

INSTRUCTIONAL SERVICES

Curriculum Development

Policy 6110

The Board recognizes the need and value of a systematic and on-going program of curriculum review. The Board encourages and supports the professional staff in its efforts to identify and review new curricular ideas, develop and improve existing programs and evaluate all instructional programs.

The Board directs the Superintendent to continuously carry out the curriculum development and implementation process. As used in this Policy, curriculum is the process, attitudes, skills and knowledge that is taught and learned at the appropriate levels.

INSTRUCTIONAL SERVICES

Curriculum Planning

Policy 6111

The plan for curriculum development will address all requirements set forth by the State of Missouri. These standards include performance standards and knowledge standards. All curriculum developed by the School shall satisfy moving students toward achieving Missouri's definition of what students should know and be able to do by the time they graduate from high school.

INSTRUCTIONAL SERVICES

Curriculum Research

Policy 6112

The Board directs that all curriculum developed and or adopted by GCCS shall be based on current research relative to how students best learn. Resources to be consulted include, but are not limited to, local or area universities, the Missouri Department of Elementary and Secondary Education, the Association for Supervision of Curriculum Development and similar national, state or local curriculum organizations. Every effort should be made to ensure that GCCS curriculum is current and based on sound educational research findings.

INSTRUCTIONAL SERVICES

Curriculum Design

Policy 6113

The design of the GCCS curriculum shall follow curriculum frameworks offered by the Missouri Department of Elementary and Secondary Education which are intended to provide assistance in aligning local curriculum with the applicable State Standards.

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Curriculum Adoption

Policy 6114

All curriculum developed by GCCS staff shall be formally presented to the Board for official approval before classroom implementation.

INSTRUCTIONAL SERVICES

Constitution, American History, Missouri Government, Civics – Course Requirements

Policy 6115

During Seventh and eighth grade GCCS shall offer regular courses of instruction in the Constitution of the United States, the state of Missouri and American history.

Guadalupe Centers High School shall offer in grade nine, ten, eleven, or twelve a course of instruction in the institutions, branches and functions of the government of the state of Missouri, including local governments, and of the government of the United States, and in the electoral process. Each pupil who receives a high school diploma or certificate of graduation shall satisfactorily complete such a course of study. Such course shall be of at least one semester in length and may be two semesters in length. GCCS may waive the requirements of this subsection for any student who transfers from outside the state to a Missouri high school if the student can furnish documentation deemed acceptable by the school of the student's successful completion in any year from the ninth through the twelfth grade of a course of instruction in the institutions, branches, and functions of state government, including local governments, and of the government of the United States, and in the electoral process.

American history courses at the elementary and secondary levels shall include in their proper time-line sequence specific referrals to the details and events of the racial equality movement and other events that have caused major changes in United States and Missouri laws and attitudes.

No pupil shall receive a certificate of graduation unless he has satisfactorily passed an examination on the provisions and principles of the Constitution of the United States and of the state of Missouri, and in American history and American institutions and American civics. The civics portion of the examination shall consist of one hundred questions similar to the one hundred questions used by the United States Citizenship and Immigration Services administered to applicants for United States citizenship. The civics examination requirement may be waived for any student with a disability if recommended by the student's IEP committee.

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Human Sexuality and Sexually Transmitted Diseases Instruction

Policy 6116

Any course materials and instruction relating to human sexuality and sexually transmitted diseases shall be medically and factually accurate and shall:

1. Present abstinence from sexual activity as the preferred choice of behavior in relation to all sexual activity for unmarried pupils because it is the only method that is one hundred percent effective in preventing pregnancy, sexually transmitted diseases and the emotional trauma associated with adolescent sexual activity, and advise students that teenage sexual activity places them at a higher risk of dropping out of school because of the consequences of sexually transmitted diseases and unplanned pregnancy;
2. Stress that sexually transmitted diseases are serious, possible, health hazards of sexual activity. Pupils shall be provided with the latest medical information regarding exposure to human immunodeficiency virus, acquired immune deficiency syndrome (AIDS), human papilloma virus, hepatitis and other sexually transmitted diseases;
3. Present students with the latest medically factual information regarding both the possible side effects and health benefits of all forms of contraception, including the success and failure rates for the prevention of pregnancy and sexually transmitted diseases; or shall present students with information on contraceptives and pregnancy in a manner consistent with the provisions of the federal abstinence education law;
4. Include a discussion of the possible emotional and psychological consequences of preadolescent and adolescent sexual activity and the consequences of adolescent pregnancy, as well as the advantages of adoption, including the adoption of special needs children, and the processes involved in making an adoption plan;
5. Teach skills of conflict management, personal responsibility and positive self-esteem through discussion and role-playing at appropriate grade levels to emphasize that the pupil has the power to control personal behavior. Pupils shall be encouraged to base their actions on reasoning, self-discipline, sense of responsibility, self-control, and ethical consideration, such as respect for one's self and others. Pupils shall be taught not to make unwanted physical verbal sexual advances or otherwise exploit another person. Pupils shall be taught to resist unwanted sexual advances and other negative peer pressure; and,

6. Advise pupils of the laws pertaining to their financial responsibility to children born in and out of wedlock and advise pupils of the provisions of RSMo. chapter 566 pertaining to statutory rape.

When providing human sexuality instruction students may be separated according to gender for instructional purposes.

The school shall notify the parent or legal guardian of each student enrolled in the school of: (1) The basic content of the district's or school's human sexuality instruction to be provided to the student; (2) The parent's right to remove the student from any part of the district's or school's human sexuality instruction; (3) All curriculum materials used in the human sexuality instruction shall be available for public inspection prior to the use of such materials in actual instruction; and, (4) The school will not provide abortion services, or permit a person or entity to offer, sponsor, or furnish in any manner any course materials or instruction relating to human sexuality or sexually transmitted diseases to its students if such person or entity is a provider of abortion services.

INSTRUCTIONAL SERVICES

Curriculum Guides

Policy 6120

Written curriculum guides shall be developed by the Director of Curriculum and Instruction and receive Board approval for implementation in the following areas K-12:

1. English/Language Arts
2. Social Studies
3. Mathematics
4. Science
5. Foreign Language
6. Health, Safety and Physical Education
7. Fine Arts (Visual and Performing Arts)
8. Practical Arts and Vocational Programs (Business, Industrial Technology, and Family and Consumer Science)
9. Counseling and Guidance

Health education is to include drug education and education in human sexuality and sexually transmitted disease as mandated by state and federal legislation.

Curriculum Guides at all levels will include a philosophy statement and sections defining behavioral goals and objectives reflecting content standards, teaching resources, and evaluation criteria reflecting performance standards. Each Guide will include strategies for interdisciplinary studies and cooperative classroom implementation.

INSTRUCTIONAL SERVICES

Drug Education

Policy 6130

The Board understands that parents and guardians, educators, students and other community members are seriously concerned about the adverse effects of drug abuse on the individual and society. Furthermore, the Board believes that effective drug education programs require both the acquisition of knowledge and the development of positive personal values. GCCS will follow federal and state mandates regarding drug and alcohol education. Both the school and other community agencies must share in the development and conduct of programs to alleviate the problems of drug abuse.

