts breathing; and,
5. Only be done by school personnel trained in the proper use of restraint.

Any school personnel using physical restraint shall:

1. Use only methods of restraint in which the person has received GCCS approved training.
2. Conduct restraint with at least one additional adult present and in line of sight, unless other school personnel are not immediately available due to the unforeseeable nature of the emergency situation.

Physical restraints should never be used as a form of punishment or for the convenience of GCCS personnel.

Mechanical Restraint shall only be used as specified in a student's IEP or Section 504 plan with two exceptions: (1) Vehicle safety restraints shall be used according to state and federal regulations; and, (2) Mechanical restraints employed by law enforcement officers in school settings should be used in accordance with law enforcement policies and procedures and appropriate professional standards.

Chemical Restraint shall never be used by GCCS personnel.

Aversive interventions that compromise health and safety shall never be used by GCCS personnel.

Communication and Training

School Personnel Debriefing - Following any situation involving the use of seclusion, isolation or restraint, as defined in this policy, a debriefing shall occur as soon as possible but no later than two (2) school days after the emergency situation. The debriefing shall include, at a minimum, a discussion of the events that led to the emergency and why the de-escalation efforts were not effective; any trauma reactions on the part of the student, other students or school personnel; what, if anything, could have been done differently; and an evaluation of the process.

Parental Notification Except as otherwise specified in a student's IEP or Section 504 plan: Following a situation involving the use of seclusion, isolation or restraint the parent or guardian of the student shall be notified through verbal or electronic means of the incident as soon as possible, but no later than the end of the day of the incident. The parent or guardian shall receive a written report of the emergency situation within five (5) school days of the incident. The written incident report shall include all of the following:

1. Date, time of day, location, duration, and description of the incident and de-escalation interventions.
2. The events that led up to the incident.
3. The Nature and extent of any injury to the student.
4. The name of the GCCS employee the parent or guardian can contact regarding the incident, and contact information for that employee.

Staff Training GCCS shall ensure that all school personnel are trained annually regarding the policy and procedures involving the use of seclusion, isolation and restraint.

Students with Disabilities If the IEP team determines that a form of restraint or isolation or aversive behavior intervention may be appropriate in certain identified and limited situations, the team may set forth the conditions and procedures in the IEP or Section 504 plan. Any use of restraint, isolation or aversive behavior interventions must be limited to what is set forth in the IEP or Section 504 plan. Before adding the use of restraint, isolation or aversive behavior interventions to an IEP or Section 504 plan, the student must have undergone appropriate assessments to include, but not limited to, a formal functional behavior assessment and a positive behavior intervention plan must be developed, which indicates a plan to eliminate the use of the restraint, isolation or aversive behavior intervention over time.

Reports on Use of Seclusion, Isolation, Restraint or Aversive Behavior Interventions GCCS shall maintain records documenting the use of seclusion, isolation, restraint and aversive behavior interventions showing each of the following: when, reason for use, duration, names of school personnel involved, whether students or school personnel were injured, name and age of the student, whether the student has an IEP,

Behavior Intervention Plan (BIP) or other personal safety plan, when the parents were notified, if the student was disciplined, and any other documentation required by federal or state law.

STUDENTS

Guidance and Counseling Services

Policy 2810

The Board supports a systematic program of Guidance and Counseling which will be provided to all students from kindergarten through twelfth grade. This program will be a total education process with a priority of assisting students in reaching their full potential in their personal and educational development.

The Guidance and Counseling program may include the following areas:

1. Counseling
2. Developmental Guidance
3. Testing
4. Orientation, Registration, and Scheduling
5. Referrals

STUDENTS

Assessment and Referrals to Outside Services

Policy 2815

The counseling staff, in consultation with other staff members, is responsible for the initial assessment of students' academic progress as well as personal and social concerns. Where necessary, GCCS will make available responsive services including individual and small group counseling, crisis counseling, referral to other agencies or professional resources, and vocational and educational placement. GCCS will cooperate and assist other agencies with the diagnosis and treatment of students referred for responsive services. Student information will not be provided to outside agencies until the student's parents or guardians have signed a release of information form. Except as required by law, the cost of diagnostic and treatment services provided outside of GCCS is the sole responsibility of individual parents or guardians.

STUDENTS

Psychological Testing of Students

Policy 2820

Psychological tests administered to students by qualified GCCS personnel or appropriate diagnostic agencies will ensure quality psychological services provided by GCCS, and will protect the educational rights, dignity and privacy of students and parents or guardians.

