



Gila Crossing community school

2020-2021 Parent & Student Handbook

Laveen, Arizona

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Dear Parents/Guardians:

Welcome to Gila Crossing Community School (GCCS), a place where families and community members gather regularly to support, celebrate, and honor the diverse achievements of all our children. The entire GCCS staff hopes to make this school year one of the most productive and enjoyable years your child will experience. With the caring guidance of dedicated staff, our students will make academic gains while developing critical life skills such as persistence and personal responsibility; these qualities are the foundation for lifelong learning.

Raising and educating children can be a challenging task. As such, we welcome your partnership in the important job of educating our community's children. Continuous communication between home and school is paramount to the success of our educational program. As parents/guardians and family members, you are encouraged to be actively involved in your child's education by talking to your child about school, volunteering whenever possible, and participating in the Parent/Teacher Organization (PTO). This partnership will help contribute to our students' mastery of the core curriculum while shaping our young people into considerate and responsible citizens. We look forward to celebrating with you our students' achievements. The GCCS Handbook is written to share important information regarding school policies and procedures. Please read it carefully and share the information with your child. We look forward to joining with each of you, as we all work to provide your child with the best possible education. Please feel free to contact us with questions, comments, and recommendations.

Sincerely,

The Gila Crossing Community School Staff



General Information

Motto

Believe You Can!

Vision

Gila Crossing Community School, works together to promote a safe and healthy learning environment through Himdag, our way of life, and through academic excellence.

Mission

We will honor our languages, the teachings of our elders, and our Ak'imel O'otham and Pee Posh culture. We will empower every student to achieve their highest potential in academics and culture. We will provide a variety of learning opportunities to ensure all students become successful and productive community members.

We will welcome and encourage local involvement to strengthen the Ak'imel O'otham and Pee Posh community.

We will treat everyone with respect.

Core Values

Safe- We believe everyone has the right to feel safe within the GCCS learning environment.

Organized- We believe in a system that through the organization allows parents to be knowledgeable about their students learning. We believe in being proactive in helping students develop skills that they will carry forward in the future.

Accountable- Each person at GCCS is accountable for growing and supporting the social, emotional and academic skills and developing the Himdag.

Respectful- At GCCS we recognize that everyone deserves the right to be respected not only for their heritage but for their beliefs and their abilities.

AdvancEd/Cognia Accreditation



GCCS was accredited by AdvancED on March 8, 2004.

AdvancED (now known as **Cognia**) is a non-profit, non-partisan organization that conducts rigorous, on-site external reviews of Pre-K-12 schools and school systems to ensure that all learners realize their full potential. Their expertise is grounded in more than a hundred years of work in school accreditation, AdvancEDs goal is not to certify that schools are good enough but helps schools improve. The current accreditation expires, June 30, 2024.

<http://www.cognia.org>

Locations

School Campus

4665 W. Pecos Rd.
Laveen, AZ 85339
520-550-4834
Fax: 520-550-4252

Business Office & Transportation

4665 W. Pecos Rd
Laveen, AZ 85339
520-550-4834
Fax: 520-550-4242

Hours of Operation

Full Days

7:30 A.M. Arrival/Breakfast
7:55 A.M. First Bell
8:00 A.M. Late Bell (Marked Tardy)
School Starts at 8:00 A.M.
3:00 P.M. Dismissal for all students

Half Days

7:30 A.M. Arrival/Breakfast
7:55 A.M.
8:00 A.M. Late Bell (Marked Tardy)
School Starts at 8:00 A.M.
12:30 P.M. Dismissal for all students

SY 2020-2021 Holidays

Independence Day Holiday	July 3-4
Labor Day	September 7
Native American Day	September 18
Fall Break	October 5-9
Veteran's Day	November 11
Thanksgiving Break	November 26-27
GRIC Water Rights Day	December 10
Winter Break	December 21- January 5
Christmas	December 24-25
New Year's Day	January 1
Martin Luther King, Jr. Day	January 18
President's Day	February 15
Spring Break	March 8-12
Good Friday	April 2
Memorial Day	May 31

Gila Crossing Community School official website: <http://gccseagles.org>

Emergency Evacuations, Lockdowns, & Fire Drills

A crisis situation could result in a campus wide evacuation. For short-term evacuations we will follow our fire drill procedures and evacuate to the appropriate area. We practice fire drills on a monthly basis. Lockdowns are practiced once every quarter during the school year. In the event that the campus should experience a lengthy evacuation or lockdown, students and staff will be evacuated to a secure location. Parents/Guardians will be notified by automated text message. **We request all Parents/Guardians provide updated information to improve communication.**

School Resource Officer

Officer: Clifton Smith

SRO@gccseagles.org

C. 520-610-2662

Drug Free Zone

The purpose of the Drug Free School Zone is to guarantee a safe environment on and around the school campus. This will be accomplished through enhanced enforcement and prosecution of drug, weapon, and other criminal laws as well as through the use of drug and gang awareness programs. In cooperation with local law enforcement, nearby schools, prosecutors, parents/guardians and the community-at-large, our children and their teachers will be afforded the fundamental right to a safe educational environment. Arizona law A.R.S § 13-3411 provides for stiffer penalties for those caught selling, using, or possessing drugs within 1000 feet of a school campus. Law enforcement authorities will be notified in any situation where a person is suspected of violating A.R.S §13-3411.

Closed Campus

Students are to remain on campus from the time of arrival until after their last class of the day (3:00 P.M.). Students who leave school campus during school hours without permission will be subject to school consequences. Students who use school sponsored transportation to come to school must use school sponsored transportation to go home from school unless they are picked up by a parent/guardian or bring in a signed note.

Visitors & Volunteers

Anyone who visits the campus must sign in and out at the front office, provide identification, and wear a visitor badge at all times. If concerns arise, any visitor may be asked to leave.

Enrollment Procedures

Required Forms

- Birth Certificate
- Current Immunizations
- Certificate Degree of Indian Blood, *if applicable*
- If transferring:
 - Attendance Records
 - Withdrawal Slip
 - Last Report Card
 - Behavior/Discipline Record
 - If a prior incident is on file with another school or school, the parent/guardian and student must meet with the principal or Vice Principal. A behavior/attendance contract will be created and agreed upon.
- All families and students must read and agree to comply with the expectations set within this handbook. Agreement will be shown by the submittance of the required signature pages. Failure to do so will disallow your child from enrolling in Gila Crossing Community School.

Transferring & Withdrawing Students

If possible, please give the office staff three days' notice of any transfer or withdrawal of a student. Records will be transferred to a new school when GCCS receives a signed release of records from the parent/guardian or the new school. The school will follow and abide by the Family Education Rights and Privacy Act (FERPA) regulations in regards to the transferring and release of school records.

Explanation of FERPA available at: <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

COVID-19 (Coronavirus) and Gila Crossing Community School

The following procedures have been developed by the Leadership Team and adopted by the Board of Trustees in response to the COVID-19 pandemic. These policies and procedures will, in some cases, supersede others that address similar issues, including attendance. We will announce when these specific guidelines are no longer needed, and we will return to our normal operating procedures.

School-Wide and Bus Procedures for Responding to COVID-19

As we start the 2020-2021 School Year, the School recognizes that we are still facing a pandemic related to the outbreak of the 2019 novel coronavirus (COVID-19). Consistent with federal, state, and tribal efforts to protect public health and slow the spread of COVID-19, the School is implementing the policies and procedures set forth below in an effort to protect the School community, including students, parents, employees, volunteers, and visitors. Due to the significance of the health risks resulting from COVID-19, the School will enforce strictly these policies and procedures. Failure to comply with these procedures will result in consequences up to and including suspension and expulsion and exclusion from School property and activities.

While no set of protective measures is absolute protection against contracting COVID-19, the School will strive to do what it can to reduce the risks. We ask for your cooperation in doing the same.

For purposes of this policy, “symptoms” include fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, and/or diarrhea.

Criteria for Attending School, Riding the Bus, and Participating in School Activities

- a) Students and others who have symptoms and are awaiting results from COVID-19 testing will not be allowed to attend School, ride the bus, or participate in School activities. Once test results are received, the individual must comply with the following:
- b) If test results are negative, the individual will not be allowed to attend School, ride the bus, or participate in School activities until the individual meets all of the following criteria:
 1. No fever for at least 72 hours without the use of medicine that reduces fevers and
 2. Other symptoms have improved.
 3. Additionally, it is strongly recommended that the individual stay home and away from other individuals or under isolation until the above criteria are met.
- c) If test results are positive, the individual will not be allowed to attend School, ride the bus, or participate in School activities until the individual meets all of the following criteria:
 1. No fever for at least 72 hours without the use of medicine that reduces fevers and
 2. Other symptoms have improved **AND**
 3. At least ten days have passed since symptoms first appeared OR the individual has two negative tests in row at least 24 hours apart.

4. Additionally, it is strongly recommended that the individual stay home and away from other individuals or under isolation until the above criteria are met.
- d) Students and others who have symptoms and have not been tested for COVID-19 will not be allowed to attend School, ride the bus, or participate in School activities until the individual meets all of the following criteria:
1. No fever for at least 72 hours without the use of medicine that reduces fevers and
 2. Other symptoms have improved **AND**
 3. At least ten days have passed since symptoms first appeared.
 4. Additionally, it is strongly recommended that the individual stay home and away from other individuals or under isolation until the above criteria are met.
- e) Students and others who do not have symptoms and are awaiting COVID-19 test results will not be allowed to attend School, ride the bus, or participate in School activities. Once test results are received, the individual must comply with the following:
1. If test results are negative, the individual may resume attending School, riding the bus, and participating in School activities.
 2. If test results are positive, the individual will not be allowed to attend School, ride the bus, or participate in School activities until the individual meets all of the following criteria:
 - a. Ten days have passed since the test days without the development of any symptoms. If symptoms develop, the individual must follow the above instructions for individuals with symptoms **OR**
 - b. The individual has two negative tests in row at least 24 hours apart.
- f) Students and others who have been in close contact with someone showing symptoms of COVID-19 or who has tested positive for COVID-19 should stay home for 14 days and monitor for the development of symptoms. If no symptoms develop, they may attend School, ride the bus, or participate in School activities. If symptoms develop, they must follow the above instructions for individuals with symptoms.
- g) Students who ride a bus to School will be temperature checked before boarding the bus. Students who walk or are dropped off at School will be temperature tested in the front office, cafeteria entrance, or other location before being allowed to enter School. Students that have a temperature of 100 degrees or higher and/or are exhibiting symptoms will not be allowed on the bus and will not be allowed to attend School or participate in School activities until the criteria set forth above are met.
- h) An adult must be available in the house to receive a student (under age 12) who was refused boarding a bus or attending School for failure to meet the above criteria.

Requirements While Attending School, Riding the Bus, and Participating in School Activities

Students who meet the criteria for riding the bus, attending School, and participating in School activities must comply with the following requirements.

- a) Every student will wear his or her own mask while riding the bus. Students not wearing masks will not be allowed to ride school buses. An adult must be available in the house to receive a student (under age 12) who was refused boarding a bus because the student was not wearing a mask on the bus.
- b) Upon reporting to class, student masks will be removed and replaced with a face shield.
- c) At the end of the day, before leaving the classroom, students will wash and disinfect their face shields, store them in class and replace them with their personal mask in order to get back on the bus.
- d) To the extent feasible, students are discouraged from sharing materials and storage areas, especially those that cannot be easily cleaned. Students will follow School personnel instructions regarding such matters, including taking turns using and accessing materials and areas.
- e) Safety permitting, students may have recess and play on three rotating playgrounds. Approximately ten students per playground will be allowed, and students cannot switch between playgrounds.
 1. Students will gel in/gel out of recess for sanitization purposes and disinfecting of equipment will occur at end of day.
 2. Students will be encouraged to play non-touching games including hopscotch, soccer, shadow tag and other active games that promote safe exercise.
 3. Students may have to wear face shield while on recess and while playing.
- f) Students will eat meals in their classrooms while keeping their face shields on.
- g) Students will wash all parts of their hands often with soap and water for at least 20 seconds, especially after touching common surfaces.
- h) If students have to cough or sneeze, they must do so into the crook of their elbow or into a tissue that they immediately throw away. They must then wash their hands.
- i) Whenever possible, students must stay at least 6 feet away from other individuals.

Students who develop a temperature of 100 or higher or display symptoms while attending School, riding the bus, or participating in School activities will be sent home and will not be allowed to return until the student meets the **Criteria for Attending School, Riding the Bus, and Participating in School Activities**.

Students who fail to meet any of the above criteria or requirements, or fail to follow the instructions of School personnel regarding these or similar matters, will be subject to discipline including without limitation suspension, expulsion, and removal from School premises. If a student is sent home, a parent or guardian may be required to pick up the student from School.

The School may modify this policy or implement different or additional measures at any time, including modification of the School schedule, modifying the School calendar, implementing full-time or part-time online schooling, and altering attendance schedules.

Attendance

Regular school attendance is a requirement for successful learning. It is the most important factor in determining success. Daily attendance is the responsibility of the individual student and their families. Students should strive to be in school daily and to be on time. We invite parents/guardians to refrain from unnecessary checking out of a child during academic time.

- Full-day: If a student arrives after 1:00 P.M., attendance WILL NOT count for that day.
- Half-day: If a student arrives after 10:00 A.M., attendance WILL NOT count for that day.

**Athletics: If a student arrives after 10:00 A.M. on game days, student CANNOT participate in that day's game.

ON-LINE INSTRUCTION IS CONSIDERED PART OF A REGULAR SCHOOL DAY AND ATTENDANCE WILL BE TAKEN AND ABSENCES WILL ACCUMULATE.

Students are required to report to school and classes, **INCLUDING SCHEDULED ON-LINE CLASSES**, on time and remain on the school campus, **OR IN THE ON-LINE CLASSROOM**, during regular school hours unless excused by school administration.

Consequences may be imposed by the school when students have regular problems with both absenteeism and tardiness.

Excused Absences

Excused absences are defined as absences that the parent/guardian has notified the school about in writing or by phone. Unless written or oral notice has been given to the school in advance, it is the parent's/guardian's responsibility to contact the school office by telephone (520) 550-4834 by 8:45 a.m. each day the student will be absent. If this is not done, the school office will attempt to contact the parent/guardian.

Any oral or written excuse must include the date or dates absent (morning, afternoon, or all day). A written excuse must always have the signature of the parent/guardian; the office may occasionally telephone parent/guardian to confirm written excuses. It is the student's and parent's/guardian's responsibility to see that the school is contacted about a student's absence. Students returning to school whose parents/guardians have not contacted the school will have a maximum of one school day to do so. At the end of one day or within 24 hours of the absence, the absence will be unexcused.

A student who is ill with what appears to be a flu-like illness with high fever, vomiting, joint pain, diarrhea and other symptoms similar in nature should stay home and will not be admitted into school until after a normal temperature has been reached for at least 24 hours. All absences for an occurrence of a flu-like illness will be counted as 1 full day regardless of the duration of the event to ensure that a student does not return to school before the illness has run its course and the student is no longer exhibiting flu-like symptoms. Students who accrue 3 or more consecutive days of absences related to flu, a flu-like illness, a surgical procedure, or an accident causing an extended period of recovery from an injury will have those days counted as 1 for the purposes of attendance.

Parents/guardians are required to contact the school office in the event of an extended absence and have that absence noted in Infinite Campus.

School-sponsored Absences

School-sponsored absences are defined as when the student is absent from school for the purpose of representing the school in a school activity. The student is not counted absent for this but is responsible for making up missed work. Make up work is to be completed 2 days after a single absence, or at an appropriate time for an extended absence (2 school days for each day of absence).

Tardiness

Tardiness is defined as a student who is not in their assigned room when the bell rings shall be considered tardy. Tardies will be of two classifications – unexcused tardies and excused tardies.

***ALL STUDENTS MUST BE ACCOMPANIED AND SIGNED-IN BY A PARENT/GUARDIAN if/when the child is late, and was not riding the bus. ***

Oversleeping is not an excused tardy. Excused tardies will be granted in case of a student getting to school late because of bad weather, car trouble, or some home emergency. Students arriving late to school on the bus will not be counted tardy on the permanent record. Should a student arrive at school late and feels there are grounds for an excused tardy, the student should report to class, and then have student's parent/guardian contact the Administrative Assistant by the next morning. If a student is tardy, the teacher will record the tardy. The principal and attendance clerk will track these tardies on Infinite Campus and when a student has 3 in a 9 week period, the student may serve detention at the discretion of Administration. Students who are checked out early 3 times in a 9 week period may serve detention at the discretion of Administration. Should a student be kept late in a class at the teacher's request, the student should obtain a pass slip to present to the next teacher. Otherwise, the student will be marked tardy.

