



2026-2027 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), which will return this year. 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 Governing Board & 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.

COGNIA Accreditation



GCCS was accredited by COGNIA in the Fall of 2023. Our current accreditation is valid through June 30, 2030.

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, COGNIA's goal is not to certify that schools are good enough but helps schools improve. The current accreditation expires, June 30, 2030.

<http://www.cognia.org>

Contact Information

School Campus

4665 W. Pecos Rd.

Laveen, AZ 85339

520-550-4834

Fax: 520-550-4252

Official website: www.gccseagles.org

Hours of Operations

Full Days

7:30 A.M. Arrival/Breakfast

7:55 A.M. First Bell

8:00 A.M. Late Bell

School Starts at 8:00 A.M.

3:00 P.M. Dismissal for all students

Half Days

Dismissal is at 12:30 pm

Non-discrimination Statement

GCCS will not discriminate against students, parents or guardians, employees, or individuals participating in school sponsored activities. GCCS is committed to the provision of equal access free from discrimination and harassment based upon age, race, color, disability, gender, or religion. Free language assistance, auxiliary aids, and/or accommodations are available upon request. For more information, please contact the front office.

SY 2026-2027 Holidays

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

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 all lines of immediate communication, including text, voice call and email.

For this reason, we request all Parents/Guardians provide updated information to improve communication.

School Resource Officer

Officer: Yvonte Lee
yvonte.lee@gccseagles.org
C: 520-610-4281

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. *Further information on campus visitation procedures can be found on page 50.*

Enrollment Procedures

Required Documents

- Birth Certificate
- Current Immunizations
- Certificate Degree of Indian Blood or Parent Tribal ID/Certificate Degree of Indian Blood
- 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 submitting of the required signature pages, including the Culture/Language Acknowledgment. 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>

- Please ensure that all mailing addresses, email addresses, and phone numbers are accurate and kept up-to-date, as we want to ensure that all lines of communication are accessible if necessary.
- Please understand that returned mail will not be resent, but will instead be sent home with the student, along with a note to please update contact information.

Please note that upon completion of registration, students may start school no earlier than the following day, so that staff can adequately prepare for the new student(s) arrival.

Right to Deny or Delay Admission

The School may refuse to admit or may delay admitting any prospective student who has been expelled from another school, is in the process of being expelled from another school, has been suspended from another school, or is in the process of being suspended from another school.

The School may refuse to admit or may delay admitting a prospective student who has been expelled from another school, is in the process of being expelled from another school without considering any surrounding circumstances.

The School may refuse to admit or delay admitting a prospective student who has been suspended from another school or is in the process of being suspended from another school, only after the Superintendent has considered the circumstances of the particular case which may include, without limitation, the following:

1. The reasons for the suspension, including whether the reasons indicate a pattern of or likelihood of repeating violent behavior, bullying behavior, or behavior involving drugs or alcohol.
2. Whether the reasons for the suspension indicate that the student poses an unreasonable risk to the health, safety, welfare, or well-being of themselves or others, including other students and staff
3. The duration of the suspension, and whether the duration will have an adverse impact on the prospective student's health and well-being.
4. The student's demonstrated remorse, accountability, and efforts to address and correct the reasons for the suspension.
5. Whether the student received appropriate due process protections before being suspended.
6. Whether suspension was a proportionate disciplinary action in light of the reasons for the suspension.

If the School permits the admission of a student who has been expelled from another school, is in the process of being expelled from another school, has been suspended from another school, or is in the process of being suspended from another school, the School may make enrollment and continued admission conditioned upon the student and the student's family signing and complying with a behavioral and/or academic improvement contract.

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. When a student is signed out, they will be scanned out by the front office and the check-out time will show in the student's permanent attendance record.

- Full-day (PREK-8th): If a student arrives after 11:30 A.M. for the first time that day, attendance WILL NOT count for that day.
- Half-day (PreK-8th): If a student arrives after 10:15 A.M. for the first time that day, attendance WILL NOT count for that day.