Therefore, GCCS will abide by the following:

1. Be concerned with the education of all areas of drug and alcohol abuse.
2. Establish and maintain a realistic, meaningful drug and alcohol education program that will be incorporated in the total educational program.
3. Establish and maintain an ongoing in-service drug and alcohol education program for school personnel.
4. Cooperate with government and private agencies offering services related to drug and alcohol awareness and substance abuse issues and intervention.
5. Encourage and support activities that will develop a positive peer influence in the area of drugs and alcohol.
6. Create a climate whereby students may seek and receive counseling about drugs and alcohol and related problems without fear of reprisal.

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Services for Students with Disabilities

Policy 6140

GCCS has developed an individualized educational program (IEP) for each student with a disability who needs special educational services pursuant to the Individuals with Disabilities Education Act (IDEA) and an accommodation plan for students who are qualified only pursuant to Section 504 of the Rehabilitation Act. The Director of Special Services will formulate a plan for each identified student. The IEP is designed to meet the unique needs of the student and to offer a free appropriate public education. The IEP will address the extent to which each student's disability affects the Student's ability to access the GCCS' general curriculum and what modifications, accommodations, and supplementary aids and services, if appropriate, are necessary to provide for such access. Each student with a disability will be educated to the maximum extent appropriate with children who are nondisabled. However, students with disabilities may be assigned to special classes, separate schooling or removed from the regular educational environment when the nature or severity of the student's disability is such that education in the regular educational environment with the use of supplementary aids and services cannot be achieved satisfactorily.

GCCS will provide special education and other services to students with disabilities in accordance with applicable law, including the IDEA, and its amendments, Section 504 of Rehabilitation Act of 1973, 162.670-.995, RSMo., and Missouri's State Plan for Part B.

If a Student's curriculum is substantially altered or modified pursuant to an IEP, 504 Plan, or in connection with a plan of homebound instruction so that the academic requirements, including but not limited to the requirements for achieving a specific letter or numerical grade, for one or more courses have been significantly reduced as compared to the regular course or courses, the IEP team or 504 team, or in the case of a student receiving homebound instruction who is not covered by an IEP or 504 Plan, the Principal, counselor, and classroom teacher for such course shall determine whether the student shall be included in the computation of class rank. Students who are not included in the class ranking shall still receive a cumulative grade point average (G.P.A.) and shall be eligible for the honor roll.

INSTRUCTIONAL SERVICES

Service Animals in Schools

Policy 6145

GCCS recognizes that service animals may be used to provide assistance to qualified individuals with disabilities. This policy governs the presence of service animals in the GCCS's buildings, on school property (including school buses), and at school activities. The Board adopts this policy to ensure that individuals with disabilities are permitted to participate in and benefit from District programs, activities and services, and to ensure that GCCS does not discriminate on the basis of disability.

Qualified students or adults with disabilities may be accompanied by a "service animal" on school property, in school buildings, and at school functions when required by law and subject to the conditions of this Policy.

Service Animals

Under federal law, a "service animal" means "any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability." Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the handler's disability. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

Under Missouri law, the term "service dog" is defined as "any dog specifically trained to assist a person with a physical disability by performing necessary physical tasks which the person cannot perform. Such tasks shall include, but not be limited to, pulling a wheelchair, retrieving items, and carrying supplies.

GCCS will permit the use of a miniature horse as a service animal if the miniature horse has been individually trained to do work or perform tasks for the benefit of an individual with a disability.

In determining whether to permit the use of a miniature horse as a service animal, GCCS will consider: (1) the type, size and weight of the miniature horse and whether the facility can accommodate these features; (2) whether the handler has sufficient control of the miniature horse; (3) whether the miniature horse is housebroken; and (4) whether the miniature horse's presence compromises legitimate safety requirements that are necessary

for the safe operation of the facility. All additional requirements outlined in this Policy which apply to service animals, shall apply to miniature horses.

If an individual with a disability requests to use a service animal in a GCCS building, on GCCS property, in a GCCS vehicle or at a GCCS function, GCCS will not ask about the nature or extent of the person's disability. However, GCCS may make the following inquiries to determine whether an animal qualifies as a service animal: (1) whether the animal is required because of a disability; and (2) what work or task the animal has been trained to perform. The District may not make these inquiries when it is readily apparent that an animal is trained to work or perform tasks for an individual with a disability.

GCCS will not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal.

INSTRUCTIONAL SERVICES

Curriculum for At-Risk Students

Policy 6150

The Board directs that curriculum be developed to meet the needs of students at risk of failure. This curriculum is to include strategies infused in all areas of regular education, K - 12, to address the special needs of students at-risk due to disadvantaged backgrounds.

As provided by state and federal guidelines and funds, the Board directs the Administration to utilize funds from ESEA, Title I and state programs for alternative education strategies, among others, as resources for curriculum development for students at-risk.

INSTRUCTIONAL SERVICES

English as a Second Language (ESL)/English Language Learners (ELL) Language Instruction Educational Program (LIEP)

Policy 6180

The Board is committed to identifying and assessing the educational needs of students whose native or home language is other than English. Once identified, the School will provide appropriate programs to address the needs of these students.

English as Second Language (ESL) and English Language Learners (ELLs)

1. Students who come from a background where English is not the student's first language, or where the primary language of the home is not English or both.
2. Students whose English language skills are insufficient to lead to success in an English-only classroom.

GCCS will also take steps to ensure to the maximum extent practicable that the interests of ESL and ELL students are included in the development and implementation of programs and services that are offered by GCCS to and for its student body. The ESL Director will oversee all ESL and ELL programs as well as LIEPs at GCCS and serve as the ELL coordinator. GCCS will follow guidelines set forth by the State of Missouri, as established by the Department of Elementary and Secondary Education, in regard to identifying and reclassifying English Learners – Entry/Exit Criteria.

To ensure that parents and guardians are properly notified of the LIEP, all new and enrolling students are asked to answer home language and language use questions on the enrollment form. If the enrollment form indicates that another language other than English is spoken in the home, then the students are screened with an English language assessment known as the WIDA Screener (online). Kindergarten and first semester first grade students will take the paper-pencil WIDA-ACCESS Placement Test (W-APT). This includes any student who has recently arrived in the country, to prevent unnecessary, prolonged testing experiences.

ESL and ELL student English language progress is measured every year with the WIDA ACCESS test. Thus, parents are notified of the results and of the services that will be provided. A student attains the required level of English proficiency to be exited from the GCCS's English as a Second Language program/LIEP when the Student obtains a 4.7 Composite score on the WIDA ACCESS for ELLs test, barring compelling academic evidence suggesting the student should remain in the LIEP.

INSTRUCTIONAL SERVICES

Instructional Time

Policy 6210

The primary focus of the GCCS's staff and programs is maximization of student learning. While learning occurs as a result of extracurricular activities and as a result of non-structured interaction between students and between students and staff, most learning occurs as a result of planned learning activities during class time. Therefore, every effort will be made to minimize disruptions in instructional time. Public address announcements and pull out programs will be planned to avoid loss of critical instruction time.

INSTRUCTIONAL SERVICES

Student Teachers and Interns

Policy 6220

The Board authorizes contractual arrangements to be made for the acceptance for training of student teachers from regularly accredited colleges and universities to the extent that the training of these student teachers will both enhance educational opportunities of the classroom students as well as provide a training opportunity for the student teacher.

Guidelines will be prepared for the direction of staff members in handling the student teacher program. These guidelines will also be written to provide a definite program for the improvement of the student teacher while assigned to GCCS.