Tardiness is a serious matter, since it affects not only the student who is tardy but also teachers and all other students whose education is interrupted by late arrivals. Students who are tardy will need to report to the office if they are not in their class at 8:00 A.M. All Middle School students will follow the scheduled bell system for classes. Teachers will monitor students during class transition. Tardiness will be dealt with on a monthly basis using the following system:

- 1st-3rd Tardy/ies: Verbal Warning
- 4th-5th Tardy: Community Liaison will contact home and document
- 6th-7th Tardy: Administration will meet with student and parent/guardian to discuss potential consequences.
- 8th Tardy: Parent/ Guardian will meet with administration to complete an attendance contract.

Unexcused Absences

Unexcused absences are defined as absences where the parent/guardian has not notified the school, the student has left the school without permission, or the student is not in assigned class.

A student, who skips school without parent's/guardian's permission or checking out from the office, will receive a zero for the content missed. A student may be suspended in addition to this. A second skip, whether from a class or study hall, will result in a suspension.

Truancy

Parent/Guardian and Student Responsibility – Students are expected to attend school every day.

Policy – Students will attend all classes and required meetings unless instructed not to by administration.
ON-LINE INSTRUCTION IS CONSIDERED PART OF A REGULAR SCHOOL DAY AND ATTENDANCE WILL BE TAKEN AND ABSENCES WILL ACCUMULATE.

Students are required to report to school and classes, **INCLUDING SCHEDULED ON-LINE CLASSES**, on time and remain on the school campus, **OR IN THE ON-LINE CLASSROOM**, during regular school hours unless excused by school administration.

Parents/Guardians must provide a phone call or-in person visit to excuse a student’s absence. Other documentation (e.g., doctor’s note) is also accepted.

Documentation is required after 3 consecutive absences.

Reminder: Perfect (or “near perfect”) attendance is rewarded with special incentives.

Procedures

<u>Unexcused Absences</u>	<u>Action</u>
1-3	Auto Dialer call from the school
3-5	Auto Dialer call from the school, call from teacher Community liaison and letter sent for documentation
6	Home visit from Community Liaison with possible Attendance contract
7-9	Home visit from Community Liaison, possible truancy filed. Attendance Contract in place before return to school.
10 or more	Automatically dropped (opportunity to re-enroll with Attendance Contract)

ON-LINE INSTRUCTION WILL BE CONSIDERED AS A REGULAR SCHOOL DAY AND WILL BE CONSIDERED FOR TRUANCY WITH REGARD TO SCHOOL ATTENDANCE.

We follow the GRIC Truancy Handbook with respect to truancy. This resource defines truancy, the ordinances surrounding it, and our intervention process. The handbook’s contents are posted on our website @ <http://gccseagles.org>.

Student Attendance Incentive Plan

	Incentives
Monthly	Classrooms that earn letters to spell out the word EAGLE for each day that the entire class is in attendance will earn an Eagle Celebration.
Quarterly	<ul style="list-style-type: none"> ● Recognition at Reward assembly for Good attendance 95% (excused absences) ● Students will earn an opportunity to visit the special designated BIKE CORRAL in the EAGLES NEST.
Semester	<p>Students with 95% for the semester will be rewarded with a field trip. Field Trips may include:</p> <ul style="list-style-type: none"> ● Movie Theatre ● Amazing Jakes ● AZ Science Center ● Bowling/Skating/Hockey ● Main Event ● Splash Pad ● Music Museum ● Lego Discovery Center ● Sea Life Aquarium ● Gaming Truck rental for the day <p>These students will also be recognized at the Quarterly Awards Assembly in the gym. Parent/Guardian will be invited to reception immediately following festivities.</p>
End of the Year	<p>Students recognized each of the four quarters for their attendance will be rewarded with end of the year special incentive to include Parents/Guardian to include but not limited to:</p> <ul style="list-style-type: none"> ● Ice cream party ● Pizza party ● Special field trip ● Other special incentive <p>Students will also be recognized on the school Wall of FAME</p>

Academics

Student Academic Responsibilities

- Be prepared for class (Binders/Folders)
- Produce high quality work
- Complete all academic work as assigned
- Participate in class
- Ask questions
- Seek help (when needed)
- Study daily
- Do your best at all times

Academic Expectations

GCCS has high academic standards and expectations for its students. Any student who attends GCCS is expected to display his/her best effort at all times regarding academic performance. If a student is working at a level below expectations, interventions will be put into effect to help the student reach his/her full academic potential. These interventions may include but are not limited to academic support outside of reading and math blocks, after school tutoring, summer school, and when necessary, retention.

Primary grades will show student progression toward meeting the standards. The following terms will be used: Highly Proficient (HP), Proficient (P), Partially Proficient (PP), Minimally Proficient (MP).

Intermediate and Middle School grading will show student proficiency using A - F letter grades. Courses offered shall use the official GCCS grading scale to designate a passing or failing grade. See grading scale below:

<u>Letter</u>	<u>Percentage</u>	<u>GPA</u>
A	93-100	4.0
A-	90-92	3.667
B+	87-89	3.333
B	83-86	3.0
B-	80-82	2.667
C+	77-79	2.333
C	73-76	2.0
C-	70-72	1.667
D+	67-69	1.333
D	63-66	1.0
D-	60-62	0.667
F	0-59	0.0

Student Academic Incentive Plans for Kindergarten through 8th Grade

PRINCIPAL’S LIST	HONOR ROLL
All A’s or All Highly Proficient (K-2)	A’s + B’s or Proficient (K-2)
All Principal List students with no behavior write-ups will also be recognized at the Quarterly Awards Assembly.	All Honor Roll students with no behavior write-ups will also be recognized at the Quarterly Awards Assembly and will be invited along with the parent/guardian to a reception immediately following festivities.

8th Grade Promotion Incentive

VALEDICTORIAN	SALUTATORIAN
The Valedictorian will receive an iPad + \$300 toward high school necessities (clothes, supplies and/or technology). GCCS staff member will accompany the student to purchase items.	The Salutatorian will receive an iPad + \$150 toward high school (supplies, clothes, and/or technology). GCCS staff member will accompany the student to purchase items.

Assessments

Arizona’s State Assessment Instrument

AzM2

- Required state assessment
- Administered in April
- Given to students in grades 3-8
- Individual scores given to parent/guardian

School Assessments

- Galileo Benchmark Assessments K-8
- District Assessments
- DIBELS K-6
- Weekly Formative Assessments K-8
- Additional assessments given by teachers at the end of each topic/unit of study

Culture & Language Assessment

A pre-post assessment will be administered to measure yearly student progress.

Report Cards

Each child’s educational progress is evaluated regularly and reported to parents/guardians four times each year. Report cards will vary with the child’s grade level and, in most cases, includes a report of the child’s effort and behavior as well as a grade.

Progress Reports

In addition to the formal nine-week Report Card, a Progress Report will be issued at approximately the middle of each nine-week grading period. Both the Report Card and Progress Report must be signed by the parent and returned to each student's homeroom teacher.

Homework

The purpose of homework is to provide additional practice on previously learned skills or to enrich classroom experiences. It also encourages the student to develop effective study skills, self-discipline, work ethics, and individual discovery habits. It may include collecting information, sharing ideas with parent/guardian, and projects/assignments, in which students must use their time in creative thought. The amount of daily homework will, of course, differ by grade level and age of students.

Suggested Homework Times:

- K-2 may have up to 30 minutes
- 3-5 may have up to 45 minutes
- 6-8 may have up to 60 minutes

Make-up Work

Upon an absence, it is suggested that a student request make-up work. However, it is the responsibility of the teacher to have any make-up work in an organized accessible location for the students, and for the student's teacher to provide make-up work after a student returns to school. Students will have the same amount of time equivalent to the number of days they were absent to complete and turn in missed assignments or assessments.

Retention

Every attempt will be made to ensure every student has the necessary skills to promote to the next grade. However, a student may be required by the principal to attend various programs which may include before, during, and after school interventions and/ or summer school before being promoted to the next grade. If a student is required, the student must meet all the requirements set forth by the summer school program. For example, in the four-week summer school program, students are not allowed to miss more than two days. If a student misses more than two days, the student will be dropped from the program and if required to attend summer school to be promoted, may be held back because of continued academic deficiency. Students who receive exceptional student services may only be retained after a decision by the student's Individualized Education Plan (IEP) team.

General Considerations for Retention

- Parent/Guardian will receive the official Notification of Possible Retention Letter by end of 2nd Quarter.
- The school-based student support team (MTSS), IEP Team and/or the school principal/designee will review the teacher's recommendation.
- Teacher and administration are responsible for determining whether the grade level (K-8) standards have been met for any particular student.
- Official notifications will be sent home if student will be retained or in need of summer school.
- Parent/guardian who disagrees with the school's decision regarding promotion/retention may request that the School Administration review the decision. The request must be in writing and submitted to the Principal or Special Education Director's office within 20 working days from the last day of the school calendar year. The parent/guardian will be notified of the date, time, and place that the School Administration will conduct its review, and be provided with a written copy of the School Administration's decision.

Special Education Services

Special Education students attending GCCS are expected to follow the school's attendance and discipline policy. An exception to the attendance policy will be made if a student's multidisciplinary team determines that a condition of the student's disability impacts the student's ability to adhere to the school's attendance and discipline policy. The Individualized Education Program (IEP) will document the disability and address an individualized attendance plan and behavior plan.

Individuals with Disabilities Education Act (IDEA) of 1997 (P.L.105-17)

The Individuals with Disabilities Education Act (IDEA) of 1997 (P.L.105-17) includes Procedural Safeguards to protect a parent's/guardian's rights and his/her child with a disability, as well as give families and schools a way to solve disagreements. Section 601(a)(1)(A)(B)

- A detailed copy of these rights will be provided to the parent/guardian once a year or upon request.
- The parent/guardian has the right to receive written prior notice on matters regarding the identification, evaluation, or educational placement of his/her child, of the provision of a Free Appropriate Public Education (FAPE). Sec.615(b)(3)
- The parent/guardian has the right to obtain an independent education evaluation of his/her child. Sec. 615(b)(1)
- The parent/guardian has the right to request in writing a due process hearing on the identification, evaluation, educational placement or FAPE, which must be conducted by an impartial hearing officer. The parent/guardian must notify the school and either the BIA Agency/Area Education Office or the Office of Indian Education Programs at (505) 248-7529 when the parent/guardian intends to request a due process hearing. Sec. 615(b)(7) and Sec. 615(f)(1) & 615(g)
- The parent/guardian has the right to give or refuse consent before his/her child is evaluated, reevaluated or placed in a special education program for the first time. The parent/guardian also has the right to revoke that consent at any time. Sec. 614(a)(1) & 615(a)(C)(1) & 614(c)(3)
- The parent/guardian has the right to see and examine all of his/her child's educational records. Based on the requirement of FERPA. Sec. 615(b)(1)
- The parent/guardian may request mediation to resolve disagreements about his/her child's education through the BIA voluntary mediation process. Sec. 615(e)
- The parent/guardian has the right to present complaints on any matter relating to the identification, evaluation, educational placement, or the provision of FAPE for his/her child. Sec. 615(b)(6)
- The parent's/guardian's child has the right to remain in his/her current educational placement with specific exceptions unless the parent/guardian and the school agree otherwise, while administrative or judicial proceedings are pending. This placement is known as the "stay-put" provision. Sec. 615(j) & 602(15)(C)
- The parent/guardian has the right to bring civil action in Federal Court to appeal a final hearing decision. Sec. 615(1)(2)
- The parent/guardian has the right to reimbursement of reasonable attorney's fees from a court for actions or proceedings brought under IDEA, if the parent/guardian prevails. Attorney's fees may be reduced or denied, under certain circumstances. Sec. 615(1)(3)
- The parent/guardian must notify the BIA Agency/Area Education Office when the parent/guardian intends to remove his/her child from school and place him/her in a private school at BIA expense if FAPE has not been provided. Sec. 612(a)(10)(C)(iii)

Discipline Procedures for Special Education Students

Students who are receiving special education services *or under consideration* for special education services are afforded certain due process protections in disciplinary matters:

- Students in special education may not be deprived of access to their special education services for more than 10 days in a single school year. Normally this would occur through school suspensions, but may also include in-school suspensions where no access to services has been granted. Beyond the 10 school days, the school is obligated to provide appropriate special education services.
- If a special education student is under consideration for a change in placement or Least Restrictive Environment (LRE) due to a disciplinary matter, the school is obligated to conduct a manifestation determination meeting before any change is made.
- Students may, in some extreme cases, be suspended for up to 45 days, as long as a Manifestation Determination Hearing has been held, and they are still receiving the services required under their IEP.
- Parents should be provided with a written copy of their Procedural Safeguards at all disciplinary hearings that may result in a change of placement or LRE.
- *A more detailed explanation of these procedures is also on Page 33 of this Handbook.*

Native Language

Native language, when used with an individual who has limited English proficiency, means the following:

- The language normally used by that person, or, in the case of a child, the language normally used by the child's parent/guardian;
- In all direct contact with a child (including evaluation of the child), the language normally used by the child in the home or learning environment. For a person with deafness or blindness, or for a person with no written language, the mode of communication is what the person normally uses (such as sign language, Braille, or oral communication).

Dress Code

All students in preschool through eighth grade attending GCCS are expected to dress in the proper standard school uniform. It is the parent/guardian's responsibility to ensure compliance with the dress code. All students who attend GCCS must dress in accordance with the dress code.

The clothing may not be altered in a manner that includes but is not limited to **slits and shredded hems**. The standard school clothing shall be:

TOPS

- Maroon or white collared shirts or GCCS school shirt only. All other shirts are prohibited.
- Undershirts must be black or white and must be tucked in under uniform shirt.

SWEATERS/SWEATSHIRTS

- **Solid** black, blue, maroon, white, or khaki-colored only. The following will not be allowed:
 - HOODS
 - **LOGOS, INSIGNIAS, PICTURES or MESSAGES**

BOTTOMS

- BLUE or BLACK JEANS, or other solid black, blue, or khaki-colored slacks, shorts, jumpers, skorts, capris and/or skirts ONLY. that are not ripped, torn, tattered or otherwise altered in any way. Shorts and skirts should be no more than 2 inches above the knee. Blue, black or white Leggings may be worn under skirts/shorts, jumpers only.

The following will not be allowed:

- Sweatpants, Spandex, Jeggings and Yoga Pants
- Baggy or oversized clothing is not allowed. Clothing may not be more than one size too large, to allow for one-year's growth. No sagging of clothing is allowed. Belt must be worn around the waist.

ACCESSORIES

- BEANIES/HEADGEAR may be worn to and from school only (outside of buildings/classrooms). No headgear can be worn inside the buildings/classrooms. The following will not be allowed:
 - BASEBALL CAPS
- ALL OUTERWEAR jackets must be removed upon entering the classroom.
- SHOES must cover toes for safety reasons. The following will not be allowed: Heelies, flip-flops, slippers, slides, sandals or bare feet.
- PIERCINGS--No piercings are allowed other than ear lobes.
- HAIR--Color of hair must not be distracting.
- COSMETICS will not be allowed at school and will be confiscated.

Students not dressed in accordance with the dress code will be sent to the office. Office will notify the student's parent/guardian and inform the parent/guardian of the violation. All efforts will be made to bring the student into compliance. Students will be permitted to return to class based upon administrative discretion. Parents/Guardians will be notified of any sanctioned dress down days.

Student Expectations

Student Behavior

Every student has the right to be educated in a safe, respectful and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. The school environment should be characterized by positive interpersonal relationships among students and between students and staff. To that end, the school has adopted and implemented a school-wide Positive Behavior Intervention and Support (PBIS) program.

PBIS is based on research that indicates that the most effective discipline systems use proactive strategies designed to prevent discipline problems. Before consequences are given, students must first be supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior. This research also shows that there is a strong link between a positive school climate and academic success for all students when students clearly understand behavioral expectations.