Psychological evaluations will be made only after informed and written consent of the student's parent or guardian is obtained. A conference will be held with the parent or guardian to review all test results and the student's specific educational needs in the educational program. Psychological data are only partial criteria for determining any change in a student's educational program. Psychological data older than three years shall not be used as the basis for prescriptive teaching or placement.

All psychological services provided by GCCS or agencies contracted by GCCS will be in accordance with state and federal statutes and regulations concerning the privacy of student records and use of psychological services.

STUDENTS

Health Services

Policy 2830

The Board believes that in order to provide for the safety and well being of its students, it is necessary to implement and maintain a School-wide student health services program. The health service staff will be responsible to the Director of Student Services.

GCCS will be responsible for providing first aid or emergency treatment for students in cases of sudden illness or injury. Where necessary, and with notice to the parent or guardian, emergency health services will be secured. The parent or guardian is responsible for their child's medical treatment.

STUDENTS

Immunizations

Policy 2850

All students attending a GCCS school are required to be in compliance with state programs mandating immunization against specific diseases. Failure to comply with GCCS immunization requirements will result in exclusion from school until proof of compliance is provided. Homeless children will be granted a temporary twenty-four (24) hour grace period within which to submit proof of compliance.

The Superintendent shall institute procedures for the maintenance of health records, which are to show the immunization status of every student enrolled or attending a GCCS school, and for the completion of all necessary reports in accordance with guidelines prepared by the Department of Social Services-Missouri Division of Health.

STUDENTS

Students with Communicable Diseases

Policy 2860

A student shall not attend classes or other school-sponsored activities, if the student (1) has, or has been exposed to, an acute (short duration) or chronic (long duration) contagious or infectious disease, and (2) is liable to transmit the contagious or infectious disease, unless the Board or its designee has determined, based upon medical evidence, that the student: (1) no longer has the disease; (2) is not in the contagious or infectious stage of an acute disease; or, (3) has a chronic infectious disease that poses little risk of transmission in the school environment with reasonable precautions.

GCCS officials may require any child suspected of having a contagious or infectious disease to be examined by a physician and may exclude the child from school, in accordance with the procedures authorized by this policy, so long as there is a substantial risk of transmission of the disease in the school environment.

A student who has a chronic infectious disease, and who is permitted to attend school, may be required to do so under specified conditions. Failure to adhere to the conditions will result in the student being excluded from school. A student who has a chronic infectious disease and who is not permitted to attend school or participate in school activities will be provided instruction in an alternative educational setting in accordance with GCCS policy.

Students with acute or chronic contagious or infectious diseases and their families have a right to privacy and confidentiality. Only staff members who have a medical reason to know the identity and condition of such students will be informed. Willful or negligent disclosure of confidential information about a student's medical condition by staff members will be cause for disciplinary action.

GCCS will implement reporting and disease outbreak control measures in accordance with the provisions of Missouri Department of Health publication "Prevention and Control of Communicable Diseases: A Guide for School Administrators, Nurses, Teachers, Day Care Operators and Parents or Guardians" a copy of which shall be on file in the office of the Superintendent.

STUDENTS

Distributing Medicine to Students

Policy 2870

The nurse, or another employee designated by the Superintendent or other authorized school leader, may provide assistance with medications, only if all of the following requirements are met: (1) prescription drugs must be in the original container, bear the name of the student, the name of the physician and the name of the pharmacy filing the prescription. Over-the-counter drugs must be maintained in the original container; (2) the appropriate approval form for medication must have been completed and signed by the parent or guardian for each medication; and, (3) the school nurse or other designated GCCS employee shall keep a written report of medication taken by the student.

GCCS reserves the right to refuse to administer certain types of medication, at the discretion of the school nurse or other employee authorized by the Superintendent or when such administration could prove harmful to staff or students without proper training.

STUDENTS

Student Physical Examination

Policy 2880

The Board may require any student to be examined by a physician for the purpose of determining whether the student is afflicted with a contagious or infectious disease or have the liability of transmitting the disease.

The Board may also require certification from a physician indicating a student's fitness to participate in specific educational programs or extra-class activities.

Refusal on the part of parent or guardian to obtain the required examination and to submit the certification indicating freedom from contagious or infectious disease may result in student exclusion from school.