INSTRUCTIONAL SERVICES

Textbooks

Policy 6225

The term “textbook” means workbooks, manuals, or other books, whether bound or in loose-leaf form, intended for use as a principal source of study material for a given class or group of students, a copy of which is expected to be available for the individual use of each pupil in such class or group.

GCCS shall purchase and loan free all textbooks for all children who are enrolled in grades kindergarten through twelve, and may purchase textbooks and instructional materials for prekindergarten students.

Only textbooks filed with the state board of education pursuant to section 170.061 shall be purchased and loaned under this section. No textbooks shall be purchased or loaned under this section to be used in any form of religious instruction or worship.

INSTRUCTIONAL SERVICES

Textbook Selection and Adoption

Policy 6230

The Superintendent will appoint a committee of teachers and Administrators to review textbook offerings in specific instructional areas. The committee will submit its report together with its recommendation to the Superintendent. The Superintendent will consider the committee's report and make a recommendation to the Board for final approval.

INSTRUCTIONAL SERVICES

Textbook Usage - Students

Policy 6231

Textbooks on which assignments are based are to be available to each student. Under the guidance of the teacher and the rules for a particular class, a textbook should be available for the student to take home overnight or over a weekend so that the student may prepare homework assignments and so that the parents or guardians may see the textbook.

Textbooks and library books are to be treated with respect by the students, used wisely, cared for, and returned in good condition when the assignment or course is concluded. The student to whom a textbook or library book is issued will be held responsible for its return in good condition. A reasonable system of fines, penalties, or methods of repayment for a fair value of the book is to be developed. No student is to be penalized if the book is lost because of factors beyond the student's control.

INSTRUCTIONAL SERVICES

Instructional Materials

Policy 6240

The Superintendent/designee shall formulate administrative regulations as necessary to be included in faculty handbooks relative to the purchase and appropriateness of instructional materials. Guidelines relative to guest lecturers or presentations shall be included.

INSTRUCTIONAL SERVICES

Challenged Materials

Policy 6241

The Board has the ultimate responsibility for establishing the curriculum and for purchasing instructional and media materials to be used at GCCS. While the Board recognizes the right of students to free access to the many different types of books and instructional materials, the Board also recognizes the right of teachers and Administrators to select books and other materials in accord with current trends in education and the established curriculum.

It is therefore the policy of the Board to require that books and other instructional materials shall be chosen for values of educational interest and the enlightenment of all students in the community. Instructional materials shall not be excluded on the basis of the writer's racial, nationalistic, political or religious views. Every effort will be made to provide materials that present all points of view concerning international, national and local problems and issues of our times. Books, or other instructional or media materials of sound factual authority, shall not be proscribed, nor removed from library shelves or classrooms on the basis of partisan or doctrinal approval or disapproval. The Board will strive to provide stimulating, effective materials that will be appropriate to the community's values and the students' abilities and maturity levels.

Instructional or media materials used in the GCCS's educational program consist of various types of print and non-print materials. Despite the care taken to select those materials deemed to be educationally useful, occasional objections to the selection of instructional materials may be made by the public. However, the principles of academic freedom and the freedom to read must be defended, rather than the materials.

If a challenge is made, it should be properly channeled through guidelines and procedures established by the Board.

INSTRUCTIONAL SERVICES

Religious or Controversial Issues

Policy 6242

Religious education is the responsibility of the home and church. The espousal by any teacher or staff member of any particular religious denomination or faith is strictly forbidden; however, teachers may teach about religion with information being presented at an appropriate maturity level for students.

No partisan political views may be espoused by any teacher or staff member; however, teachers may teach about political parties and politics as related to the governmental systems of the nation or world.

INSTRUCTIONAL SERVICES

Copyrighted Materials

Policy 6243

It is the intent of the Board to delineate, enforce, and abide by the provisions of current copyright laws and regulations as they affect GCCS and its employees. GCCS will not purchase any videos, computer software, audio tapes, publications or other materials that have been illegally copied or reproduced.

Copyrighted materials, whether they are print or non-print, will not be duplicated unless such reproduction meets "fair use" standards, or unless written permission from the copyright holder has been received.

Details about "fair use" will be made available to all teachers. A summary of these standards will be posted or otherwise made easily available at each machine used for making copies.

The Board does not sanction illegal duplication in any form. Employees who willfully disregard GCCS's copyright position are in violation of Board policy; they do so at their own risk and assume all liability responsibility.

Any materials produced by an employee during the time the employee is paid for production of the materials shall be owned by GCCS, and any civil rights of authorship are forfeited with payment by GCCS for production of materials.

INSTRUCTIONAL SERVICES

Instruction for Students with Disabilities

Policy 6250

It is the policy of GCCS to provide a free appropriate public education to school students with disabilities. Students with disabilities are defined as those students who have one of the categorical disabilities as enumerated in the Missouri State Plan for Part B of the Individuals with Disabilities Education Act (IDEA) and who also require special education services or who have a mental or physical impairment that substantially limits one or more major life activities as defined by Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act and who require accommodations or special education and related services.

GCCS will provide special education and other services to students with disabilities in accordance with applicable law, including the IDEA, and its amendments, Section 504 of Rehabilitation Act of 1973, §162.670-.995, RSMo., and Missouri's State Plan for Part B.

When providing print materials to students with visual impairments, GCCS will adhere to the National Instructional Materials Accessibility Standards or will provide such print materials in timely high quality accessible materials.

INSTRUCTIONAL SERVICES

Independent Educational Evaluations

Policy 6255

The Board recognizes that parents have the right to obtain independent educational evaluations (IEE) of their student if the parents disagree with the evaluation of the Student that was obtained by GCCS for the provision of services for the Student.

An IEE is an evaluation conducted by a qualified examiner who is not employed by GCCS or responsible for the education of the Student.

If the parent requests an IEE, GCCS will provide the parent with the information where they may obtain an IEE and GCCS's criteria that apply to IEEs.

The parent has a right to an IEE of the Student at no cost to the parent consistent with the provisions of Part B of the IDEA.

Procedures

1. If a parent requests an IEE, GCCS will either (a) file a due process request asserting that the evaluation previously conducted is appropriate, or (b) provide an IEE at no cost to the parent.
2. If GCCS requests a due process hearing and the final decision is that the GCCS's evaluation is appropriate, the parent still has a right to an IEE but at the parent's expense.
3. If a parent requests an IEE, GCCS may ask the parent to identify the reason the parent objects to GCCS's evaluation.

A Student is allowed one IEE at public expense any time GCCS conducts its own evaluation of a Student with which the parent disagrees.

INSTRUCTIONAL SERVICES

Surrogate Parent

Policy 6260

The Board directs the Director of Special Services to determine whether a disabled student is in need of a surrogate parent within thirty (30) days of the date of notification that the student is living within GCCS's jurisdiction. The Director of Special Services is directed to notify the State Board of Education in writing within ten (10) days after the determination that such need exists.

INSTRUCTIONAL SERVICES

Reading Instruction

Policy 6265

Pursuant to the Missouri Reading Instruction Act GCCS shall have reading programs in kindergarten through grade three based in scientific research. Such programs shall include the essential components of phonemic awareness, phonics, fluency, vocabulary, and comprehension, and all new teachers who teach reading in kindergarten through grade three shall receive adequate training in these areas. The program may include “explicit systematic phonics”, which, for the purposes of this Policy, shall mean the methodology of pronouncing and reading words by learning the phonetic sound association of individual letters, letter groups, and syllables, and the principles governing these associations.