Our school has developed and will annually revise a PBIS Plan that will include: teaching positive school rules; implementing a social emotional skills development and enhancement program; positively reinforcing appropriate student behavior; using effective classroom management; providing early intervention and support strategies for misconduct; and appropriate use of logical and meaningful consequences including the use of restorative practices.

In conjunction with our site's PBIS Plan, the GCCS Student Behavioral Expectations provide additional guidance to students, parents, caregivers, teachers, and administrators regarding appropriate behavior. It is only with the understanding, collaboration and cooperation of everyone who has a stake in the education of our youth that we can succeed in creating learning environments that are conducive to optimum academic achievement for all students.

Student Expectations

Students are expected to learn and model GCCS Student Behavioral Expectations, follow all school and classroom rules and demonstrate appropriate social skills when interacting with both adults and peers. When behavioral expectations are not met, the student is expected to work to improve behavior.

1. BE SAFE
 - I am responsible, like everyone else, for maintaining safety at school.
 - I engage in activities that are safe and use equipment appropriately.
 - I help maintain a clean and safe campus that is free of graffiti, weapons, and drugs.
 - I report any bullying or harassment.
 - I avoid conflicts and physical or verbal violence.
2. BE ORGANIZED
 - I take responsibility for my work
 - I am prepared each day with the materials to do my work
 - I maintain order in my personal and the classroom(s) areas
 - I return items to where they belong.
3. BE ACCOUNTABLE
 - I take responsibility for my actions.
 - I give my best in everything I do and participate.
 - I come to school regularly in uniform and on time, ready to learn.
 - I follow directions given by staff.

4. BE RESPECTFUL

- I choose how I respond to others.
- I treat others the way I want to be treated.
- I respect laws, rules, and school authority.
- I treat people fairly and respect their rights.
- I respect private and public property.
- I am honest with myself and others.

See Following Matrix for specific expectations within specific areas:

	S- SAFE	O-Organized	A-Accountable	R- Respectful
Classroom I will	-Walk -Keep hands and feet to self -Use appropriate body proximity	-Be prepared with materials/ work -Keep desk/ areas neat	-Participate in class -Be on time -Turn in work on time	-Respect others and their property -Use kind words -Interact using appropriate language
Hallways I will	-Keep hands to myself -Walk a safe distance from others	-Walk in a line -Face the front -Maintain order when moving from one class to the next	-Have a hall pass or an escort -Go directly to my destination	-Keep voice at normal level so others can learn -Maintain Respectful interactions
Common Area I will	-Keep hands and feet to self -Pick up things when done	-Put furniture and objects back where they go	-Return items that you were using	-Use soft level voices so others can learn
Cafeteria I will	-Walk at all times -Keep hands/ feet and objects to my self -Control physical actions	-Wait patiently in a quiet line. -Keep my food and garbage on my tray.	-Clean up your personal area including table and floor -Follow directions given by adults	-Say please and thank you. -Try new foods
Playground I will	-Use equipment the right way -Keep my hands to myself -Use appropriate body proximity	-Follow directions by adults the first time. -Play in the designated areas	-Use the equipment the right way -Follow the rules of the game -Return equipment properly	-Include everyone -Share the equipment -Use kind words -Walk away if I get angry -ask for mediation if necessary
Bathrooms I will	-Walk -Wash my hands -not enter if 3 inside	-Wash, Dry and good-bye -Throw paper in the garbage	-Use soap and water in an environmentally appropriate way -Dot, Dot- I don't use a lot (soap) - 1,2,3 save a tree (paper towel)	-Keep area clean -Use soft voices -Respect personal space
Buses I will	-Stay seated -Use quiet voices -Keep hands feet and objects to myself	-Keep aisles clear -Help maintain order	-Clean up after yourself -Help younger students stay safe -Control my physical actions	-Listen to adult directions -Share seat with others -Thank adults

Parent/Guardian Responsibilities

Parents/Guardian will take an active role in supporting the school's efforts to maintain a welcoming school climate.

1. Support the implementation of the school's PBIS Plan.
2. Be familiar with and review the GCCS Student Behavioral Expectations and school rules with their children.
3. Reinforce positive behavior and acknowledge their children for demonstrating appropriate conduct.
4. If misconduct escalates, parent/guardian will cooperate with the school as a collaborative partner to address student's needs.
5. Send the student to school prepared for work--with books, pencil, homework, and appropriate dress.
6. Ensure that the student attends school regularly and is on time.
7. Provide a home environment that encourages respect for the school and the learning process; provide a healthy environment with adequate nutrition, and rest.
8. Take corrective action when requested by the teacher or principal.

Teacher Responsibilities

Each teacher has a fundamental role in supporting a positive classroom and school. This includes utilizing effective classroom management strategies to create an environment conducive to learning and prevent misconduct.

The teacher is responsible for:

1. Defining, teaching, reviewing and modeling GCCS Student Behavioral Expectations and school rules.
2. Acknowledging and reinforcing appropriate student behavior.
3. Providing corrective feedback and re-teaching the behavioral skill when misconduct occurs.
4. Working with families in partnership to reinforce appropriate behavior (meeting, mailing correspondence, utilizing parent center as appropriate, etc.).
5. Teaching the district-approved and evidence based social emotional curriculum in elementary and middle schools (e.g. Second Step, LifeSkills Training, Steps to Respect).
6. Implementing and following the behavior support plan for students with or without disabilities available to all staff working with identified students. (CICO tier 2 and tier 3)
7. Utilizing and maintaining data in collaboration with administration and support personnel to monitor misconduct (e.g. CICO, MTSS).
8. Reporting behaviors to the school administrator or person responsible for discipline at the school-site for a student who engages in ongoing misconduct, despite appropriate interventions.
9. Assuming responsibility for all students of the school, not just those in individual classrooms.
10. In the event a student is placed in Classroom Suspension or In School Suspension, the teacher MUST provide the student with sufficient and relevant classroom work in order to keep the student engaged in learning.

Principal/Administration Responsibilities

Each school administrator is a role model and a leader. School administrators, in collaboration with instructional staff and community support, are responsible for establishing a caring school climate and safe environment by:

1. Ensuring that GCCS Student Behavioral Expectations and school rules will be taught, enforced, advocated, communicated and modeled to students, parents/caregivers, staff and community.
2. Annually developing and implementing a PBIS Plan consistent with the Positive School Climate Board Policy
3. Ensuring that ongoing accurate data are inputted into the district Infinite Campus student data base for all students.
4. Utilizing methods for recording, collecting and analyzing behavior/discipline information to monitor and evaluate data for ongoing decision making from the individual student through the school-wide student population.
5. Providing necessary training and support for staff and parents/caregivers in maintaining an environment conducive to learning.
6. Providing the implementation of the district-approved and evidence based social emotional curriculum in elementary and middle schools (ie. Bully Prevention in PBIS, LifeSkills Training, Steps to Respect).
7. Implementing the consistent application of reasonable alternatives to suspension, expulsion and suspended expulsions that include the use of equitable consequences consistent with law and district policy.
8. Collaborating and partnering with after-school programs and outside agencies when appropriate.
9. Assembling an ongoing collaborative team at the school (e.g. Student Study-MTSS Teams) (for Tier 2 and Tier 3) with appropriate staff and the parent/caregiver(s) to address behaviors for students who engage in ongoing misconduct, despite appropriate interventions, and designing and implementing an effective individualized behavior support plan that may include, but is not limited to: a. CICO (Check in check out)system b. Intensive behavioral supports and strategies c. Adapted curriculum and instruction d. Communication strategies e. Community agency referrals.

School Responsibilities

Creating a positive school culture, improving behavior and developing appropriate student discipline practices are top district priorities. All district staff shall teach, enforce, advocate, communicate and model Positive School Climate Policy by playing an active supportive role in assisting schools in the successful implementation of and ongoing compliance with this policy by:

1. Ensuring alignment and ongoing training of all district offices, programs, policies and initiatives with the Positive School Climate Policy.
2. Regularly identifying, developing, maintaining and coaching prevention and intervention activities consistent with PBIS.
3. Analyzing data, monitoring, and evaluating school practices in order to address situations where practices need to be strengthened.
4. Broadening the adoption and implementation of consistent alternatives to suspension and expulsion districtwide by ensuring that all site administrators participate in mandatory PBIS district training, coaching, and the use of uniform documents for the purposes of data collection.
5. Regularly overseeing the school's efforts to maintain relationships with outside community partners.

6. Training site in the use of and utilization of data in the allocation and provision of professional development in school-wide positive behavior interventions and support (PBIS) for new staff.
7. Developing and coordinating regular training for parent/guardian, behavior seminars for students, and professional development for all employees.
8. Addressing student needs in selecting appropriate placement options for the small percentage of students who do not respond to intensive interventions and who are not receiving an appropriate education on a comprehensive school campus. GCCS will use systematic data analysis as one indicator of the need for a more supportive and/or individualized environment.

Consequences for Student Misconduct

School discipline consequences strive to be consistent, reasonable, fair, age appropriate and matched to the severity of the student's misbehavior. Consequences that are paired with meaningful interventions, instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to connect their misconduct with new learning, participate in contributing back to the school community and more likely to result in getting the student re-engaged in learning. Any use of consequences should be carefully implemented with well-defined outcomes in order to provide the greatest benefit. Negative consequences are designed to provide feedback to the student that his or her behavior is unacceptable and should not occur again.

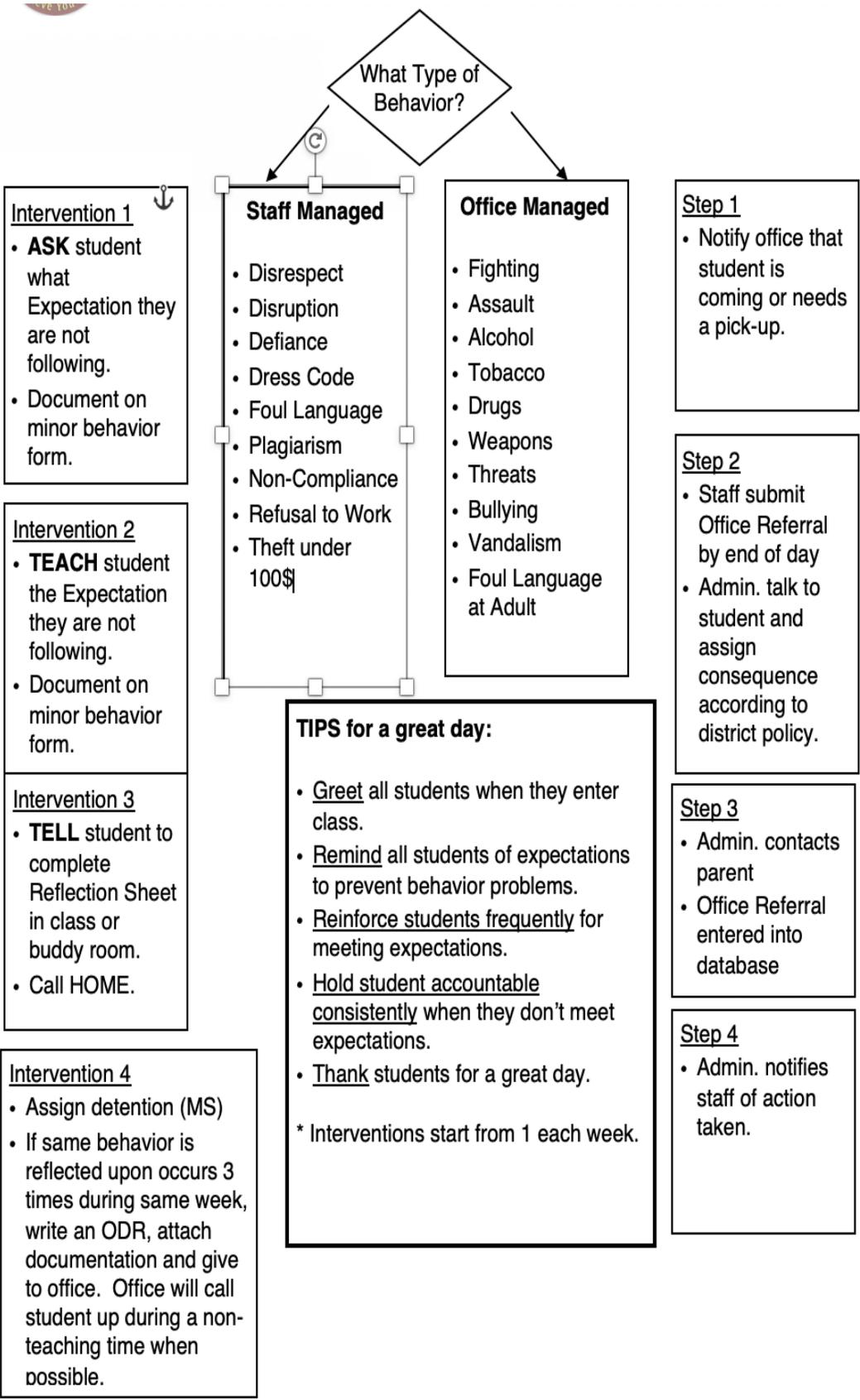
Staff is expected to follow the flowchart on Page 27, which shows the steps to be taken, depending upon the behavior. At Gila Crossing behaviors fall into two categories: minor and major. Each behavior is handled accordingly.

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Student Misconduct---PBIS

School rules are designed to protect all students. To protect the rights of all students, it is important that parents/guardians and students understand the consequences of misbehavior. At GCCS, we follow PBIS (Positive Behavior Intervention System) whereas behaviors are grouped into two specific types. There are MINOR behaviors and MAJOR behaviors. Each incident of student misconduct will be evaluated on a case by case basis. However, we also believe that appropriate and consistent consequences should be issued based on the details and severity of each incident. *Discipline Matrix is located in the Appendix section of this handbook.*

Disciplinary System for Major Behaviors or Documented Ongoing Minor Behavior

After the teacher has completed their in-class discipline matrix, the following range of consequences are recommended, but the administration may alter the process if personal judgment prompts alternatives best suited for the school or student.

- 1 point: Referral to Principal or Dean of Students for a conference, incident recorded, and phone call to the parent/guardian.
- 2 points: Referral to Principal/Behavior Specialist or Dean of Students for a conference, notice sent to parent/guardian, and lunch detention.
- 3 points: One (1+) day of suspension - Parent/guardian notification and written notice sent to parent/guardian.
- 4 points: Two (2+) days of suspension - Parent/guardian notification and written notice sent to parent/guardian.
- 5 points: Three (3+) days of suspension - Parent/guardian notification and written notice sent to parent/guardian.
- 6 points: Four (4+) days of suspension - Parent/guardian notification and written notice sent to parent/guardian.
- 7 points: Five (5+) days of suspension - Parent/guardian notification and written notice sent to parent/guardian.
- 8 Points: Automatic Expulsion Hearing before the Board of Trustees.

To protect the rights of all students, it is important that parent/guardian and students understand the consequences of misbehavior. GCCS has set these guidelines to promote consistency in discipline to provide a safe and pleasant environment for all students.

Please understand that students are accountable for their behavior on school property at school sponsored activities, at school bus stops, on the way to and from school, and in other locations off school grounds. We want parents/guardians to know that school rules are designed to protect all students and if students choose to break the rules they are treated firmly, but kindly and appropriately. Inappropriate conduct that is subject to disciplinary action includes but not limited to some examples listed below:

<ul style="list-style-type: none"> ● Academic misconduct/cheating ● Alcohol violation ● Arson ● Assault ● Bullying, Harassment and Hazing ● Bus rule violation ● Dangerous instruments or weapon possession or the use of an object to inflict bodily injury ● Deadly weapon/firearm violation ● Defiance of authority ● Discrimination ● Disorderly conduct ● Dress standard violation ● Drug violation (distribution/possession) ● Fighting ● Forgery ● Gambling 	<ul style="list-style-type: none"> ● Gang activity or association ● Harassment, bullying, hazing ● Internet/computer violation ● Lying/false accusations ● Medication or dietary supplements – unauthorized possession ● Robbery/extortion ● Sexual abuse ● Sexual harassment ● Sexual offense ● Student speech violations, including profanity and threats of violence ● Tardiness ● Threats violation ● Tobacco violation ● Trespassing ● Unexcused absence ● Vandalism
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Inappropriate conduct may also involve criminal violations of tribal, state, or federal law. State law requires schools to report the following significant offenses to the police: drug violations, firearm possession, sexual abuse and other forms of child abuse, and other serious criminal or physical threat incidents that may constitute a crime.