Students may be excused from engaging in required educational activities upon proper certification from a physician advising of student disability.

All costs of physical or other examinations shall be at the expense of students unless state or federal law specifically mandates the examination to be the responsibility of the school.

Vision Examinations

Students enrolling in kindergarten or first grade will be required to receive a vision examination from a state licensed optometrist or physician.

A trained School nurse or other qualified GCCS employee will conduct eye screening exams for every student prior to the completion of first grade and will again screen before the completion of third grade. If a student fails an eye screening, GCCS will notify the parent or guardian of the results of the eye screening and will require the student to receive a complete eye exam from an optometrist or physician. Students will be excused from the eye screening examination if a student's parent or guardian submit a written objection to the exam addressed to the student's Principal.

STUDENTS

Dyslexia Screening

Policy 2895

GCCS shall conduct dyslexia screenings for students in the appropriate year consistent with the Department of Elementary and Secondary Education guidelines.

GCCS shall provide reasonable classroom support consistent with the Department of Elementary and Secondary Education guidelines.

GCCS shall offer all of its teachers two hours of training on dyslexia and related disorders. GCCS may seek assistance from the Department of Elementary and Secondary Education in developing and providing such training. Completion of such training shall count as two contract hours of professional development.

STUDENTS

Student Publications

Policy 2910

The Board encourages student production and distribution of publications which can provide opportunities for practical journalistic experience and for the written expression of differing opinions. The Board recognizes that freedom of speech and press bring corresponding responsibilities, therefore, in its inherent authority based on Missouri Law, it designates the Superintendent as the Board's representative. The Principal, through appointment of a faculty advisor, shall provide guidance to students in appropriate methods for preparing and producing publications.

The Superintendent may delay or stop distribution of any materials proposed for printing or that have been printed which may be reasonably forecast to cause substantial and material disruption or obstruction of any lawful mission, process, or function of GCCS.

STUDENTS

Interscholastic Activities and Athletics

Policy 2920

GCCS provides opportunities for students to participate in interscholastic activities and athletics. The interscholastic programs should encourage participation by as many students as possible and should be carried on with the best interests of the students as the primary consideration. The programs are expected to be well organized and well conducted and to have a positive influence on the students and the community.

Participation in interscholastic and extracurricular activities is a privilege and not a right. Interscholastic competition may be withheld from any student as a condition of discipline. Furthermore, all policies that apply to the regular school day apply also to interscholastic competition. Coaches and sponsors may establish policies for their groups in addition to those set out by the Missouri State High School Activities Association.

Hazing

Student hazing is inconsistent with the educational goals of GCCS and poses a significant risk to the physical and mental welfare of students. Hazing of students, on or off GCCS property, is prohibited and may result in suspension from school and from activity or athletic participation.

STUDENTS

Student Group Use of School Facilities

Policy 2940

Pursuant to the Equal Access Act, the Board will provide an opportunity for student-initiated non-curricular groups to conduct meetings on school premises, during non-instructional time, and will not discriminate against students on the basis of the religious, political or philosophical content of the speech at such meetings.

STUDENTS

Fieldtrips and Enrichment Activities

Policy 2950

Fieldtrips and Enrichment Activities

All fieldtrips and enrichment activities should be a cooperative activity involving teachers, pupils, administrators and parents. Trips and activities should be carefully planned for timely implementation as part of the instructional, co-curricular, or extracurricular programs of the school.

The Superintendent has the responsibility of developing a field trip and enrichment activity manual. This handbook furnishes guidelines for field trips and enrichment activities, planning information; parental permission forms, solicitation letters, and approved categorized lists of recommended field trips and activities. The handbook is to be revised and approved annually when necessary.

Annual field trip plans for school day instructional trips should be developed by each teacher early in the school year and submitted to the Superintendent for approval.

Board Notification

Superintendent shall inform the Board of approaching field trips that are overnight or out-of-state.

Documentation

Appropriate parental permission forms must be received and kept on file for students to participate in any field trip.

Unauthorized Fieldtrips

Unless approved by the Superintendent, trips organized by teachers in conjunction with parents or other non-school organizations to any destinations during holiday periods will not be recognized by the Board as approved field trips. The Board assumes no liability for such trips. The use of school staff during the regular work day, school facilities, and school supplies for planning such trips is prohibited. The recruitment of students for such trips, or communicating information related to such trips should not occur on GCCS property.