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Virtual Instruction Program

Policy 6266

The Department of Elementary and Secondary Education established the Missouri Virtual Instruction Program which offers online course to any kindergarten through grade twelve students residing in Missouri.

GCCS will not limit the availability of student access to MoVIP state-funded course. Administrators and counselors will advise students who are considering MoVIP courses about the availability and appropriateness of those course for a particular student.

GCCS will permit a student to take MoVIP courses during the regular school day if the students schedule permits and if the technology is available to be used at the appointed time for the MoVIP offering.

GCCS will recognize MoVIP course credit for MoVIP courses. Further, the Superintendent, in conjunction with the Director of Student Services, will formulate a procedure for the crediting of the course and the grade received for all MoVIP offerings.

GCCS will offer MoVIP opportunities to all students and shall accommodate the needs of all students who are eligible to take MoVIP courses to complete the coursework.

GCCS will place information in the student handbook and display it prominently on GCCS's homepage on its website so that all student are aware and have access to information regarding the MoVIP at GCCS.

INSTRUCTIONAL SERVICES

Instruction in Braille

Policy 6268

Any student who is determined to be eligible for special education services under the Individuals with Disabilities Education Act due to an impairment in vision that adversely affects a child's performance shall be evaluated to have the provision of braille instruction in reading and writing provided by GCCS.

The student's individual education program team will evaluate the student's reading and writing skills, needs, appropriate reading and writing media, including an evaluation of the student's future needs for instruction in braille. The student's individualized education plan shall specify (1) how braille will be implemented as a primary mode for learning through integration with normal classroom activities; (2) the date upon which the instruction will begin; (3) the level of competency to be achieved at the end of the period covered by the individualized education plan; and, (4) the duration of each session. If braille will not be provided the reason for not incorporating the provision of braille into the individualized education plan shall be set forth within the final IEP presented to the family of the student.

No student shall be denied instruction in Braille reading and writing solely because the student has some remaining vision.

Instruction in Braille shall be sufficient to enable each student to communicate effectively and efficiently at a level commensurate with the student's sighted peers of comparable grade level and intellectual functioning.

INSTRUCTIONAL SERVICES

Instruction for At-Risk Students

Policy 6270

At-risk students are those whose educational outcomes are in jeopardy because they are experiencing academic deficits, have become disaffected with school and learning, or impacted by other factors which impede education and social development.

As provided by state and federal guidelines and funds, the Board directs the Administration to utilize funds from ESEA, Title I and state programs for alternative education strategies, among others, as resources for curriculum development for students at-risk.

GCCS shall meet all federal and state requirements for identifying and providing services to educationally at-risk students, including, for a school that offers high school education, the implementation of a measurable system for identifying students in their ninth grade year, or students who transfer into the school subsequent to their ninth grade year, who are at risk of not being ready for college-level work or for entry-level career positions.

Academic and career counseling shall take place prior to graduation so that the school may attempt to provide sufficient opportunities to the student to graduate college-ready or career-ready and on time.

The requirements may be waived for any student with a disability if recommended by the student's IEP committee.

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Instruction for Gifted and Talented Students

Policy 6271

The Board, recognizing the need for programs addressing the special needs of gifted and talented students, shall endeavor to provide the level of monetary support it deems proper to enhance programs for those students so identified. Procedures for the selection of programs and students will be developed by the professional staff and approved by the Board.

The Board directs that curriculum be developed to meet the needs of students who have been identified as gifted and talented by multi-criteria assessment developed by professional staff. This curriculum is to include strategies infused in all areas of regular education, K- 12, as well as specific curriculum designed to enrich the regular curriculum in order to meet the challenge of educating the gifted student.

The Board directs the Administration to seek whatever resources are available to develop curriculum and programs in this area, including Department of Elementary and Secondary resources for Gifted and Talented Education.

INSTRUCTIONAL SERVICES

Instruction for Preschool Students

Policy 6272

The Board may endeavor to enter into programs for preschool children, as is provided for in the statutes of the State of Missouri, and subject to the rules and regulations of the specific legislation governing the administration of the program. The School shall attempt to provide an organization for continuous progress in education to fit the needs of individuals of the community within the limitations of School finances.

Within these limitations, the Board may provide school facilities for the purpose of maintaining and expanding programs and services for preschool children. Such programs shall be commensurate with the needs of the community. The Board may provide administrative, ancillary and other supportive services needed to enhance the quality of the preschool educational program.

INSTRUCTIONAL SERVICES

Program for Homeless Students

Policy 6273

The Board recognizes that homelessness alone should not be sufficient reason to separate students from the mainstream school environment. Therefore, the Board, in accordance with state and federal law (Title VII-B of the McKinney-Vento Homeless Assistance Act, as amended by the No Child Left Behind Act) and the Missouri State Plan for Homeless Children and Youth, will give special attention to ensure that homeless children in the geographical area served by GCCS have access to free, appropriate public education.

Definitions

The term “homeless child” or “homeless youth” is one who:

1. Lacks a fixed, regular, and adequate nighttime residence; and Includes
 - a. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals.
 - b. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
 - c. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
 - d. Is a migratory child or youth who qualifies as homeless because the child or youth is living in circumstances in subdivisions (a) to (c) above.

The students covered by the definition in 1(a) may include some individuals who have moved in with others. Consideration of each individual case, along with the permanency of the situation, will be needed in order to identify those who are homeless.

The terms “enroll” and “enrollment” include attending classes and participating fully in school activities.

The “school of origin” is the school that the child or youth attended when

permanently housed or the school in which the child or youth was last enrolled.

Enrollment and Placement

Homeless children and youth frequently move, and maintaining a stable school environment is critical to their success in school. To ensure this stability, GCCS must make school placement determinations on the basis of the “best interest” of the homeless child or youth. Using this standard, the GCCS will attempt to do the following:

1. Continue the child’s or youth’s education in the school of origin for the duration of homelessness when a family becomes homeless between academic years or during an academic year; or for the remainder of the academic year if the child or youth becomes permanently housed during an academic year; or

2. Enroll the child or youth in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

In determining what is a child or youth’s best interest, GCCS must, to the extent feasible, keep a homeless child or youth in the school of origin, unless doing so is contrary to the wishes of the child or youth’s parent or guardian. If GCCS wishes to send a homeless child or youth to a school other than the school of origin or a school requested by the parent or guardian, GCCS must provide a written explanation of its decision to the parent or guardian, together with a statement regarding the right to appeal the placement decision.

Enrollment requirements which may constitute a barrier to the education of a homeless child or youth may be waived if allowed by law. GCCS may, however, require contact information.

If GCCS is unable to determine the grade level of the student because of missing or incomplete records, GCCS shall administer tests or utilize other reasonable means to determine the appropriate grade level of the child or youth.

Transportation

Transportation must be provided, at the request of the parent or guardian to and from school of origin.

If the homeless child or youth continues to live in the area served by the District in which the school of origin is located, GCCS must provide or arrange for the child’s or youth’s transportation to or from the school of origin.

If the homeless child or youth continues his or her education in the school of origin but begins living in an area served by another District, the District of origin and the District in which the homeless child or youth is living must agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school

of origin. If the Districts cannot agree upon a method, the responsibility and costs for transportation are to be shared equally.