Gang Activity/Gang Association

Gangs that initiate, advocate, or promote activities that threaten the safety or well-being of persons or property on school grounds or disrupt the school environment are harmful to the educational process. Criteria which may be used to identify gang association include, but are not limited to the use of hand signals, graffiti, or the presence of any apparel, jewelry, accessory, or manner of dress or grooming that, by virtue of its color, arrangement, trademark, symbol, or any other attribute indicates or implies membership or affiliation with such a group is prohibited because of the disruption to educational activities that results from such activities or dress. It is the school's position that such activities and dress also present a clear and present danger to other school students and to school staff members.

Any activity involving an initiation, hazing, intimidation, assault, or other activity related to group affiliation that is likely to cause or does cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to students or others is prohibited.

Gang-related dress, grooming, language, and/or behavior are prohibited on GCCS property and at GCCS functions. Any student wearing, carrying, or displaying gang paraphernalia and/or exhibiting behavior or gestures that symbolize gang membership, or causing and/or participating in activities that intimidate or adversely affect the educational activities of another student, or the orderly operation of the schools, shall be subject to disciplinary action.

Gun-Free Schools Act

The Gun-Free School Act and state statute require a one-year minimum expulsion of any student who brings a firearm to school. Students with disabilities who bring a firearm to school may be placed in an alternative educational placement for 45 calendar days after completion of a short-term suspension. During the 45-day period the evaluation team convenes and makes a determination whether the incident was caused by or related to the disability. The student remains in the alternative educational placement pending the completion of a due process hearing requested by parent/guardian. The Gun-Free School Act and state statute require a one-year minimum expulsion of any student who brings a firearm to school. GCCS enforces a zero-tolerance for firearms.

Electronic Devices/Toys

No electronics are allowed including cell phones, iPads, tablets, MP3 players, laser pointers, or digital cameras.

If a student brings an electronic device, the teacher/staff will be responsible for confiscating the device. The device will be turned into the school office and will not be returned to the student. The device will remain in the front office and staff will notify the parent/guardian to pick up device at their convenience. If there are repeated offenses, administration may become involved and the student may be prohibited from bringing the device on campus.



Bullying

Definition: Bullying occurs when a person or group is intimidated, frightened, excluded or hurt by a pattern of behaviors directed at them by others. (Greg Griffiths, “Bullying in Schools-The Hidden Curriculum” (2003)).

The following actions in an ongoing form may be forms of bullying and are included in all references to “bullying” herein:

- Physical aggression-including hitting, punching, kicking
- Teasing or verbal abuse-including insults, name calling or racial/sexual remarks
- Intentional exclusion from activities or friendship groups
- The setting up of humiliating experiences
- Damaging a person’s property/possessions or taking them without permission
- Threatening gestures, actions or words
- Written/verbal/ electronic messages that contain threats, putdowns, gossip or slandering
- Cyber bullying through Facebook, texting, tweeting, Instagram or other electronic means

From time to time in a community such as a school, conflict and offense can occur. As part of living in a diverse community, bullying can result when students are indifferent towards each other. Students may try to exert power and influence over others. Gila Crossing Community School realizes that while bullying may occur, it is never acceptable and seeks to implement a clear framework for dealing with bullying incidents. The school’s response to bullying is to be fair and consistent to all offenders.

Our policy is based on the principle that bullying is will NOT be accepted. Gila Crossing Community School will not tolerate any mean-spirited, unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation in our school buildings, on school grounds, in school-related activities, or that occurs outside of school and creates a hostile school environment for the targeted student. GCCS will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to restore a safe learning environment for students who are bullied and to prevent further bullying or harassment by students who are identified as perpetrators of bullying. GCCS recognizes that not all inappropriate behaviors should be considered bullying or willful violation of this policy. Behaviors will be assessed by the teacher and/or administrator and addressed according to the procedures identified in *Appendix A*.

Hazing

Hazing means forcing a student to risk or suffer physical or mental harm or degradation to join, participate, or remain in a school-affiliated organization.

Harassment

If a student believes that he or she has been harassed, bullied, or hazed, the student should report the behavior to a teacher, counselor, school nurse, or school official. Students who engage in harassment, bullying, or hazing will be subject to disciplinary action. False reports or retaliation for harassment, intimidation, or bullying also constitutes violations of this policy.

Social media is often used in cyberbullying/hazing which includes but not limited to the uploading of any student information, pictures, or videos on YouTube or any other social media site. If a student participates in cyberbullying or makes use of social media to cause any harm, physical or emotional, GCCS reserves the right to enforce consequences.

Sexual Harassment

The student has a right to a sexual harassment-free environment. Sexual harassment by staff or by students is prohibited on campus and during school-related circumstances. Unwanted sexual advances and other unwanted written, verbal, or physical conduct of a sexual nature may in certain circumstances, constitute sexual harassment. If a student believes he or she or another student has been subject to sexual harassment, the student should report the behavior to the school administrator as soon as possible. A substantiated charge of sexual harassment will lead to disciplinary action. Sexual harassment that may meet the legal definition of sexual abuse will be referred to police, as required by Tribal Law. Detailed procedures for reporting and resolving sexual harassment complaints are contained in the Board of Trustees Policies and its administrative regulation: <http://www.gcseagles.org/>.

LGBTQIA

Gila Crossing does not discriminate in terms of a student's personal identity. In regards to any LGBTQIA questions, please see the principal as they will be handled on a case-by-case situation.

Tampering with School Safety & Security Devices

GCCS has installed a number of devices throughout the school in order to provide a safe and secure learning environment to all our students and staff. Tampering with devices such as fire alarms and its related accessories, security cameras, recorders, network security, wiring, and other electronic devices will result in severe consequences. GCCS will contact the GRIC Police Department and/or other law enforcement agency depending upon the nature and extent of the damage to these devices. *Please see discipline matrix regarding consequences. Also, consequences can include restitution and suspension.*

Search and Seizure

The student has rights in reference to search and seizure. School officials are authorized to conduct a search when on school grounds, in a vehicle owned, leased or otherwise used by the school, or at a school activity, when there is reasonable suspicion that the search will result in the discovery of:

- Contraband, which includes all substances or materials prohibited by school policy, tribal or state law including not limited to: drugs, drug paraphernalia, alcoholic beverages, or weapons
- Any material or item which presents an imminent danger of physical harm or illness
- Materials/objects that are not in the possession of the student involved

These individual rights however, are balanced by the school's responsibility to protect the health, safety, and welfare of all students and staff. School officials may conduct searches when they have reason to suspect that a law or school rule has been violated or that the health, safety or welfare of students or staff may be in danger.

Searching of desks

Student desks are a property of GCCS and school officials may search desks at any time without notice and without consent, whenever reasonable suspicion exists that a law or school rule has been violated, or that the health, safety, or welfare of students or staff may be in danger.

Search of a student's person

A search of a student's backpack or other belongings shall be undertaken only if there is reasonable suspicion that the student possesses a dangerous, prohibited, illegal substance, or object/items that may interfere with school purposes and/or present a threat to people or property. Reasonable efforts shall be made to notify the student's parent/guardian and secure his/her presence before a search is made. When prior notification will result in a delay, which will impede the purposes of the search, or when efforts to notify are unsuccessful, the school official conducting the search shall notify the student's parent/guardian of the search as soon after as practicable. Personal searches may be conducted by a school official when there is reasonable suspicion that a particular student is in possession of contraband, materials or items, which present an immediate danger of physical harm or illness. The search shall occur only in the presence of a third person of the same sex as the person being searched. The searches will be conducted out of the presence of other students and in a private room. Searches of the student shall not be limited to:

- Searches of hats/hoodies/beanies, pockets, shoes, and socks of the student
- Any object in the student's possession such as a purse, backpack, or briefcase

When extreme emergency conditions require a more intrusive search of the student's personal belongings, the school official shall contact the police.

Due Process

With the requirements of fair and equitable treatment of all students and within the guidelines of the School Board policy, the following shall constitute the minimum due process procedures to be followed in the detention, suspension, and expulsion of students:

- The student shall be given written notice of the charges against the student
- If the student denies the charges, the student must be given an explanation of the facts as known to school personnel and an opportunity to present his/her version of what occurred
- The student shall be informed of the conditions of the disciplinary action
- In the case of a suspension of more than 10 days or the case of an expulsion:
 - The committee or school board which hears the case must be impartial
 - The disciplinary decision must be based on evidence presented at the hearing in the presence of both parties.
 - If the student and parent/guardian fail to appear, the hearing may be held in their absence

Disciplinary Action Involving Special Education Students

Case-by-Case Determination

School personnel may consider a unique circumstance, on a case-by-case basis, when determining whether a change of placement, made in accordance with the following requirements related to discipline, and is appropriate for a child with a disability who violates a school code of student conduct.

To the extent that they also take such action for children without disabilities, school personnel may, for not more than 10 total school days in a school year, remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, which must be determined by the child's individualized education program (IEP) team, another appropriate setting, or suspension. These removals may be consecutive days or an accumulation of days, but can't exceed 10 during a single school year. Once a child with a disability has been removed from his or her current placement for a total of 10 school days in the same school year, the school must, during any subsequent days of removal in that school year, provide services to the extent required below under the subheading Services.

If the behavior that violated the student code of conduct was not a manifestation of the child's disability and the disciplinary change of placement would exceed 10 school days in a row, school personnel may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities, except that the school must provide services to that child as described below under services. The child's IEP team determines the interim alternative educational setting for such services.

The services that must be provided to a child with a disability who has been removed from the child's current placement may be provided in an interim alternative educational setting.

In certain cases, such as incidents involving drugs, weapons or serious bodily injury, a Special Education student may be placed in a 45-day Interim Alternative Education Setting (IAES) without Special or General Education services. Incidents involving a Special Education student on an IAES require that the student's IEP team meet and conduct a Manifestation Determination. Again, the student's IEP team may determine that a change in services or placement is needed while continuing to assure that FAPE is provided under IDEA 2004. Special Education students who are involved in incidents involving drugs and/or weapons will be referred to the local police department and are not exempt from any action taken by the local law enforcement agency. In cases where the safety and concern of fellow students and/or staff is jeopardized, GCCS may consider an out of school placement or may petition the court for a court-ordered school removal.

Transportation

Liability

The school will assume no liability for supervision and control of students on school property PRIOR to 7:30 A.M. or after 3:30 P.M. The only exception will be for students participating in a school-sponsored extracurricular program.

If students are waiting for a ride, they need to do so at the front office. A parent/guardian then must come into the office to pick up their student. This is for the safety of the student. No student will be allowed to wait for a ride in front of the school after the buses have left.

Any change of a student's transportation needs must be in writing and delivered to the administrative assistant prior to the date of change, unless it is an emergency. In the event of an emergency, a phone call must be made to the school for changes to drop off.



Bus Information

Each GCCS bus is equipped with several cameras to ensure student safety during pick up and transport. GCCS believes that riding the bus is not a right; it is a privilege. All students must obey bus rules and regulations while riding the bus. Students who choose to misbehave may lose bus privileges. *Please refer to Appendix for further information.*

Rules for Getting on the Bus Safely

- Be at the bus stop 5-8 minutes prior to the arrival of the bus. Never run to or from the bus.
- Wait at your designated stop in a safe place, back from the side of the road.
- Remember never to stand in the danger zone that surrounds the bus. The danger zone is anywhere close enough for you to touch the bus.
- If you need to cross the street to get on the bus, always wait until the bus has come to a complete stop. Look for the stop arm to come out and for the flashing red lights. Watch the driver. When the driver is assured that all traffic has stopped, the driver will signal for you to cross the street – but continue to watch for traffic yourself. Always walk, don't run.
- Hold the handrail as you get on the bus. Do not push or shove.

Rules for Riding the Bus Safely

- Take your seat promptly and sit properly, facing forward at all times.
- Place bags and parcels under your seat or on your lap.
- Keep the aisle of the bus clear at all times.
- Always keep your head, hands and arms inside the bus.
- Throwing objects inside or outside of the bus is not permitted.
- Talk quietly; the driver needs to concentrate to safely drive the bus. Fighting, shouting, or use of obscene language is not permitted.
- Be absolutely quiet when approaching a railroad crossing.
- Participate in all bus evacuation procedures.
- Dangerous, disturbing, or annoying objects are not permitted on the bus.
- Eating and drinking (this includes chewing gum) is not allowed on school buses at any time. This rule protects students or drivers that have food allergies and anaphylaxis, prevents choking, and maintains bus cleanliness.
- Be aware that other students, including the bus driver, may have allergies to scents such as perfume, etc.
- Smoking is not permitted on the bus.
- Always follow the bus driver's instructions.

Rules for Leaving the Bus Safely

- Remain in the seat until the bus comes to a complete stop.
- When you leave the bus, hold the handrail and take two large steps away from the bus. To cross the street in front of the bus, walk ahead at least ten giant steps. Cross only when the driver gives a signal. Proceed across the street, looking both ways for oncoming traffic. Cross the street in single file.
- If everyone is getting off the bus, the people at the front leave first. Do not push.
- If you drop something near the bus, do not pick it up. Tell an adult.

Walking to and from School

Students who live within walking distance of the school will need a note on file with the front office to walk to and from school and or Boys and Girls Club. All walking students must use designated crosswalk areas. Students who normally ride the bus will need written permission to walk each time it is decided by the family to walk to and from school.

Food Service

GCCS offers an excellent breakfast and lunch program. The meals provided are nutritionally balanced, appetizing, visually appealing, and offer a variety of choices. The breakfast and lunch program receive federal reimbursement to assist families and students.

Meal Consumption

Program regulations clearly intend that meals served under the Child Nutrition Programs are to be served and consumed on school or school-related premises.

The National School Lunch Program and School Breakfast Program are intended to feed children. Parents/guardians are not allowed to eat off their child's plate when visiting during meal service. Adults desiring a meal may ask administrator for a meal card or purchase a meal on their own. Also, siblings who are not enrolled may not eat off the enrolled sibling's plate.

National School Lunch Program: <https://www.fns.usda.gov/nslp>

National School Breakfast Program: <https://www.fns.usda.gov/sbp/school-breakfast-program>

Breakfast

Breakfast is served daily beginning 15 minutes before start of school. Pre-K, Kindergarten students will eat breakfast in the cafeteria. Kindergarten students will begin at 7:45. Students will be assigned a Personal Identification Number (PIN). This number is required to eat in the cafeteria. The student will keep the same PIN from year to the next. Breakfast for 5th -8th grades may be served in the classroom.

Lunch

Students go to cafeteria for lunch from their classroom; times may vary.

Outside Food Policy

Our goal at GCCS is to provide the safest environment for all of our students. While students can bring outside food **for consumption at supervised LUNCH, they may not bring food to share. Students may bring outside food for scheduled parties and events, store bought is preferred due to allergies.**

This Institution is an Equal Opportunity Provider

Health Services

Student Health Information Consent

All students must have on file in the nurse's office, a 'Student Health Information Consent' form completed and signed by a parent/guardian/legal guardian each school year. Health consent forms are required to provide treatment and/or medications to students during illness or injuries. Please continue to provide updated contact information (i.e. working telephone numbers) throughout the school year.

Dental and Eye Consents

Oral and vision health of our students is vital in academic success. The expected and ideal case is when the parent/guardian takes their child to the clinic for their yearly dental and vision needs. However, under special circumstances, School Health Services coordinates with the school and clinics to provide access to dental and eye exams (screenings) during school hours.

Consents for the dental and eye clinics are included in the annual health enrollment packet. By signing and returning these consents to the school nurse, your student may obtain assistance to attend a dental or vision clinic during the school day.