Services

Each homeless child or youth shall be provided services comparable to services offered to other students in GCCS including, but not limited to, transportation services, educational services for which the child meets the eligibility criteria, such as educational programs for disadvantaged, disabled, and gifted and talented students, vocational programs, and school meals programs; before-and-after-school care programs; and programs for students with limited English proficiency.

Homeless students will not be segregated in a separate school or in a separate program within a school based on the students' status as homeless.

In the event that it is in the best interest of the homeless child or youth to attend the school of origin, it shall be the responsibility of GCCS to provide for the transportation of the student. This may be achieved through the transportation services of GCCS, the school of origin, or another outside agency.

Records

Once GCCS officials have determined that an enrolling student is homeless, GCCS's Director of Student Services must assist the student in obtaining the student's education, immunization, medical, and other records. According to McKinney-Vento, the student must be enrolled in the interim.

If the Director of Student Services is unable to obtain prior immunization records within thirty (30) days of enrolling and the student is still eligible for services under the homeless education program; the student must begin the immunization series and demonstrate that satisfactory progress has been accomplished within ninety (90) days. If the homeless student maintains that the student is exempted from receiving immunizations, then after thirty (30) days the student must provide documentation in accordance with the exemption requirements provided for in § 167.181.3, RSMo.

Any records ordinarily kept by GCCS, including immunization records, academic records, birth certificates, guardianship records, and evaluation for special services or programs of each homeless child or youth shall be maintained so that appropriate services may be given the student, so that necessary referrals can be made, and so that records may be transferred in a timely fashion when homeless children or youth enters a new District. Copies of records shall be made available upon request to students or parents in accordance with the Family Education Rights and Privacy Act.

Coordinator

The Board designates the Director of Student Services as the GCCS homeless coordinator to ensure compliance with federal and state law. The homeless coordinator will “ensure that homeless children and youth enroll and succeed in the schools of that agency; and homeless families, children, and youth receive educational services for which they are eligible, and referrals to health care services, dental services, mental health services, and other appropriate services.” The homeless coordinator will also ensure that disputes regarding the placement or education of homeless children or youth are resolved in a timely fashion.

GCCS shall inform school personnel, service providers, and advocates working with homeless families of the duties of GCCS’s homeless coordinator.

Resolving Grievances

Level I – A complaint regarding the placement or education of a homeless child or youth shall first be presented orally and informally to the Director of Student Services. If the complaint is not promptly resolved, the complainant may present a formal written complaint or grievance to the homeless coordinator. The written charge must include the following information: date of filing, description of alleged grievances, the name of the person or persons involved and a recap of the action taken during the informal charge state. Within five (5) working days after receiving the complaint, the coordinator shall state a decision in writing to the complainant, with supporting evidence and reasons. In addition, the coordinator will inform the Superintendent of the formal complaint and the disposition.

Level II – Within five (5) working days after receiving the decision at Level I, the complainant may appeal the decision to the Superintendent by filing a written appeal package. This package shall consist of the complainants’ grievance and the decisions rendered at Level I. The Superintendent will arrange for a personal conference with the complainant at their earliest mutual convenience. Within five (5) working days after receiving the complaint, the Superintendent shall state a decision in writing to the complainant, with supporting evidence and reasons.

Level III – If resolution is not reached in Level II, a similar written appeals package shall be directed through the Superintendent to the Board requesting a hearing before the Board at the next regularly scheduled or specially called meeting. The hearing before the Board may be conducted in closed session upon the request of either the Board or the complainant. Within thirty (30) working days after receiving the appeals package, the Board shall state its decision and reply in writing to the parties involved. For GCCS’s purposes, the decision of the Board is final.

Level IV – If the complainant is dissatisfied with the action taken by the Board, a written notice stating the reasons for the dissatisfaction may be filed with the state director of special federal instruction programs. The state director will initiate an investigation, determine the facts relating to the complaint, and issue notice of his or her findings within

thirty (30) days to the GCCS and the complainant. If the findings support the action taken by GCCS, such action will be confirmed. If the findings support the allegations of the complainant, GCCS will be directed to take corrective action. An appeal of this decision can be made within ten (10) days to the Deputy Commissioner of Education. Within thirty (30) days after receiving an appeal, the Deputy Commissioner of Education will render a final administrative decision and notify the complainant and all other interested parties in writing.

INSTRUCTIONAL SERVICES

Instruction of Migrant Students

Policy 6274

Identification

A child is a “migratory child” and is eligible for the Migrant Education Program (MEP) if all of the following conditions are met:

1. The child is not older than 21 years of age;
2. The child is entitled to a free public education (through grade 12) under State law or is below the age of compulsory school attendance;
3. The child is a migratory agricultural worker or a migratory fisher or has a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher.
4. The child moved within the preceding 36 months in order to seek or obtain qualifying work, or to accompany or join the migratory agricultural worker or migratory fisher identified in paragraph three above, in order to seek or obtain qualifying work; and
5. The child has moved from one District to another.

Potential migrant students will be identified through a question on the school enrollment form. If it is indicated that a potential migrant student is enrolling, GCCS will notify the Missouri Department of Elementary and Secondary Education MELL Director and request assistance with the identification of the student.

Services

If a migrant student is identified by the MELL office, GCCS will be responsible to:

1. Assess the educational, health, and social needs of the identified student and develop objectives to address those needs so that migrant children meet the same challenging State academic content standards and academic achievement standards that all children are expected to meet;
2. Provide advocacy to allow children and families to gain access to health, nutrition, and social services;
3. Review existing programs and resources to determine which can help meet the needs of migrant children and assure that the children have access to them;
3. Provide professional development activities for teachers to improve the quality of education for migrant children; and

4. Provide opportunities for participation of migrant parents in the educational activities of their children.

INSTRUCTIONAL SERVICES

Student and Classroom Observations

Policy 6290

While GCCS acknowledges that some educational benefit may be derived from third parties wishing to conduct classroom observations for research purposes for educational products or services, it is the responsibility of GCCS to protect the privacy of all students.

Requests for observations by an outside educational or clinical professional must be submitted in writing to the Superintendent for consideration at least two weeks in advance of the requested observation. The request must include the name and credentials of the professional who will be observing the classroom, the purpose of the classroom observation, the data that will be collected and a certification that the third party will comply with the Family Educational Rights and Privacy Act ("FERPA") and any other applicable state or federal laws pertaining to student privacy. In addition, the third party may be required to execute a confidentiality agreement.

The Superintendent must provide parents of students in the classroom written notice of a third party's desire to observe the classroom, and parent concerns regarding outside observers shall be taken into consideration in the decision whether or not to allow the third party to observe the classroom.

If the outside professional is approved for the observation, all data collected shall be provided to the Superintendent.

Upon request, the Superintendent may, at the Superintendent's discretion, grant permission for visits by outside service providers who currently provide private educational or therapy services to a current student. To minimize disruption to the instructional program, outside service providers must comply with the guidelines for all visitors plus the following additional guidelines: (1) the third party must currently provide educational or therapy services to the student; (2) provide the School leader or other authorized school leader an appropriate Release of Confidential Information under FERPA, signed by the parent or guardian; (3) have the parent or guardian coordinate the observation date and time; (4) limit the observation to one hour unless an extended time period has been granted in advance of the scheduled observation; and (5) conduct the session in such a manner that allows the regular school program to continue during the visit by refraining from engaging the attention of the teacher or student(s) through conversation or other means.