Medication/Dietary Supplements

School personnel are sometimes asked to administer medication to students during school hours. School personnel may cooperate if the following conditions are met:

- All medication must come in its original container. Prescription medication must have an unaltered pharmaceutical label attached. Over-the-counter medication, dietary supplements and other non-prescribed medication must be labeled with the student's name, medication name, directions concerning dosage, and time of day to be taken.
- The parent/guardian or legal guardian must complete and sign a Parent/Guardian Consent for Giving Medication at School. A new form must be completed at the beginning of each school year and any time the medication or dosage changes. See school nurse or clinic staff for appropriate form.
- Medication must be administered and stored in the health office.
- The parent/guardian is notified when additional medication is needed and when unused or discontinued medication needs to be picked up from school.
- Parents/Guardians are responsible for providing refills of medication when asked by the school.
- Students may not carry or self-administer medication (including over-the-counter drugs) or dietary supplements unless an Individualized Healthcare Plan has been developed and signed by the school nurse and principal.
- An exception is an Epipen and/or asthma rescue inhaler. According to the Arizona Revised Statutes 15-341 #38 and #39, students may carry, for self-administration, prescription medication for anaphylaxis or breathing disorders. In agreement with the school policy, the school nurse will require a parent/guardian signed 'Students Who Self Administer Medication' form giving permission for the student to carry and self-administer their medication.
- Students on medications are still subject to handbook discipline policies and will be handled case by case.

Illness or injury

- If needed, the child will be observed and first-aid will be administered.
- If problem persists, the parent/guardian will be notified to pick up the child.

School Nurse

A school nurse is available for emergencies. The nurse's responsibility is to maintain all health records; act as a liaison between physicians, families, and community health care services and agencies; assume responsibilities for appropriate intervention, management, and referral of all students; and provides relevant health instruction, counseling, and guidance to students, parent/guardian, teachers, and others concerning acute and chronic healthcare problems, first aid, diseases, and other health related topics.

The School Nurse's Role in Managing Students with Head Lice

- The school nurse checks the student to verify presence of lice or sores from scratching.
- The school nurse notifies the parent/guardian by telephone and/or letter to report findings and inform that treatment is needed.
- The school nurse may immediately send the student home if there are sores from scratching or the lice prevent the student from focusing in class.
- The school nurse can provide a referral to the medical provider to aid in getting the medication for treatment.
- The school nurse may verify when the student returns to school that the lice infestation and/or skin sores are improved.
- The school nurse provides education on treatment and prevention of lice to students, staff, and parent/guardian.
- The school nurse may offer a referral to Public Health Nursing (PHN) for chronic issues with lice infestation and/or sores from scratching. A parent/guardian may also request a referral to PHN for their assistance.
- School Administration may send a student home when there are sores from scratching.

School Nurse Maintains:

- Medication administration
- Assessment and treatment of injuries and acute health conditions
- Annual Student Health Screenings: vision, hearing, Body Mass Index (BMI), blood pressure, and scoliosis
- Immunization review and management
- Annual Influenza (Flu) clinics
- School and community safety committee participation
- Communicable disease reporting
- Age-appropriate health education

Case Management

The school nurse is aware some students attend school with chronic illnesses such as diabetes and asthma etc. The school nurse works closely with these students and their families referring students to other health care providers such as the Pediatric Case Manager, Public Health Nursing, and Behavioral Health when a need arises.

Library

All students are expected to take care of library materials and to return them on time. Library privileges may be revoked temporarily and permanently if these rules are not observed. In the event of damage library materials, students should notify the library staff immediately.

Counseling

Full-time counselors and a behavior specialist are employed by the school to provide:

- Individual counseling for students
- Family support and community outreach
- Implement and support individual behavior plans

Counselors can see students on a one-time basis with issues that arise on a daily basis. If more counseling is required the parent/guardian will need to give permission. Counselors are also glad to help with outside resources.

Technology

Technology Goals:

- Equip all students to safely use technology to interact and impact the world around them.
- Teach the ethical use of technology.
- Improve the quality of learning and promote greater academic achievement.
- Develop a new set of digital skills.
- Provide greater access to educational opportunities, resources and differentiated instruction by using technology for anytime, anywhere learning.
- Improve communication and widen our sense of community by expanding the ways teachers, students, and parent/guardian interact with each other.
- Expand integration of digital resources.

Student Technology Use Agreement

Student Technology Use Agreement outlines the guidelines and behaviors users are expected to follow when using school technologies. In addition to this agreement, the use of any school provided technology requires students and staff to abide by the GCCS Acceptable Use Policy:

- GCCS technology is intended for educational purposes only.
- All activity over the network or while using school technologies will be monitored and/or retained.
- Access to online content via the GCCS network will be filtered in accordance with our policies and federal regulations.
- Users are expected to follow the same rules for good behavior and respectful conduct online as offline.
- Misuse of school resources can result in disciplinary action.
- GCCS makes a reasonable effort to ensure users' safety and security online, but will not be held accountable for any harm or damages that result from use of school technologies.
- Users of the school network or other technologies are expected to immediately alert school personnel of any concerns for safety or security.

Technologies Covered

GCCS may provide Internet access, desktop computers, iPads, Chromebooks, video conferencing capabilities, online collaboration capabilities, message boards, and email. As new technologies emerge, GCCS will attempt to provide access to them. The policies outlined in this document are intended to cover all available technologies, not just those specifically listed.

Usage Policies

All technologies provided by the school are intended for educational purposes. All users are expected to use good judgment and to follow the specifics of this document as well as the spirit of it: be safe, be appropriate, and be kind; use common sense, and ask if you do not know.

- Users should abide by the same responsible use policies when using school devices off the school network as on the school network.
- Users are expected to treat these devices with extreme care and caution; they are expensive devices that the school is entrusting to your care.
- Users should report any lost/stolen, damaged, or malfunctioning devices to school personnel immediately.
- Users will be financially accountable for any damage resulting from negligence or misuse.

Internet Access

GCCS provides its users with access to the Internet, including websites, resources, content, and online tools while on campus. That access will be restricted in compliance with GCCS regulations and school policies. Internet activity may be monitored and recorded, and may be retained indefinitely.

- Users must understand that the Internet filter is a mandatory and vital safety precaution.
- Users must not avoid the Internet filter.
- Users should follow school protocol to alert the building administrator or submit a site for review, if a site is blocked, and the user believes it should not be.
- Users should follow school protocol to report sites that are not blocked, but the user feels should be blocked.

Personally-Owned Devices Policy

Personally-owned electronic devices (including iPads, tablets, smartphones, mp3 players, laser pointers, or digital cameras and cell phones) are allowed but **must be in backpacks at all times** between arrival and departure unless requested by teacher/ staff member for a sanctioned activity. Any student breaking this rule will immediately have their personal device confiscated. **See Page 30.**

FIRST OFFENSE: Parent pick up

SECOND: Loss of privilege to have personal device on Campus.

Security

Users are expected to take reasonable safeguards against the transmission of security threats (viruses, worms, spyware, etc.) over the school network. This includes not opening or distributing infected files or programs, and not opening files or programs of unknown or untrusted origin. If a device is believed to be infected with a virus, please alert school personnel immediately. The user should not attempt to remove the virus or download any programs to help remove the virus.

Downloads

Users may be able to download file types, such as images or videos; however, for the security of the school's network, such downloads should only be from reputable websites, and only for educational purposes. Streaming non-school related video and audio is strictly prohibited during the school day. Students may be selected at random to provide their device for monitoring and inspection.

Netiquette

- Users should always use the Internet, network resources, and online sites in a courteous and respectful manner.
- Users should recognize that among the valuable content online, there is also unverified, incorrect, or inappropriate content.

Plagiarism

- Users are prohibited from plagiarizing (use as their own, without citing the original creator) content, including words or images, from the Internet.
- Users should not take credit for things they didn't create themselves, or misrepresent themselves as an author or creator of something found online.
- Research conducted via the Internet should be appropriately cited, giving credit to the original author.
- Users are prohibited from accessing sites that promotes plagiarism by providing pre-created content for the student to turn in as their own work. These sites should be reported to school personnel.

Personal Safety

- Users should recognize that communicating over the Internet brings the risks associated with the lack of face to face contact.
- Users should carefully safeguard the personal information of themselves and others.
- Users should never share personal information, including phone numbers, address, social security number, birthday, or financial information over the Internet without permission.
- Users should never agree to meet someone they meet online in real life.
- If the user sees a message, comment, image, or anything else online that makes the user concerned for the user's personal safety, it should be brought to the attention of school personnel or a parent/guardian immediately.

Cyberbullying

The National Crime Prevention Council defines cyberbullying as: "When the Internet, cell phones or other devices are used to send or post text or images intended to hurt or embarrass another person."
<https://www.ncpc.org/resources/cyberbullying/what-is-cyberbullying/>

Types of Cyberbullying

Cyberbullying can take many forms. Properly identifying and preventing cyberbullying requires an understanding of the different ways technology can be used to hurt others.

- Flaming - Online fights using electronic messages with angry or vulgar language.
- Harassment - Repeatedly sending nasty, mean, and insulting messages.
- Denigration - "Dissing" someone online. Sending or posting gossip or rumors about a person to damage his or her reputation or friendships.
- Impersonation - Pretending to be someone else and sending or posting material to get that person in trouble or damage their reputation.
- Outing - Sharing someone's secrets or embarrassing information or images online.
- Trickery - Tricking someone into revealing secrets or embarrassing information and then sharing it online.
- Exclusion - Intentionally and cruelly excluding someone.
- Cyberstalking - Repeated, intense harassment and denigration that includes threats or creates significant fear.

CYBERBULLYING WILL NOT BE TOLERATED AND IS STRICTLY FORBIDDEN.

- Engaging in cyberbullying to harm (physically or emotionally) another person will result in severe disciplinary action and loss of privileges.
- In some cases, cyberbullying can be a crime.
- The user should remember that digital activities are monitored and retained.
- Report cyberbullying immediately to school personnel.

Examples of Responsible/Irresponsible Use

Responsible Use

- Use school technologies for school-related activities.
- Follow the same guidelines for respectful, responsible behavior online as offline.
- Treat school resources carefully, and alert staff if there is any problem with their operation.
- Encourage positive, constructive discussion when using communicative or collaborative technologies.
- Alert school personnel of threatening, inappropriate, or harmful content online.
- Use school technologies at appropriate times, in approved places, for educational pursuits.
- Cite sources when using online sites and resources for research.
- Recognize that use of school technologies is a privilege and treat it as such.
- Be cautious to protect the safety of everybody.
- Help to protect the security of school resources by reporting misuse or illegal activities.

Irresponsible Use

- Use school technologies in a way that could be personally or physically harmful.
- Attempt to find or create inappropriate images or content.
- Engage in cyberbullying, harassment, or disrespectful conduct toward others.
- Try to find ways to circumvent the school's safety measures and filtering tools.
- Downloading apps that are rated 12+ or higher or explicit material.
- Use school technologies to send spam or chain mail.
- Plagiarize content found online.
- Post personally-identifying information, about myself or others.
- Agree to meet someone you met online in real life.
- Use of chat rooms, sites selling term papers, book reports, and other forms of student work.
- Use text and messaging services.
- Illegal installation or transmission of copyrighted materials.
- Use language online that would be irresponsible in the classroom.
- Use school technologies for illegal activities or to pursue information on such activities.
- Attempt to hack or access sites or servers.
- Gaining access to other student's accounts, files, and/or data.
- Listening or viewing media or books labeled "Explicit".

Violations of this Student User Agreement

Violations of this policy may have disciplinary repercussions as decided upon by administration, including, but not limited to:

- Restrictions placed on Chromebooks or computers
- Notification of parent/guardian
- Detention or suspension from school and school related activities
- Loss of computer and internet privileges
- Legal action and/or prosecution
- Financial Consequences

School Programs

Gifted Education

The Gifted and Talented Program will provide challenging curriculum and an enrichment program to assist in the development of students who have an identified potential for performing at high levels of accomplishment when compared with others of their age, experience, or environment. These students require services or activities not ordinarily provided in our schools. Experiences will be provided in an atmosphere in which the student's special talents will be nurtured and new talents will be acquired and encouraged. Each student will be individually challenged to develop an awareness of his or her own unique goals, strengths, and talents.

For the purpose of these guidelines, gifted and talented means any student who demonstrates outstanding skills for his/her age level in one or more of the following areas: Creativity/Divergent thinking, Intellectual Ability, Academic Aptitude/Achievement, Leadership, or Visual and Performing Arts.

Definition of Gifted Areas:

1. Creativity/Divergent Thinking – The ability to discover new solutions to problems, see new relationships, find new modes of artistic expressions or new and better methods of achieving goals. Creativity Checklist (minimum 2 checklists) scoring a minimum of 3.5 average, or (Creative Assessment Packet).
2. Intellectual Ability – The ability to make successful and rapid adaptations to new situations, to learn from experience, to apply knowledge in new situations, and to determine underlying principles. Cognitive Assessments such as Wichsler Intelligence Scale for children (WIS (3) or Stanford Bonet Assessment. 95th Percentile).
3. Academic Aptitude/Achievement – The natural ability of an individual to acquire knowledge of develop skills in an education environment. Superior academic performance. AZ Merit, Galileo, Northwest Evaluation Association (NWEA) and/or report cards. Scoring in the top 15% locally and/or nationally. 85th percentile on local norms.
4. Leadership – Outstanding capacity or ability to lead, guide, or influence the actions of others to meet certain needs. Scoring an average score of 85% on the leadership checklist. Minimum of 3 Leadership checklists.
5. Visual and Performing Arts – Outstanding ability to excel in any imaginative art form including, but not limited to, drawing, painting, sculpting, jewelry making or pottery. Scoring a minimum of 3.5 on the Visual Rubric for Visual Arts scored by a professional in the field; scoring above 90% on the Performing Arts Checklist for dance, music, speech, debate, or drama.

Nomination & Referral. A written/signed nomination (referral) form, specific to the individual student will be required. The nomination form indicates the area(s) that the student exhibits outstanding abilities.

Consent for Assessment/Evaluation. The Gifted and Talented Coordinator will request permission from the parent/guardian to do further assessment/evaluation of the student to determine if the student is eligible for the Gifted and Talented program. The request for consent to evaluate will include statements to parent/guardian regarding their right to refuse permission, to review the records, and to be informed of results; no change will be made in the child's educational program without their receiving prior notice and giving written approval for the changes.

Permission to Place. The Selection Notification Form will include a "permission to place" statement which needs to be signed by the parent/guardian before any action can be taken to change the student's educational program. The permission to place form will also include the date of the multi-disciplinary team meeting to prepare the Individual Education Plan, and an invitation to the parent/guardian to participate in the meeting.

Individual Education Plan. An Individual Education Plan will be written for each student. Each IEP will be written by a team which may include but not limited to:

1. Student
2. Parent/guardian
3. Gifted and Talented teacher
4. Administration

Others may be included as desired. A minimum of three team members must participate in the meeting and sign the plan.

The IEP will include:

- Type of IEP (Initial placement, continuing student)
- A date specifying the initial placement of the student in the gifted program.
- Dates specifying the beginning and ending date of the current plan.
- Number of service hours provided weekly (2 hours weekly) minimum.
- Area(s) of identification and present performance level in that area(s).
- Goals with measurable objectives and services to be provided (activities).
- Staff responsible for services (providing/supervising the activities).
- Criteria which will be used to evaluate student's attainment of goals and objectives.
- The multi-disciplinary team's signatures.

Emphasis in selecting objectives and activities will be placed on student strengths/interests and parent/guardian preferences.

Length of Program. Individual Education Plan will be written when the student enters the program and will extend for one school year. The plan may be amended at any time throughout the year with the consent of the IEP Team. The IEP for each student will be reviewed at the end of each school year, and a new IEP will be developed that will meet the child's needs for the next school year.

Exit Procedures. Students who no longer meet program placement criteria, or who do not participate or complete projects may be exited from the program. The determination to exit the student from the program would be made at a scheduled multi-disciplinary team meeting. The students may opt out of the program with written permission from the parent/guardians.

Student Evaluation. In addition to the evaluation of the student's goals and objectives as stated in the IEP, a student progress report will be prepared for each grading period (quarterly) signed by the Gifted and Talented Teacher.

Assessment Instruments

- Academic achievement in the classroom (classroom assessments and 6 traits writing assessment)
- Interviews – Information from experts in the field.
- Local and national scores on the standardized assessment.
- Galileo / AZMerit.
- Creative checklist.
- Creative Assessment Packet.
- Leadership Checklist.
- Visual/Performing Arts Checklist.
- Cognitive Assessments such as Wichsler Intelligence Scale for children (WIS (3) or Stanford Bonet Assessment).

Services. In providing services, GCCS will provide a variety of programming services to meet the needs of the students, provide the type and duration of services identified in the Individual Education Plan established for each student, maintain individual student files, and maintain confidentiality of student records.