INSTRUCTIONAL SERVICES

School Library

Policy 6310

The Board believes that it is the responsibility of the GCCS's library and media center to provide materials which reflect the ideals and beliefs of religious, social, political, historical and ethnic groups, and their contributions to American and world cultures. Materials will be selected which are related to and support the GCCS's curriculum. Selection of and access to library and media materials will be based upon the contribution to the education program and the age appropriateness of the materials.

Intellectual Access

The library and media program serves as a point of access to information and ideas for students as they acquire critical thinking and problem-solving skills. Students and educators served by the library and media program should have access to resources and services free of constraints resulting from artificial barriers. Artificial barriers should not prevent students from accessing and using resources except as defined by GCCS Policies, including but not limited to selection, acquisition and Internet usage policies and regulations.

Confidentiality

GCCS recognizes the need for confidentiality of school library records. Therefore, no person will release any library record of any student, faculty or other library user to any third party except as provided by law.

INSTRUCTIONAL SERVICES

Internet Safety Policy

Policy 6320

It is the policy of the School to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Access to Inappropriate Material

Technology protection measures shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Internet Safety Training

In compliance with the Children's Internet Protection Act, each year, all students will receive internet safety training which will educate students about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms, and cyberbullying awareness and response.

Inappropriate Network Usage

Steps shall be taken to promote the safety and security of users of the GCCS's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision and Monitoring

It shall be the responsibility of all GCCS employees to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet Protection Act. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Superintendent.

INSTRUCTIONAL SERVICES

Evaluation of Instructional Programs

Policy 6410

The Board believes that maximizing the quality of GCCS services and administrative decision-making requires the regular evaluation of all GCCS programs. Evaluations may identify the success of GCCS programs in meeting their objectives. Utilization of program evaluation should result in the improvement of School programs and will provide data for Board and staff decision-making. The Superintendent is directed to develop procedures for program evaluation and reporting.

GCCS utilizes a computer-managed benchmark testing system for collecting and compiling test results and achievement data that correlate with the Show-Me Standards, Grade Level Expectations (GLEs) and course objectives. This information will be used to interpret and analyze the equity, effectiveness, and efficiency of the curriculum and instructional methodology. GCCS uses this interpretation and analysis of the benchmark data to determine disaggregated subgroup level or undereducated student level. The Administration shall keep the Board informed of the information and date received to allow the Board to assess the academic progress and achievement of GCCS's students.

INSTRUCTIONAL SERVICES

Test Security

Policy 6420

All standardized testing materials shall be stored, distributed and collected according to procedures that insure the security and authorized access to test booklets. The Superintendent shall designate a GCCS test coordinator who will direct the administration and security procedures for each testing site.

Teacher Responsibilities for Test Administration

Prior to the administration of any GCCS or State standardized test, the Principal will review with the teachers the testing guidelines that they and the students are to follow. The Principal shall distribute this policy and any other testing guidelines to all teachers, require them to sign and return one copy and keep a copy for their files.

The guidelines listed below are examples and not all inclusive:

1. Teachers shall not to review the test questions or content prior to its being given to the students.
2. Teachers shall not to give any assistance to the students during the administration of the test.
3. Teachers shall review only the purpose of the test, the directions, the time restraints and what the students are to do upon completion of the test.

Violation of these and other administrative testing guidelines by the teacher may result in disciplinary action against the teacher, up to and including termination.

INSTRUCTIONAL SERVICES

Statewide Assessments

Policy 6440

All students will participate in statewide assessments. The Administration will annually develop an assessment schedule for the current school year. The testing schedule will list the assessment instrument to be administered and the students who will be administered each test or assessment instrument. This Policy and the assessment schedule will be given to each student as well as their parent or guardian at the beginning of each school year. In addition, a copy of this Policy and the assessment schedule will be available to the public in the Principal's office during normal business hours.

INSTRUCTIONAL SERVICES

Grading and Reporting

Policy 6450

Grading

The Board shall vest responsibility in the Superintendent for developing a grading scale which comports with the school's instructional philosophy, curriculum, and state mandates.

Teachers shall use a variety of methods to assess student progress.

Reporting

A report card will go home every quarter.

The report card shall provide accurate reporting of student progress against academic and other standards based on qualitative and quantitative evidence collected on classroom work, projects, tests, quizzes, performance-based tasks, observations, and other evidence.

Cumulative grades shall be transferred to students' individual permanent school record and report cards and permanent records shall be maintained in the student's files according to the adopted records retention schedule.

Teachers are expected to maintain regular communications with parents by providing timely return of graded classwork and convening informative student conferences.

INSTRUCTIONAL SERVICES

Proficiency/Competency-Based Credit

Policy 6451

Opportunities to Earn Credit Beyond the Traditional Classroom Setting

The District will follow the state definition of offering non-traditional credit.

Typically, high school credits are defined as seat time by a Carnegie Unit, however non-traditional methods for earning credit provide unique opportunities for students to get a head start on applying academics to postsecondary goals. School districts/charters may seek to award credit through means other than time-fixed terms, semesters, or school years. Possibilities may include awarding credit based on demonstration of the knowledge, skills and competencies deemed equivalent to that which would be gained in a more traditional class setting. Alternate ways for earning high school credit include virtual education, off-campus programs, proficiency/competency credit, and embedded credit. (Missouri DESE Graduation Requirements Guide—May 2018, p. 12)

In order to provide access to non-traditional educational opportunities for students and to promote providing credit for educational skills that students already possess, or gain through non-traditional means, the District is directed to develop procedures for awarding credits to students based on demonstrated proficiency across a range of skills and knowledge. Once non-traditional opportunities to earn credit arise, the school will inform the state of the procedures to award credit and follow the guidelines as directed by DESE in the Missouri DESE Graduation Requirements Guide.

The District recognizes three categories of credit for non traditional learning:

1. Credit by testing
2. Prior experiential learning
3. Extra institutional learning

The following general conditions apply:

1. Awarded credits are subject to staff review and approval.
2. Students must register for the current or upcoming quarter before the process of awarding non-traditional credit begins.
3. Type of credit for attaining required credits toward graduation could include a range from credit recovery work through accelerated learning.

General Procedures

1. The school will provide an application form—Request to Award Non-traditional Credit.
2. Designated GCCS staff will review the application.

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3. Designated GCCS staff will approve the award of credit and inform the Counselor.
4. The Counselor will add credit to the transcript based upon approved credit.

Credit by Testing

The type of test and test score determine the amount of credit awarded.

1. Students submit an official copy of their test scores and the Request to Award Non-traditional Credit form, following the process indicated on the form.

Prior Experiential Learning

This includes knowledge and skills acquired through experience alone. A faculty member evaluates (subjectively) a compilation of work submitted in a portfolio. GCCS awards credit based on the following:

1. Students work directly with their faculty adviser to develop the requirements needed to complete a portfolio.
 - a. The award of credit for prior experiential learning is entirely subject to faculty availability and approval, and the school does not guarantee faculty availability for all circumstances or subject areas.
 - b. Once students develop a plan with the faculty adviser, they submit the application form—Request to Award Non-traditional Credit—and follow the process indicated on the form.
2. The portfolio review must demonstrate that the student possesses the same knowledge and skills as do students who enroll in and successfully complete the specified course.