Program Evaluation. The program coordinator will prepare a program evaluation at the end of each school year. The evaluation summary report will include information gathered from satisfaction surveys, interviews, or questionnaires prepared by students, parents/guardians and school staff. Examples of surveys might be a Program Report Card or Program Satisfaction Scale.

Program changes and improvements will be implemented based on the results of the yearly evaluation.

Athletic Program

Student-athletes will be responsible for conducting themselves in a manner above and beyond non-student athletes. If a student chooses to accept this responsibility, the student and guardian must/will be asked to sign a contract, and in doing so, agree to abide by the following rules set forth below:

Academic

1. Student grade checks will be administered by the Athletic department to determine eligibility of any athlete.
2. Students who have a D or F in any class will have their eligibility revoked until grade has improved in class.
3. Students are responsible to monitor their own grades and assure that they are passing each class.
4. Students must be passing all subjects at all times in order to compete in their weekly games.

Absences/ Tardiness

1. If a student-athlete misses a game without a valid reason, the student-athlete will be suspended for the next scheduled game.
2. If a student-athlete misses three practices/games without a valid reason, the student-athlete will be removed from the team.
3. If the student-athlete is absent from school, the student-athlete may not participate in the game or practice that day and the student-athlete may not attend the game.
4. If a student is tardy the day of a game, past 10:00 A.M., they will NOT be able to participate in that day's game, unless a valid reason is given at time of arrival. (Excused tardies - dr's appt., funeral, etc.) Not Valid:(Unexcused tardies - Missed the bus, car broke down, had to walk, woke up late, etc.)
5. Excused absences from school, as determined by school policy, are considered a valid reason to miss practice or a game.

These include and are limited to:

- a. A death in the family, accompanied by a phone call to the school or a written letter with a parent/guardian's signature.
 - b. A medical visit or medical injury, accompanied by a note from a doctor or dentist.
 - c. An illness which results in an excused regular school-day absence.
1. Students may not skip practice because they "don't feel good." They may sit out and watch practice.
 2. If a student-athlete does NOT abide by the truancy policy set forth by the school they will NOT be able to participate in the GCCS Athletic program.

Health

1. Students who wish to participate in the After School Athletic Program must have a sports physical on file in the office. This accounts for practice and game participation.
2. Any athlete injured at a game (Home/ Away) may NOT return to practice unless a Doctor's note, clearing them, has been turned in to the school and/ or Athletic Director

Behavior

1. Students who are suspended are not eligible to participate during their suspension.
2. It is understood that a student's attitude, conduct, and general school spirit, in and out of contests, must be of acceptable quality in order for him/her to enjoy the privilege of representing the school.

Misc. Info

1. Team sports are offered to students in grades 5-8. The sports program is open to all students in these grades.
2. Students older than 16 are not eligible for competition on any team.

21st Century Program

This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

Types of Projects

Each eligible school that receives an award may use the funds to carry out a broad array of before-school and after-school activities (including those held during summer recess periods) to advance student achievement. These activities include:

- Remedial education activities and academic enrichment learning programs, including those which provide additional assistance to students to allow the students to improve their academic achievement;
- Mathematics and science education activities;
- Arts and music education activities;
- Entrepreneurial education programs;
- Tutoring services, including those provided by senior citizen volunteers, and mentoring programs;
- Programs that provide after-school activities for limited English proficient (LEP) students and that emphasize language skills and academic achievement;
- Recreational activities;
- Telecommunications and technology education programs;
- Expanded library service hours;
- Programs that promote parent/guardian involvement and family literacy;
- Programs that provide assistance to students who have been truant, suspended, or expelled to allow them to improve their academic achievement;
- Drug and violence prevention programs;
- Counseling programs; and
- Character education programs.

Bureau of Indian Education (BIE) Title I Homeless Education and McKinney Vento

The purpose of the BIE Title I Homeless Education and McKinney Vento Programs is to provide educational opportunities and support to its homeless youth and children. Homelessness exists within the reservations which the BIE serves and impacts enrollment, attendance and academic success of children and youth in this situation. All schools within the BIE must provide services to homeless youth and children and the BIE receives McKinney Vento Homeless Education Grant to support this effort.

The BIE has utilized the McKinney-Vento Homeless Education Act to develop its process to ensure that the children and youth attending BIE schools have access to a free and appropriate education and that the barriers faced by these students have equal opportunity in receiving quality education. As a result, homeless students will receive comparable educational services received by non-homeless students. The school counselor will be responsible in administering this process.

Family and Child Education Program (FACE)

FACE was initiated in 1990, and currently has programs in 44 Bureau of Indian Education (BIE) funded schools. It was designed as a family literacy program; an integrated model for an early childhood/parent/guardian involvement program for American Indian families in BIE-funded schools. Evaluation indicates that FACE programs are succeeding in addressing achievement gaps for American Indian children primarily located on rural reservations, and in better preparing them for school.

The goals of the FACE program are to support parents/guardians/primary caregivers in their role as their child's first and most influential teacher, to increase family literacy, to strengthen family-school-community connections, to promote the early identification and services to children with special needs, to increase parent/guardian participation in their child's learning, to support and celebrate the unique cultural and linguistic diversity of each American Indian community served by the program, and to promote lifelong learning. Program services integrate language and culture in two settings: home and school. For more information please visit the school website, or contact FACE coordinator.

Preschool Program (3 to 5-year olds)

GCCS has a Preschool Program that is funded by the U.S. Department of Education to provide a demonstration preschool site as part of the Native Youth Community Project (NYCP) Grant. A child must be 3 to 5 years old and toilet trained in order to attend. The purpose of this grant is to focus on language, literacy and communication skills in an effort to prepare students for kindergarten. To register your child, please contact the school's secretary to check for availability as there are a limited number of spaces available.

Home-Based Literacy Program (Birth to 3-year olds)

As a secondary part of the Native Youth Community Grant Project, GCCS offers a home-based education program for birth to 3-year olds and their parents or caregivers. The purpose of this program is to give children in the community a head start to literacy within the comfort of their home. Age appropriate lessons, activities and books are provided at each site visit.

To register your child, please contact the school's secretary to check for availability as there are a limited number of spaces available.

Parent/Guardian Participation Program

Our Parent/Guardian participation program is an important part of our school. It is designed to encourage parent/guardian involvement in the day-to-day activities of the children, their school life and program. Our goal is to help develop children who are confident, productive and responsible students who take pride in the work they do. This goal cannot be carried out without active and ongoing support of the entire Gila River Indian Community. Students who observe their parents/guardians getting involved in their classroom, activities or events realize the importance of school. They understand that if you, as their parent/guardian, put time towards their education, then you value what is happening at GCCS. This does make a difference in our students' attitudes, successes and performance.

Desired Outcomes

- Parents/guardians and community develop a better understanding of, and support for, what the school is doing.
- Schools better understand the needs and concerns of parents/guardians and the community.
- Self-esteem of children increases.
- Student academic performance improves.
- School programs are adjusted to meet the needs of children and adults more fully.
- Parent/guardian-child relationships improve.
- The community is strengthened through newly developed relationships between parents/guardians.
- The community feels more connected to the school.
- Parent/guardian play a vital role in decision-making processes.

Expectations

It is our expectation that one parent/guardian from each family contribute 5 hours of his or her time towards the school and its functions. Our goal is to get everyone involved in the school community. We realize that many people think getting involved is limited to taking time off of work to come into the classroom. This is not the case. We want to create an opportunity for each parent/guardian to participate in our program without disrupting family or work time. We will provide a simple tracking system and event calendar for your ease and convenience. Here are some ideas on how you can help.

Projects

- Projects can involve helping us with the school garden, concerts, plays, talent shows, science fairs, website or marketing, yearbook, or other recurring or ongoing projects.

Fundraisers

- Fundraisers need committees/chairs, planners organizers and helping hands. Committees and activities will be chosen at the start of the year.

Classroom Help

- Teachers need help to complete even the smallest jobs. Prep work (here at school), cutting, pencil sharpening, table cleaning, copying, organizing help are just some examples of things that are needed.

Special Jobs

- Bloggers, photographers, makeover assistance, classroom help (during the day). Student activity center help is always welcome. Talk to your child's teacher about a good time to come in and help with curriculum.

Support

- Support can come as field trip, and special event chaperones.

Parent/guardian volunteers must commit to a minimum of the following standards:

- 2 Parent/guardian Club Meetings (1 hour each- unless a workshop is scheduled)
- 1 Favorite Project (4 hours)
- 1 Favorite Fundraiser

Although our ultimate goal is to engage parents/guardians to create active partners, we realize that life can dictate available time. In those instances, financial or supply donations can also satisfy parent/guardian hours. Please speak with your student's teachers if you need special accommodations.

Visiting

Parents/guardians and community members are always welcome to GCCS. To protect the safety of our students, all visitors to the school campus must report to the office to identify themselves and indicate the purpose of their presence on campus.

Campus Visitation Procedures

- Make an appointment with the teacher to avoid any conflict with the school or class schedule.
- Parents/guardians may enjoy lunch with their child without an appointment.
- Report to school office upon arrival.
- Obtain a visitor badge.
- Visit only the classroom you specified during your sign-in.
- Report to office after your visit to sign-out, and return the visitor badge.

Parent/Guardian Teacher Conferences

Conferences are once a semester. Please see the school calendar located in this handbook for specific dates. Parents/guardians may schedule a conference whenever they feel it is necessary to talk to their child's teacher.

Parent/Guardian Portal

Parent/guardian Portal is the student information system that allows parents/guardians to view schedules, attendance, and grades. The portal is updated 'real time.' Parents/guardians can register to use this system when enrolling their child. After the parent/guardian is issued log-on credentials, parents/guardians can access the system at their leisure. Please see Technology department for specific details.

Communication

In cases of emergencies, telephone is available for student use in the office before and after school, and during lunch with a pass from a staff member. Students beyond the regular school days are to call their parent/guardian from the classroom with the presences of a staff member. Except in cases of emergencies and the assignment of afterschool detention, students are not to use telephones. Please be sure to arrange your child's transportation home prior to the start of the school day.

Custody

In cases where custody/visitation affects the school, the school shall follow the most recent court order on file with the school. It is the responsibility of the custodial parent(s)/guardian(s) having joint custody, to provide the school with the most recent court order.

Concerns, Complaints, and Grievances

The GCCS Governing Board encourages students and parents/guardians to discuss their concerns and complaints through an informal conference with the appropriate teacher/coach, principal, or other campus administrator. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level. If an informal conference regarding a complaint fails to reach the outcome requested by the student or parent/guardian, the student or parent/guardian may initiate the formal process.

Even after initiating the formal complaint process, students and parents/guardians are encouraged to seek informal resolution of their concerns, a student or parent/guardian whose concerns are resolved may withdraw a formal complaint at any time.

Community Involvement Assurance

The Governing Board and Administration recognize that Gila Crossing Community School exists as a special and unique part of Gila River Indian Community, specifically Districts Six and Seven.

An effective school relies upon the support and resources of employees, parents/guardians, and other stakeholders. Support can be gained only if the public is aware of issues, accomplishments, and needs of the school.

The Governing Board and Administration shall present and explain the educational program to the community and shall invite discussions and suggestions on important educational issues, and shall attempt, at all times, to represent the entire community rather than any single group or section. GCCS shall strive to:

- Ensure that the community has full access to information concerning the policies and programs of GCCS.
- Create and maintain an atmosphere that invites the participation and involvement of Gila River Indian Community.
- Create and maintain channels for regular and frequent dissemination of information concerning the activities and concerns of GCCS.
- Provide channels for community input and actively seek the opinions, concerns, and thinking of the community.
- Help community members assume a more direct responsibility for the quality of education GCCS provides.
- Develop community understanding of the need for adequate financial support for a sound educational program.

Glossary of Terms related to Student Misconduct

School Premises: means the school, school grounds, school buses, or any premises, grounds, or vehicles used for school purposes and includes premises where school-sponsored events (for example, athletic games and competitions, field trips, etc.) are held away from Gila Crossing Community School property.

Academic Misconduct (e.g., cheating, plagiarism): Any action that may cause or enable a student to receive a grade or score on a test, an assignment, or in a class that the student has not legitimately earned.

Alcohol/Drugs: The nonmedical use, possession, sale of drugs, being under the influence of drugs or alcohol, or possession of drug paraphernalia on school property or school events is prohibited. Nonmedical is defined as "a purpose other than the prevention, treatment, or cure of an illness or disabling condition" consistent with accepted practices of the medical profession. The term "drugs" shall include, but not be limited to:

- All dangerous controlled substances prohibited by law. Medical marijuana, while legal in possession of a prescribed user, is prohibited to be in possession of students or adults on campus.
- All alcoholic beverages.
- Any prescription or over-the-counter drug, except those for which permission to use in school has been granted pursuant to Board policy.
- Hallucinogenic substances.
- Inhalants

Appearance/Dress Code: Students' dress should be in accordance with the uniform policy approved by the GCCS Board of Trustees. Refer to the section under the heading "Uniform Policy".

Arson: Intentional burning of property.

Classroom Disruption: Any behavior that interferes with the educational environment.

Defiance of Authority: Refusing to comply with reasonable requests of school personnel and/or using or directing abusive or offensive language toward school personnel.

Destruction of Property: Destroying or defacing objects or materials belonging to the student, the school, school personnel, or other persons.

Tampering with School Safety & Security Devices: Tampering willfully and without cause with these devices such as fire alarm apparatus and its' related accessories, security cameras, recorders, network security cabling and other electronic devices will result into severe consequences.

Restitution: Payment to the appropriate authority for damage or loss of property.

Detention: Loss of personal time before, during or after school.

Disorderly Conduct: Behavior that is disruptive to the school.

Ditching/Unexcused Absence: Any absence that has not been excused by a parent/guardian and approved by the appropriate school official.

Electronic and Printed Material Misuse, including Pornography/Drugs/Graffiti: Possession and/or display of vulgar, profane, obscene or other inappropriate material on electronic media (i.e., Internet) and/or printed material.

Explosive Devices: Using, possessing or selling explosive devices including, but not limited to, firecrackers, ammunition, poppers, matches, lighters, and caps.

Extortion: Soliciting money or something of value from another person in return for protection or under threat of harm.

Fighting: Initiating, engaging or retaliating with physical conduct or violent behavior for the purpose of inflicting harm on another person. Zero tolerance on fighting.

Fire Alarms Misuse: Tampering with or unnecessary pulling of fire alarms and/or misuse of other fire equipment.

Forgery: Falsely or fraudulently making or altering the signature or initials of another person or altering school-related documents.

Harassment/Illegal Discrimination: Mistreatment based upon, but not limited to, race, national origin, gender, religion, disability or sexual orientation. This may include, but is not limited to, the use of verbal or physical threats or abuse, "fighting words", racial or ethnic slurs, acts of physical aggression, intimidation, and hazing. This problem area includes knowingly making false accusations of discrimination or harassment.

Indecent Exposure: Intentional inappropriate display of body parts considered offensive to social standards.

Destructive Device: Any device other than a firearm that will, or is designed to, or may be readily converted to expel a projectile by any means of propulsion, such as a BB/pellet gun, slingshot, bow, or crossbow. Any collection of parts that could be readily assembled to form a destructive device.

Simulated Weapon: An instrument displayed or represented as a weapon and/or perceived by a reasonable person to be capable of causing injury or death given the manner in which it is possessed, controlled, or used.

Deadly Weapon: Any weapon designed for lethal use, including a firearm or knife.

Lying: Making misleading or deliberately false statements.

Negative Student Group/Gang Affiliation: Wearing, carrying, or displaying negative student group or gang paraphernalia or exhibiting behaviors or gestures that symbolize negative student group or gang membership; causing and/or participating in activities that intimidate or affect the attendance of another student.

Physical Assault: Physical contact for the purpose of inflicting harm.

Profanity/Vulgarity: Abusive, vulgar language.

Public Display of Affection: Including, but not limited to, kissing or embracing.

Sexual Assault/Abuse: A person commits sexual assault/abuse by intentionally or knowingly engaging in sexual contact without consent.

Sexual Harassment: Sexual harassment may include, but is not limited to:

- Suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes, epithets, leering, gestures, or display of sexually suggestive objects, pictures or cartoons.
- Continuing to express sexual interest after being informed that the interest is unwelcome. Reciprocal attraction between peers is not considered sexual harassment.
-

Smoking/Tobacco Use: Using, possessing, distributing, selling or intent to purchase or sell tobacco of any kind, including chewing tobacco.

Theft: Taking or concealing property that belongs to others.

Threats, Verbal Abuse and Intimidation: Making statements (verbal or written) or demonstrating actions that may cause physical or emotional fear/anxiety.

APPENDICES

School Year 2020-2021 Calendar

2020-2021 School Calendar



Gila Crossing Community School
Home of the Eagles
 4665 W Pecos
 Laveen, AZ 85339
 Ph. No. 520-550-4834

July 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2020						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020						
S	M	T	W	T	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Holidays & Breaks	
JUL 03	Observed Independence Day
SEP 07	Labor Day
SEP 18	Native American Day
OCT 5 - 12	Fall Break
NOV 11	Veteran's Day
NOV 26 - 27	Thanksgiving Break
DEC 10	GRIC Water Rights Day
DEC 21 - JAN 1	Winter Break
DEC 24 - 25	Christmas Eve/Christmas
JAN 01	New Years Day
JAN 18	Martin Luther King Day
FEB 15	Presidents Day
MAR 8 - 12	Spring Break
APR 2	Good Friday
MAY 31	Memorial Day

Instruction Information	
Aug 20	OCT 1 End of 1st Term
Sept 20	DEC 17 End of 2nd Term
Oct 16	MAR 4 End of 3rd Term
Nov 17	
Dec 13	Test Dates TBA
Jan 18	Galileo
Feb 19	AzMerit
Mar 17	
Apr 21	
May 19	
Total 180 Days	



Key	
	School Closed
	Early Release Days
	PD Days- (No Classes for Students)
	Breaks, No School for Students
	Parent/Teacher Conference/Early Release Days
	Meet the Teacher Night
	1st & Last Day of School for Students

January 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

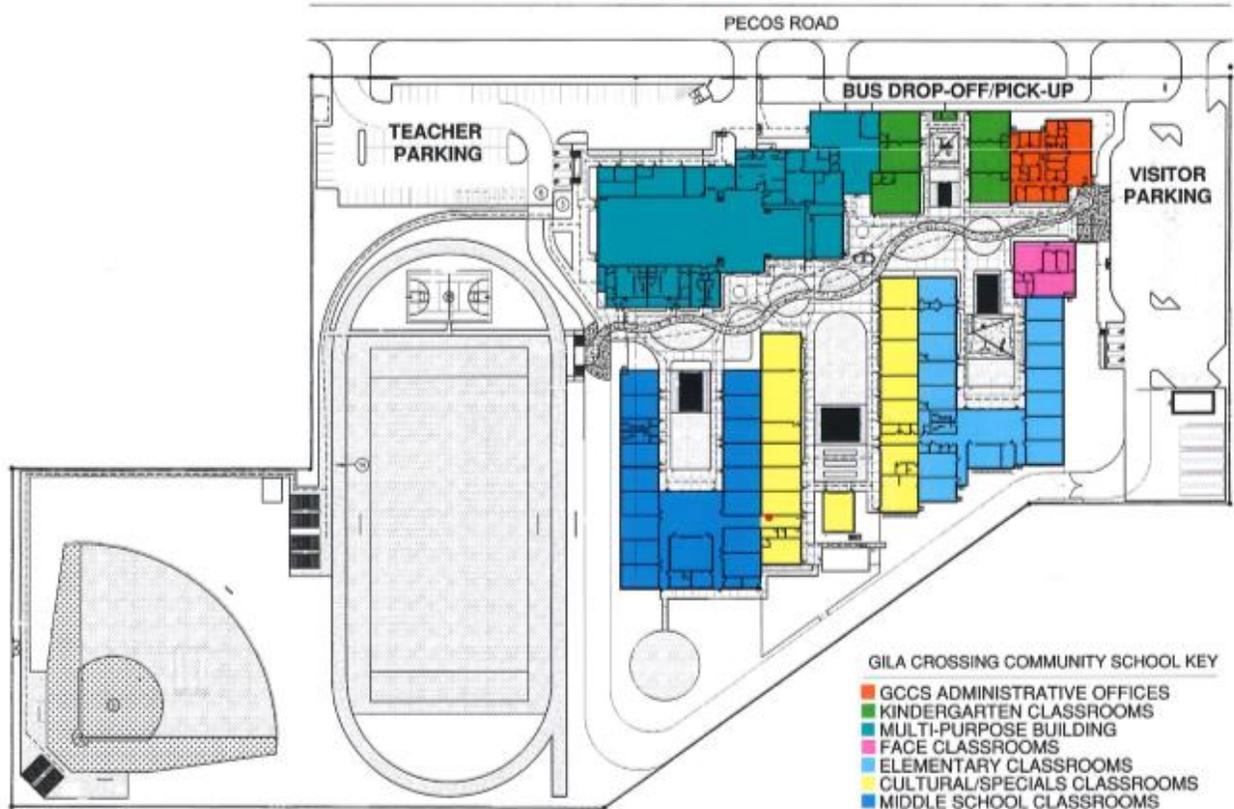
June 2021						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Important Dates			
JUL 21-22	New Staff begins	NOV 24	Thanksgiving Community Luncheon
JUL 23-24	Returning teachers	DEC 17	Christmas Community Luncheon
JUL 27-31	Staff Orientation & Professional Development	FEB 04	Parent Teacher Conference
JUL 30	Meet the Teacher Night	MAY 25	8th Grade Banquet
AUG 03	First Day of School	MAY 26	8th Grade Promotion
AUG 07	GRIC Teacher In-Service	MAY 27	Last Day of School
SEPT 3	Parent Teacher Conference	MAY 28	10 Month Staff Checkout for Summer

June 2020

School Map

Gila Crossing Community School Site Map



4665 W. Pecos Rd. ♦ Laveen, Arizona 85339

Phone: (520) 550-4834 ♦ Fax: (520) 550-5526

Appendix A: Disciplinary System & Matrix

The disciplinary consequences for ongoing documented Minor and/ or a Major Infraction:

- 1 point: Referral to Principal or Dean of Students for a conference, incident recorded, and phone call to the parent/guardian.
- 2 points: Referral to Principal/Behavior Specialist or Dean of Students for a conference, notice sent to parent/guardian, and lunch detention.
- 3 points: One (1+) day of suspension - Parent/guardian notification and written notice sent to parent/guardian.
- 4 points: Two (2+) days of suspension - Parent/guardian notification and written notice sent to parent/guardian.
- 5 points: Three (3+) days of suspension - Parent/guardian notification and written notice sent to parent/guardian.
- 6 points: Four (4+) days of suspension - Parent/guardian notification and written notice sent to parent/guardian.
- 7 points: Five (5+) days of suspension - Parent/guardian notification and written notice sent to parent/guardian.
- 8 Points: Automatic Expulsion Hearing before the Board of Trustees

Point System for Disciplinary Offenses

More than 20 total accumulated points for the school year may result in a Hearing in front of the Board of Trustees.

A single 8 point referral automatically results in an expulsion hearing in front of the Board.

Note: Fines are attached to certain incidents

Disciplinary Matrix

A. SCHOOL AND CLASS ATTENDANCE		
Responsibility - Students are expected to attend school every day.		
Policy - Students will attend all classes and required meetings unless excused by the administration. Students are required to report to school and classes on time and remain on the school campus during regular school hours unless excused by school authorities.		
Infraction	Points	Special Provision
A-1 TRUANCY: Being absent from school without permission from parent/guardian or administrators.	1-3	Habitually truant students will be referred to the Tribal Truancy Officer.
A-2 UNEXCUSED ABSENCE: Failure to report to assigned classes.	1-3	
A-3 TARDIES: Not in assigned seat beginning of session.	1-3	
A-4 EXCESSIVE TARDIES: 5 or more in a 5 week period.	1-3	Meeting with family and Principal.
A-5 SLEEPING IN CLASS: (Excessive sleeping in class.)	1-3	Some SPED students are not subject to A-5 on this matrix.
B. STUDENT/STUDENT RELATIONSHIPS		
Right: Each student has the right to attend school and school activities and be free from threats against his or her feelings, physical well-being and property.		
Responsibility: Each student shall be responsible to respect the feelings, property and physical well-being of other students.		
Policy: Students will refrain from physical and verbal abuse and harassment directed at other students as well as any damage or theft of the property of a fellow student.		
Infraction	Points	Special Provision
B-1 BULLYING, THREATENING, OR INTIMIDATING ACTS: The act of verbally, or by gesture, threatening the well-being, health, or safety of any student on school property, at a school activity or to and from school. <i>*multiple offenses</i>	4-8	
B-1a: WRITTEN NOTES: Harassment, threatening, explicit sexual contents	4-8	
B-1b: VERBAL ABUSE	3-5	
B-2 FIGHTING/ASSAULT: Demonstrating when hostile physical contact where one party inflicts inappropriate harms on another.	5-8	Referral to police
B-2a: BITING	3-8	Dependent on age/grade level
B-2b: SPITTING	3-8	Dependent on age/grade level
B-2c: INSTIGATING	3-5	Dependent on age/grade level
B-3 DISRESPECT: To insult; call derogatory names; use obscenity toward, dishonor, or in other manner abuse verbally or in writing any member of the student body. <i>*one-time offense</i>	1-3	
B-4 SHAKE DOWN: The act of extorting anything of value from a person in the school, under pressure of either implied or expressed threats.	3-8	Referral to police
B-5 PROPERTY DAMAGE	1-3	Restitution required through parent/guardian contract
B-6 THEFT	1-8	Restitution required through parent/guardian contract and referral to police
B-6a: Theft not serious enough to report to police (\$50.00 or less)	1-4	Restitution
B-6b: Major theft (\$50.00 or more)	5-8	Referral to police
B-7 HORSEPLAY: Examples are, but not limited to tripping, shoving, misuse of other student's books, etc.	1-3	
B-8 SEXUAL HARASSMENT: Unwanted words and/or touches of a sexual nature.	5-8	Referral to police

C. STUDENT/STAFF RELATIONSHIPS

Right: Students and staff have a right to work, study, and teach in an atmosphere of mutual respect. They also have the right to free inquiry and expression while being mindful of the responsibilities listed below.

Responsibility: Students have the responsibility to respect authority, feelings, physical well-being and property of members of the school staff.

Policy: Students shall refrain from willful and persistent disobedience, disrespect, threats or attacks directed at members of the school staff, as well as damage to, or theft of property belonging to school staff members.

Infraction	Points	Special Provision
C-1 INSUBORDINATION: The willful failure to respond or carry out a reasonable request by authorized school personnel.	1-3	
C-2 THREATENING OR INTIMIDATING ACTS: verbally or by gesture threatening the well-being, health or safety of any member of the school staff.	5-8	Referral to police
C-3 ASSAULT: The act of physically assaulting any member of the school staff on school property or at any activity under school sponsorship.	8	Referral to police
C-3a: BITING	3-8	Dependent on age/grade level
C-3b: SPITTING	3-8	Dependent on age/grade level
C-4 DISRESPECT: To insult, call derogatory names, dishonor, make gestures, or in any other manner abuse verbally or in writing any member of the school staff.	1-4	
C-5 DISRESPECT FOR THE PROPERTY OF A MEMBER OF THE STAFF: Either on or off the school grounds.	5-8	Referral to police

D. SCHOOL PROPERTY

Right: Each student is entitled to a well-maintained, clean and aesthetically pleasing school environment.

Responsibility: Each student is responsible to respect and help maintain the appearance and cleanliness of the campus.

Policy: Acts of vandalism, theft from and abuse of school buildings and grounds are prohibited.

Infraction	Point	Special Provision
D-1 VANDALISM: The act of willful destruction of public property.	3-8	Refer to police
D-1a: Destruction to render unusable		Restitution
D-1b: Defacing damage requiring repair		Restitution
D-1c: Damage to printed material		Restitution
D-2 THEFT		
D-2a: Theft not serious enough to report to police (\$50.00 or less)	1-4	Restitution
D-2b: Major theft (\$50.00 or more)	5-8	Report to police
D-3 LITTERING	1-3	Clean up
D-4 WRITING ON DESKS, TABLES OR WALLS	3-5	Clean up
D-5 BREAKING AND ENTERING	5-8	Restitution, Report to police
D-6 LOITERING: To occupy a given area of which one is unscheduled or unpermitted to be present.	1-3	
D-7 GUM: No gum on campus at any time	1-3	
D-8 TECHNOLOGY: Willful destruction/damage	5-8	

E. PROTECTION OF THE PUBLIC PROPERTY

Rights: All people have the right to be safe and secure.

Responsibility: Students have a responsibility to conduct themselves in such a manner as to not pose a threat to the health and welfare of others.

Policy: The infractions listed below, as well as any act that poses a threat to the health and safety of students and/or staff are strictly forbidden.

Infraction	Points	Special Provision
E-1 DETONATION OF EXPLOSIVE DEVICES	8	Referral to police

E-2 FIRE ALARMS/FALSE REPORTINGS OF FIRE: The act of initiating a fire alarm or initiating a report warning of a fire or other catastrophe without just cause. Fines will be enforced.	7-8	Referral to police
E-3 BOMB THREATS	8	Referral to police
E-4 ARSON: The willing and malicious burning of or attempt to burn any part of any building or any property of the school or its staff and students.	8	Referral to police
E-5 POSSESSION OF WEAPONS IN SCHOOL BUILDINGS, ON SCHOOL GROUNDS, ON SCHOOL RELATED TRANSPORTATION, OR AT SCHOOL ACTIVITIES	8	Referral to police
E-6 OFF PREMISES THEFT AT SCHOOL SPONSORED ACTIVITIES	5-8	Referral to police
E-7 ABUSE OF TECHNOLOGY: Inappropriate use of internet through non-authorized websites, e-mails, postings, and other acts.	3-8	Possible loss of technology rights and access

F. ALCOHOL, TOBACCO, AND ILLEGAL DRUGS

Right: Each student has the right to associate with students who are free from the use of alcohol, tobacco and illegal drugs and not be subjected to those wishing to buy, sell or use such substances.

Responsibility: Each student has the responsibility to keep his or her mind and body in a sound, healthy condition.

Policy: The use or sale of any non-prescription drugs, alcoholic beverages or tobacco is prohibited on school grounds as well as at school sponsored activities.