Extra-institutional Learning

This includes knowledge and skills acquired through non-traditional means, including credits earned through correspondence courses, courses delivered primarily through electronic media, such as satellite video, cable video, computer-driven, online courses, or external institutions.

External Institutions—Learning & credit could be attained outside the institution and objectively verified through third-party institutions or certifications. This includes industry-recognized testing/training, and crosswalks.

INSTRUCTIONAL SERVICES

Proficiency/Competency-Based Credit World/Foreign Language Credit

Policy 6452

World/Foreign Languages

The board recognizes the value of preparing students to be global citizens with the skills to communicate in English and other World/Foreign languages. In our state's diverse communities, it is not unusual for students to have various opportunities to develop language skills, for example, through experiences of using the language at home, attendance at language programs offered in the community, learning online or time spent living abroad. GCCS encourages students and their families to take advantage of any language learning opportunities available to them.

To enable students to fully benefit from the advantages of multilingualism, GCCS will encourage students to learn to understand, speak, read and write at a high level of language proficiency. Proficiency can also be demonstrated in languages that are only spoken.

In order to recognize the language proficiency of students, the Superintendent and Administration is directed to develop procedures for awarding World/Foreign language credits to students based on demonstrated proficiency across a range of language skills. Though proficiency/competency based learning might differ from the traditional classroom, awarding credit to students with language skills in a Language Other Than English (LOTE) will be based on a quality proficiency based credit system.

Procedures

World (Foreign) Languages Credit for Proficiency/Competency

Definition

For purposes of this procedure, a world language is defined according to the definition used by the American Council on the Teaching of Foreign Languages (ACTFL) as "a form of communication, essential to the culture of a community, with a system of sounds, letters, symbols, and/or signs recognized and utilized by humans."

Demonstrating Proficiency/Competency in a World Language

GCCS will manage the assessment process so that students seeking competency based credit can demonstrate proficiency and competency across language skills. Assessments will be aligned to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. GCCS will select the appropriate assessment instrument(s) from the following:

1. Standards-based Measurement of Proficiency (STAMP) in reading, writing, and speaking (and listening, if available) for all languages for which it is available (as of 2018 — Spanish, French, German, Italian, Japanese, Chinese, Polish, Russian, Korean, Hindi, Hebrew and Arabic). STAMP is offered by Avant Assessment (<http://avantassessment.com>).

2. American Council on the Teaching of Foreign Languages (ACTFL) assessments Oral Proficiency Interview (OPI) or Oral Proficiency Interview Computer Based (OPIc) and Writing Proficiency Test (WPT) — for languages for which STAMP is not available or for which ACTFL assessments are deemed to be more appropriate. ACTFL assessments are offered through Language Testing International (<http://www.languageTesting.com>).

3. For languages that do not currently have any other nationally available proficiency based assessment, the district will work with local language community organizations and MELL Instructional Specialists to develop a collection of evidence process, such as LinguaFolio, that is aligned with ACTFL Proficiency Guidelines.

Determining Competency and Credit Equivalencies

GCCS will award one or two credits based on the student demonstrating an overall proficiency level according to the ACTFL Proficiency Guidelines as follows:

Standardized Assessments following the ACTFL Proficiency Guidelines:

- 1. Novice Mid – 1 credit**
~ Show title “Intro. to Spanish 1” credit on Transcripts

Score of Novice High and above – 2 credits

- 2. Novice High**
~ Show title “Intro. to Spanish 1” credit on Transcripts
~ Show title “Intro. to Spanish 2” credit on Transcripts
- 3. Intermediate Low**
~ Show title “Intro. to Spanish 2” credit on Transcripts
~ Show title “Native Spanish I” credit on Transcripts

*****Score of Intermediate Mid (or above) – 2 credits and “Native Spanish” Course Titles—Qualify for Seal of Biliteracy***

- 4. Intermediate Mid (or above)**
~ Show title “Native Spanish I” credit on Transcripts
~ Show title “Native Spanish 2” credit on Transcripts

Since students may demonstrate varied levels of proficiency across skills, credits will be awarded based on the lowest common level of proficiency demonstrated across the skill areas.

Offering Testing Opportunities

GCCS will manage the assessment process so that students have multiple opportunities to take or retake the assessment required to demonstrate proficiency. Assessments will be offered in a proctored setting with appropriate technology within district buildings, primarily at the High School location.

Assessment Costs

GCCS will set a fee for the assessments to cover administrative costs, test fees, or proctoring. GCCS will offer financial assistance to students who demonstrate need, such as qualifying for free or reduced price lunch. Although the cost of individual tests vary, GCCS will set a flat fee at the lowest cost for all students. Current fees and financial assistance information are available from the ESOL department.

Reporting Results

GCCS will receive official test results for each student participating in the assessment process. GCCS will provide a letter to the student with a copy of the test results and an indication of how many world language credits, if any, may be awarded. If requested by the student, or a staff member, GCCS Counselors will ensure that world language credits earned are posted on the official transcript. A letter grade of “A”/4.0 will be posted to the transcript for proficiency/competency in a world/foreign language for each level of credit earned (for a maximum of 2 credits), based on the previously stated ACTFL Proficiency Guidelines, as previously designated in this Policy.

Criteria for Awarding High School World/Foreign Language Credit for Proficiency/Competency Based Credit

Assessment Criteria	Number of Credits Awarded	*Course Titles for Transcript	Grade Awarded for earned credit
Novice Mid	1	<i>Intro. to Spanish 1</i>	<i>“A”/ 4.0</i>
Novice High	2	<i>Intro. to Spanish 1</i> <i>Intro. to Spanish 2</i>	<i>“A” / 4.0</i> <i>“A” / 4.0</i>

Intermediate Low	2	<i>Intro. to Spanish 2</i> <i>Native Spanish I</i>	<i>"A" / 4.0</i> <i>"A" / 4.0</i>
**Intermediate Mid (or above)	2	<i>Native Spanish I</i> <i>Native Spanish 2</i>	<i>"A" / 4.0</i> <i>"A" / 4.0</i>

*For LOTE languages other than *Spanish*, please insert the target language tested for the Course Title on the Transcript.

**Student qualifies in LOTE criteria for the Missouri Seal of Biliteracy.

Graduation Requirements

The Board of Education for Guadalupe Centers Charter Schools establishes the following graduation requirements as a condition of receiving a diploma. The superintendent or designee will regularly communicate these requirements to students and parents/guardians and will recommend modifications to the Board when necessary.

A student must meet the following requirements in order to graduate from Guadalupe Centers Charter Schools, unless otherwise exempted.

Subject Area	Units of Credit	*Early College Units of Credit
Language Arts	4	4
Mathematics	4	3
Science	3	3
Social Studies	3	3
Fine Arts	1	1
Practical Arts	1	1
Physical Education	1	1
**Health	.5	.5
Personal Finance	.5	.5
***Foreign Languages (will count towards elective credit)	2	1
Electives	6	6
Total	26	24

* The total number of credits required for Early College students is 24 due to not being scheduled in classes when being transported between the high school and off site campuses.

** Health is embedded within Physical Education. Students taking Health as an embedded credit must take 1.5 credits of Physical Education.

*** Students with IEPs, late transfer students from other high schools, and Early College students may be excused from the Foreign Language requirement.