Infraction	Points	Special Provision
F-1 ALCOHOL AND DRUGS		
F-1a: Possession of alcohol or illegal drugs	8	Referral to police
F-1b: Selling or transmitting alcohol or illegal drugs and/or paraphernalia	8	Referral to police
F-1c: Noticeably under the influence of alcohol or illegal drugs by obvious behavior and mood changes and/or the smell of substances on the person	8	Referral to police
F-1d: Student observation of the use of illegal drugs or alcohol with failure to report	4-8	Referral to police
F-2 TOBACCO	8	Referral of police
F-3 POSSESSION OF MATCHES/LIGHTERS	3-5	Referral to principal

G. OTHER DISCIPLINARY INFRACTIONS

Infraction	Points	Special Provision
G-1 REPEATED OR SERIOUS CLASSROOM DISRUPTION	1-4	Parent/guardian Conference
G-2 DISRUPTION OF MEETING AND ASSEMBLIES	1-4	Possible exclusion
G-3 CHEATING/PLAGIARISM: (i.e. Stealing a test, tampering with a grade book, copying work, etc.) *Administrative and teacher discretion may be considered	1-8	Extreme circumstances may result in expulsion used
G-4 FORGERY: Written or spoken misrepresentation of the truth (i.e. forged passes, parent/guardian signatures, false phone calls, misinformation to school personnel, etc.)	1-4	
G-5 DISRUPTIVE BEHAVIOR: Use or visible possession of radios, cd players, cell phones, headphones, earbuds, iPods or MP3 player and other inappropriate materials or objects.	3-5	Parent/guardian pick up required
G-6 ABUSIVE OR OFFENSIVE LANGUAGE: Used in the presence of staff members and/or students including written notes or published material as well as vocal.	1-4	

G-7 PUBLIC DISPLAY OF AFFECTION: Inappropriate touching or embracing that would be considered a personal matter that should not be displayed in public.	1-4	
G-8 DRESS CODE VIOLATION: Not adhering to the published dress code for the school.	1-3	
G-9 INVOLVEMENT IN SIT-INS, WALK OUTS, AND OTHER DEMONSTRATIONS	1-8	
G-10 REFUSAL TO COOPERATE IN SCHOOL INVESTIGATION: Non-cooperation with school investigations or lying to school authorities.	1-3	
G-11 GAMBLING: Participating in games of chance for the purpose of exchanging money or something of value.	1-4	
G-12 ABUSE OF SOCIAL MEDIA: Posting fights, bullying, and harassment of students on any social media site.	5-8	Dependent on the severity of the case.
G-13 TESTING: Distracting others, refusing to take test(s), and finishing tests in an untimely manner.	1-4	
G-14 UNAUTHORIZED WALKING TO AND FROM SCHOOL: Leaving school campus without permission.	3-5	

H. BUS * All of these items may result in the loss of bus riding privilege*		
Right: GCCS believes that riding the bus is not a right, it is a privilege.		
Responsibility: Each student is responsible to respect and help maintain the appearance and cleanliness of the bus.		
Policy: Acts of vandalism, misbehavior, theft, and destruction of school busses are prohibited and will not be tolerated. All of these items may result in the loss of bus riding privilege.		
Infraction	Points	Special Provision
H-1 VANDALISM: The act of willful destruction of public property.	3-8	Refer to police
H-1a: Destruction of seat covers		Restitution
H-1b: Graffiti to bus or seat covers		Refer to police
H-1c: Destruction to window(s)		Restitution, refer to police
H-1d: Pulling the Emergency Alarm		Refer to police
H-1e: Defacing damage requiring repair		Restitution
H-2 THEFT		Restitution, refer to police
H-2a: Theft not serious enough to report to police (\$50.00 or less)		Restitution
H-2b: Major theft (\$50.00 or more)		Refer to police
H-3 BEHAVIOR/INFRACTIONS		
H-3a: Crawling under seats	3-8	
H-3b: Jumping on/over seats		
H-3c: Throwing objects inside bus		
H-3d: Throwing objects outside of bus		
H-3e: Excessive yelling/shouting		
H4: Distracting Driver	7-8	
H5: Bullying on Bus	7-8	
H6: Disrespectful to Driver and/or Monitor	7-8	

The school administration retains the right to amend the handbook for just cause and parent/guardian will be given prompt notification when changes are made.

STAKEHOLDERS COMPACT

Gila Crossing Community School
School Compact
SY 2020-2021

We, Gila Crossing Community School, establish this compact to foster the success of our students. We believe this is accomplished through the planned partnership of parent/guardian, families, students, teachers, and administrators. Goals that ensure academic achievement of the state standards help every student develop a sense of responsibility and respect of self and others. It also provides guidelines for meaningful two-way communication between home and school, which are guaranteed through the following responsibilities in this agreement.

School goals to meet student academic achievement standards are based on the SMART goals which are available on the school website www.gccseagles.org.

4th-8th grade: In addition, we establish this compact in the belief that early adolescence does not signal a time of autonomy of students, parent/guardian and teachers, but an opportunity to strengthen a mutual belief in fostering educational aspirations. We believe this is accomplished through the planned partnership of parent/guardian, families, students, teachers, and administrators. Within that partnership, we will focus our mutual support toward responsibilities that encourage meaningful communication between home and school. We can accomplish through educational opportunities that engage all school community members. For example, teachers, parent/guardian, students, decision-making platforms that solicit voices from all, and collaborative community building activities that support the goals for students according to Arizona's Career and College Ready Standards.

In our school community---

Communication is provided through a variety of sources. For example, school websites, auto-dialer, newsletters, and bulletin board at the entry of the school, notices, memos, report cards, marquee, and Parent /Guardian-Teacher conferences.

Decision-making to support the academic and social growth of our students is offered through a variety of opportunities (i.e., Parent/Guardian Teacher Organization, School Leadership Team, and Student Council). School community members are invited to participate and share their voices.

Educational opportunities are encouraged and often provided for not only our students but teachers as professional development. Parent/Guardians will also have an opportunity through interactive resources and community activities such as family nights, Parent/Guardian/Teacher and Parent/Guardian events focused on supporting middle school students in the present, and in preparation of their future years.

Please read your school handbook carefully. Look for information regarding home-school communication, shared decision-making, educational opportunities, and the collaborative community building activities.

Thank you,

Gila Crossing Community School Board of Trustees,

Mr. Anthony Hill, President

NOTE FROM THE PRINCIPAL

Our school helps to strengthen the family-school partnership to enhance student learning through our Parent/Guardian Teacher Organization, family nights, parent/guardian workshops, classroom visits by parent/guardian, and communication about students' progress toward learning standards and state assessments. Family activities are posted on the school's website, the Parent/Guardian bulletin board in the foyer, and distributed through student delivery.

If you are interested in volunteering for our school, please see the administrative assistants at the front desk. Proper documentation will be required for assisting in the classroom.

Please read and sign this compact, then return it to your child's teacher. Please post your copy in a place that can serve as a reminder of each school community member's responsibilities toward the success of each and every child in our school community. We may refer to this compact at Parent/Guardian-Teacher conferences and meetings that confirm our family-school partnership to enhance our students' learning.

The principal will support and encourage the efforts of all family-school partnerships in this school community.

Mr. David Marks, Principal

TEACHER EXPECTATIONS

Teachers will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables our students to meet Arizona’s Career and College Ready Standards. In addition, the teacher will:

Math/Literacy

- Keep Parent/Guardian informed of the reading and math skills their children are learning and how they can reinforce these skills at home.
- Guide students in selecting reading materials that match their interests and independent reading levels.

Study habits/Self-directed learning

- Teach students how to study and encourage active listening skills.
- Provide homework assignments relevant to daily instruction at least 4 days a week. Will vary by grade level.

Respect/Responsibility

- Model and display responsible decision-making and citizenship in all aspects of daily life.
- Maintain appropriate student behavior in the classroom so that all students can learn and be safe.
- Implement and follow the schoolwide PBIS expectations and guidelines in order to recognize and support student behavior.

Parent /Guardian Ongoing contact:

- Communicate frequently with parent/guardian about their student’s progress through quarterly report cards, notes, phone calls, and e-mails.
- Respond promptly to families’ concerns, messages, and requests for information.
- Hold Parent/Guardian-Teacher conferences, during which this compact will be discussed as it relates to the individual child’s achievement.
- Encourage families to participate in school community programs and events.

Teacher Signature _____

Date _____

STUDENT EXPECTATIONS

Students benefit when adults in their school community are bonded by strong relationships. They recognize that they, too, are partners with their Parent/Guardian and teachers in their success. The student will:

Math/Literacy

- Read regularly for pleasure as well as to learn.
- Ask my family to read with me or read to me 15 minutes daily.
- Practice math fact fluency daily.

Study habits/Self-directed learning

- Listen to my family, teachers, and others who help me learn, and ask questions when I need help.
- Complete and submit my homework on time.

Respect/Responsibility

- Come to school on time every day ready to learn.
- Always try my best.
- Respect myself and the rights of others to learn.
- Respect my teachers and all adults in the learning community.
- Turn in all GCCS required documents in a timely manner.

Community will:

- Deliver messages from school to home and home to school to help inform my Parent/Guardian and teachers of events and activities that help support my learning experience.
- Encourage my family to participate in events and programs sponsored by my school community (e.g., Back to School Night, Meet the Teacher Night, Parent/Guardian-Teacher Conferences, etc.)

Individual classroom rules will be enforced

Student Signature _____

Date _____

**Signature required for participation in 8th grade promotion ceremony, field trips, and extracurricular activities.*

PARENT/GUARDIAN EXPECTATIONS

Parent/Guardian understand that involvement in their child's education is the number one determining factor in a child's academic success. To make education a top priority in our home, the Parent/Guardian will:

Math/Literacy

- Read to or with our child 15 minutes daily.
- Encourage students to use media and technology in ways that support literacy and math.
- Help to reinforce our child's reading and math skills with direction of the teacher.
- Explore and acknowledge our child's interests and encourage reading for pleasure.
- Discuss our child's progress in reading and math in ways that show our high expectations.

Study habits/Self-directed learning

- Make sure our child has a routine for homework that works for our family and follows the classroom homework expectations. If our child doesn't have homework on any given day, we will encourage independent reading time or read together, review reading or math skills, or prepare for projects, quizzes or tests.
- Review and assist with, if necessary, our child's assigned homework nightly.
- Discuss our child's effort and potential in ways that show high expectations.
- Regularly check Infinite Campus Parent/guardian Portal, Google Classroom, and other online resources for grades, assignments, behavior, and other events.

Respect/Responsibility

- Make sure our child attends school regularly, is on time, and is prepared to learn.
- Stress the importance of school and classroom behavior expectations in family conversations.
- Encourage my child to demonstrate respect for school personnel, classmates, and school property.

Community will:

- Communicate promptly with my child's teacher whenever a concern or question arises.
- Respond promptly to my child's teacher or the school regarding requests or information.
- Attend/participate in back to school night, Parent/Guardian/Teacher conferences, family nights, and other school events.

Individual classroom rules will be enforced

Parent/Guardian Signature(s) _____

Date _____

**Signature required for participation in 8th grade promotion ceremony, field trips, and extracurricular activities.*

FORMS



Gila Crossing Community School

4665 W. Pecos Rd. ♦ Laveen, Arizona 85339
Phone: (520) 550-4834 ♦ Fax: (520) 550-4252



"Home of the Eagles".
www.gccseagles.org

Native Language/Culture Program

Parent Information

Board of Trustees

Anthony Hill
President

Donovan Kyvitan
Vice President

Angie Flores
Member

Pamela Johnson
Member

Darin Redbird
Member

Administration

Jim Mosley
Superintendent

David Marks
Principal

Leslie Rychel
Curriculum Director

Jay Twitchell
Special Ed Director

Michelle Covarrubias
Vice Principal

Dear Parents and Guardians,

Gila Crossing Community School's Board of Trustees, Administration, and Staff believe that our students should be exposed to and have an opportunity to learn the culture, language, and traditions of the Akimel O'odham/Pee Posh people. A culture and language program has been reviewed and approved by the School's Board of Trustees. Students enrolled in grades pre-kindergarten through 8th grade will have culture classes for 50 minutes a week.

The School is aware that many of our students are from different tribes and may not be Akimel O'odham/Pee Posh themselves, but still believes that all of our students can benefit from learning the language and the culture of the Gila River Indian Community.

Please sign and return this form to verify that you have received this information. If you have any questions regarding the School's Native Language/Culture Program, please call Principal, Mr. David Marks at (520)550-4834.

Sincerely,

Mr. David Marks
Principal

Student's Name

Parent/Guardian's Name

Date

**U.S. Department of Education
Office of Indian Education
Washington, DC 20202
TITLE VI ED 506 INDIAN STUDENT ELIGIBILITY CERTIFICATION FORM**

Parent/Guardian: This form serves as the official record of the eligibility determination for each individual child included in the student count. You are not required to complete or submit this form. However, if you choose not to submit a form, your child cannot be counted for funding under the program. **This form should be kept on file and will not need to be completed every year.** Where applicable, the information contained in this form may be released with your prior written consent or the prior written consent of an eligible student (aged 18 or over), or if otherwise authorized by law, if doing so would be permissible under the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and any applicable state or local confidentiality requirements.

STUDENT INFORMATION

Name of the Child _____ Date of Birth _____ Grade _____
(As shown on school enrollment records)
Name of School _____

TRIBAL ENROLLMENT

Name of the individual with tribal enrollment: _____
(Individual named must be a descendent in the first or second generation)

The individual with tribal membership is the: _____ Child _____ Child's Parent _____ Child's Grandparent

Name of tribe or band for which individual above claims membership: _____

The Tribe or Band is (select only one):

- _____ Federally Recognized
- _____ State Recognized
- _____ Terminated Tribe (Documentation required. Must attach to form)
- _____ Member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect October 19, 1994. (Documentation required. Must attach to form)

Proof of enrollment in tribe or band listed above, as defined by tribe or band is:

A. Membership or enrollment number (if readily available) _____ OR

B. Other Evidence of Membership in the tribe listed above (describe and attach) _____

Name and address of tribe or band maintaining enrollment data for the individual listed above:

Name _____ Address _____

City _____ State _____ Zip Code _____

ATTESTATION STATEMENT

I verify that the information provided above is accurate.

Name Parent/Guardian _____ Signature _____

Address _____ City _____ State _____ Zip Code _____

Email Address _____ Date _____

**Gila Crossing Community School
Permission Slip for 2020-2021 School Year
Consent, Release of Liability and Assumption of Risk**

In consideration for permitting my child _____ ("the Student") to participate in the all field trips and school activities for the school year 2020-2021, I hereby agree to the following on behalf of myself, the Student, my heirs, executors, administrators, representatives, and/or assigns:

- I will be notified and become familiar with all aspects of the field trips and activities planned for the school year and I understand and acknowledge the risks, dangers and hazards that are a natural part of the field trips and activities, including without limitation property damage; injuries resulting from falling objects, equipment failure, improper lifting or carrying and slipping or falling; pulled muscles; tissue injuries; scrapes and bruises; broken bones; paralysis; organ damage; loss of sensory perception; and death.
_____ (Initials of Parent/Guardian)
- I assume all risks and accept full responsibility for any death, injuries (physical and/or emotional) and/or property damage which may result from the Student's participation in the field trips or activities.
_____ (Initials of Parent/Guardian)
- I certify that I have adequate insurance and/or other provisions for health care to cover any injury or damage that might result from the Student's participation in the Activity, and/or I agree to bear the costs of such injury or damage myself.
_____ (Initials of Parent/Guardian)
- I certify that the Student has no medical or physical conditions, other than what is listed in his/her student enrollment medical forms, which could interfere with the safety of the Student or others in this Activity and I agree to assume and bear the costs of all risks that may be created, directly or indirectly, by any such condition that does exist.
_____ (Initials of Parent/Guardian)
- I understand that safe transportation for the Student from the School will be provided.
_____ (Initials of Parent/Guardian)
- I have carefully read this Agreement and fully understand its content. I am aware that this Agreement is a release of liability, a waiver of claims, an assumption of risks, an agreement not to sue, and a contract between me and the School. I sign this Agreement voluntarily, knowingly, and intelligently. I also know that this permission slip allows my child to participate in any and all field trips and activities throughout the year, and I will be notified as such trips are planned.
_____ (Initials of Parent/Guardian)
- I have read the Parent Involvement Policy.
_____ (Initials of Parent/Guardian)
- I have read and I understand the COVID-19 policy and procedures located on page 8-10.
_____ (Initials of Parent/Guardian)
- I have read the School-Parent Compact and by initialing I agree that the school, families, and community need to work together for the betterment of students.
_____ (Initials of Parent/Guardian)

PARENT/GUARDIAN SIGNATURE

DATE

**Gila Crossing Community School
Parent/Student Consent Forms Signature Pages**

Please detach these pages and return them to school.

I have read the 2020-2021 Parent and Student Handbook (or it has been read to me) and I understand the policies and procedures regarding School Buses, Attendance, Acceptable Behavior and Acceptable Use of Information Systems and Technology Resources.

Student _____ Date _____

I have read the policies and procedures regarding School Buses, Attendance and Acceptable Behavior. I understand my responsibilities in helping my child meet his/her responsibilities presented in the Parent and Student Handbook

Parent/Guardian Signature _____

I have read the ACCEPTABLE USE OF INFORMATION SYSTEMS AND EDUCATIONAL TECHNOLOGY RESOURCES, and agree to abide by its provisions. I understand that violation of the provisions stated in this policy may result in suspension or revocation of network access and related privileges, and could lead to school disciplinary action.

Signature of Student _____ Date _____

I understand that my child, not the school, will bear the responsibility if my child seeks out controversial and or in-appropriate materials.

Signature of Parent/Guardian _____ Date _____

I give my permission for my child to use the Internet.

Signature of Parent/Guardian _____ Date _____

I give my permission for my child to publish his/her work with my child's first name.

Signature of Parent/Guardian _____ Date _____

I authorize the release of my child's picture to be used on District web pages, printed publications, which includes advertising and posting of events on Facebook, Twitter and Instagram.

Signature of Parent/Guardian _____ Date _____

I certify that the information provided by me on this form is correct.

Parent/Guardian Name (PRINT) _____