- Students must complete 25 hours of community service as part of the graduation requirement.
- According to Board Policy 6451, students may earn credits through experiential learning, competency-based credits, or proficiency on assessments. All alternative credits must be preapproved and aligned to a student's Individual Career and Academic Plan (ICAP)

- Have taken all required end-of-course (EOC) examinations. (DESE Graduation Guidance)
- Have received 30 minutes of cardiopulmonary resuscitation (CPR) instruction and training in the proper performance of the Heimlich maneuver or other first aid for choking. (§ 170.310, RSMo.)
- Pass examinations on the provisions and principles of American history, American institutions, American civics, and the Missouri and U.S. Constitutions. (§§ 170.011, .345, RSMo.)
- Successfully complete a course of instruction of at least one semester in length on the institutions, branches and functions of the government of the state of Missouri, including local governments, the U.S. government and the electoral process. (§ 170.011, RSMo.)

Exceptions

1. Graduation requirements for a student with a disability receiving special education services pursuant to the Individuals with Disabilities Education Act (IDEA) may be determined according to the student's individualized education program (IEP). Any specific graduation requirement may be waived if recommended by the student's IEP team. (DESE Graduation Guidance)
2. Students with Limited or Interrupted Formal Education (SLIFE), students transferring without records, transfer students from charter schools, private or parochial schools, home schools, unaccredited schools, and schools in other states or countries may graduate upon successful completion of an individual career and academic plan (ICAP) which school officials, parents, and students agree will allow the student to graduate college or career ready, even though the program of studies may not include 24 units of credit per DESE Graduation Requirements. (DESE Graduation Guidance)
3. The district will waive the requirement to pass examinations on the provisions and principles of American history, American institutions and the Missouri and U.S. Constitutions for students who transfer from a school outside Missouri if they can document the successful completion of a course of instruction in the institutions, branches and functions of state government, including local governments, the U.S. government and the electoral process. Such instruction must have been completed in grades nine through twelve. (§ 170.011, RSMo., DESE Graduation Guidance)
4. Eligible students who successfully complete the Missouri Option Program will be awarded a high school diploma. (5 C.S.R. 20-500.330)
5. When transfer students are unable to meet Guadalupe Centers Charter Schools requirements, exceptions may be made by the superintendent or designee which will permit them to graduate if (a) they have done satisfactory work since the date of transfer, (b) they have been unable to meet specific requirements due to conditions beyond their control, and (c) they would have graduated from the former school had they not transferred.
6. There are no restrictions on the number of English Language Development (ELD) classes that can count toward graduation. Students completing Sheltered ELD content classes will receive content credit. ELD classes may qualify for English Language Arts credit. Mainstream courses may reflect English Learner modifications (e.g., ELD American History or ELD Chemistry, etc.).
7. Students may earn credit by other means as approved by the Board and in accordance with law.

Grade Placement, Issuance of Credit, and Variances for Students Who Transfer to Guadalupe Centers High School

The state graduation requirements cannot be applied with absolute uniformity in every situation, especially with student transfers. Therefore, the board of education has established reasonable, nondiscriminatory policies for determining grade placement of transfer students and recognizing credit from prior schools.

Transferring From	Grade Placement
<ul style="list-style-type: none"> ● Another public high school in a school district/charter accredited by the Missouri State Board of Education 	<ul style="list-style-type: none"> ● Accept credit, pursuant to Section 171.171, RSMo, and grade placement as stated on transcript.
<ul style="list-style-type: none"> ● A nonpublic high school or charter school in Missouri accredited by the AdvancED, Independent Schools Association of Central States (ISACS), or the University of Missouri Committee on Accredited Schools ● Private agency placement by public school district/charter for students with disabilities 	<ul style="list-style-type: none"> ● Accept grade placement and credit as stated on transcript and equated to the Carnegie unit as defined in Missouri.
<ul style="list-style-type: none"> ● A public or nonpublic high school in another state accredited by that state's department of education, AdvancED or its equivalent, or ISACS or its equivalent agency 	<ul style="list-style-type: none"> ● Accept grade placement and credit as stated on transcript and equated to the Carnegie Unit as defined in Missouri.
<ul style="list-style-type: none"> ● An unaccredited public or nonpublic high school in Missouri or another state ● A charter public high school that is not accredited by the AdvancED or its equivalent ● Another country ● Home school ● Private agency placement by parents/guardians of students with disabilities 	<ul style="list-style-type: none"> ● Review reported courses and any available achievement test or other performance data. ● Interview students and parents. ● Administer formal and informal assessments if records are inadequate. ● Make a tentative grade placement decision based on available information. <ul style="list-style-type: none"> ○ If placement is ninth grade, students should be required to meet all state and local graduation requirements. ● Parents/guardians of home-schooled children must provide documentation as required in Section 167.031, RSMo.

To fulfill the graduation requirements for CPR, students must complete a 30 min training course in both cardiopulmonary resuscitation instruction, and training in the proper performance of the Heimlich maneuver or other first aid for choking.

Diplomas and Certificates

Students who complete the district's graduation requirements or are otherwise entitled to a diploma in accordance with law and district policy will receive a district diploma.

District Diploma for Coursework Completed in Other Districts

In accordance with law and DESE guidance, the district may be required to issue a diploma to students who did not complete their education in the district but who graduated based on the district's graduation requirements. Such circumstances include, but are not limited to, situations where a student in foster care transfers from the district to another school or district or a student in the household of an active duty member of the military transfers to another district, in accordance with law. (§§ 160.1990, .2000, 167.019, RSMo.)

Diplomas from Other Districts

Students in the household of an active duty member of the military, including students in the household of certain veterans who are deceased or injured as defined by law, who transfer to the district at the beginning of or during their senior year and who will not meet the graduation requirements of the district by the end of the senior year may receive a diploma from the school district they are transferring from if they are able to meet the graduation requirements of that district. (§ 160.2000, RSMo.)

Students in foster care who enroll in the district at the beginning of or during their senior year who cannot meet the district's graduation requirements by the end of the senior year, even after all alternatives have been considered, may receive a diploma from the previous school attended if they are eligible to receive a diploma from the previous school. (§ 160.1990, RSMo.)

Certificate of Attendance

Students with disabilities who reach age 21 or otherwise terminate their education and who have met the district's attendance requirements but have not completed the requirements for graduation may receive a certificate of attendance as directed by the student's IEP team. (DESE Graduation Guidance)

Career and Technical Education Certificate

In addition to receiving their graduation diploma, students may earn a career and technical education certificate (CTE) if they meet the standards created by the State Board of Education. (§ 170.029, RSMo.)

INSTRUCTIONAL SERVICES

E-mail Records and Electronically Stored Information

Policy 6530

Any e-mails that are pertinent and must be saved for an extended period of time to exceed one month shall either be 1) printed and physically filed in such a way that it will be easily retrievable or 2) saved directly to a file on one of the GCCS servers from which it will be easily retrievable. GCCS will regularly delete unnecessary e-mails on the GCCS's computer system, typically, on the first school day of each month during the school year.

Until GCCS's e-mail system can be equipped with such capabilities, all GCCS e-mail account holders shall regularly update their e-mail account by either saving necessary and pertinent e-mails to a GCCS approved storage device, printing them and filing them appropriately, or deleting unnecessary e-mails from their account. This process shall become a permanent and regular occurrence if the automatic deletion process is not implemented into GCCS's e-mail system.