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

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 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. 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 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 the student's parent/guardian contact the Attendance Clerk by the next morning. **The Principal and Attendance Clerk will track these tardies on Infinite Campus and when a student has chronic tardy issues, the student may be subject to additional consequences, including an attendance contract.** 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.. A notification will be sent by phone and email to the Parent/Guardian's contact information on file every time the student is tardy. All Middle School students will follow the scheduled rotation for classes. Teachers will monitor students during class transition. Tardiness will be dealt with on a monthly basis using the following system:

- 1st-3rd Unexcused Tardy/Tardies: Verbal Warning
- 4th-5th Unexcused Tardy Unexcused: Community Liaison will contact home and document
 - A behavioral consequence will be issued on the 5th unexcused tardy
- 6th-7th Unexcused Tardy: Truancy Officer will meet with student and Parent/Guardian to discuss potential consequences.
- 8th Unexcused Tardy: Parent/ Guardian will meet with administration to complete an attendance contract.
 - A behavioral consequence will be issued for the 8th unexcused tardy, and then every subsequent 3 unexcused tardy accumulation (8, 11, 14, 17, etc.)

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 second skip, whether from a class or study hall, will result in additional consequences, including possible referral to the Truancy Process.

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. 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 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 and encouraged.

Documentation is required after 3 consecutive absences of any kind.

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

Procedures

<u>Unexcused Absences</u>	<u>Action</u>
• 1-3	Auto Dialer call and email from the school automated system
• 3-5	Auto Dialer call and email from the school automated system, Contact from Teacher, Truancy Officer and letter sent for documentation
• 6	Home visit from Truancy Officer
• 7-9	Home visit from Truancy Officer, possible truancy filed.
• 10 or more	Automatically dropped (opportunity to re-enroll with Attendance Contract)

We follow the current 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@ www.gccseagles.org

8th Grade students who accumulate more than 10 unexcused absences or 20 total absences may promote, but may not be able to participate in the 8th grade banquet or promotion ceremony.

Student Attendance Incentive Plan

	Incentives
Monthly	<p>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.</p> <p>Perfect Attendance (no tardies or absences of any kind EXCEPT school-related or school-sponsored absences) will earn an ice-cream party.</p>
Quarterly	<p>Recognition at Awards assembly for exceptional attendance @ 3 or less absences (zero tardies, zero unexcused absences exclude excused absences) AND Perfect Attendance (no tardies, no absences of any kind EXCEPT school-related or school-sponsored absences) will earn a special field trip.</p>
Semester	<p>Exceptional attendance @ 3 or less absences (zero tardies, zero unexcused absences exclude excused absences) AND Perfect Attendance (no tardies, no absences of any kind EXCEPT school-related or school-sponsored absences) will earn a special field trip.</p>
END of Year	<p>Students with Exceptional attendance @ 9 or less absences for the school year will be rewarded with a special day (exceptions may apply).</p> <p>Special days MAY include:</p> <ul style="list-style-type: none">• Field Trip• Gaming Truck rental for the day• Water Day• Movie Day on campus• Pizza Party• Eagle's Nest Special Prizes <p>These students will also be recognized at the Awards Assembly in the gym.</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	90-100	4.0
B	80-89	3.0
C	70-79	2.0
D	60-69	1.0
F	0-59	0.0

Student Academic Incentive Plans for Kindergarten through 8th Grade

PRINCIPAL'S LIST	HONOR ROLL	EAGLE AWARD
All A's or All Highly Proficient (4's) (K-8)	A's + B's or Proficient (3's&4's) (K-8)	Outstanding Student for each Class
All Principal List students with no behavior write-ups will also be recognized at the Awards Assembly.	All Honor Roll students with no behavior write-ups will also be recognized at the Awards Assembly.	Criteria would include academic performance and exemplifying the 4 SOAR Principles in their classroom

8th Grade Promotion Incentive

Gold Scholar	Silver Scholar
The Gold Scholar will receive \$500 toward high school necessities (clothes, supplies and/or technology). A GCCS staff member will accompany the student to purchase items.	The Silver Scholar will receive \$300 toward high school (supplies, clothes, and/or technology). A GCCS staff member will accompany the student to purchase items.

Assessments

Arizona's State Assessment Instruments OR Bureau of Indian Education Assessments

AASA or BIE

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

School Assessments

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

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.

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, and families will have opportunities to meet with teachers at the progress report intervals.

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 parents/guardians, 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. If required to attend summer school to be promoted, the student 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 January 30.
- The school-based student support team (MTSS), IEP Team and/or the school principal will review the teacher's recommendation.
- Teachers 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 students will be retained or in need of summer school.
- Parents/guardians who disagree 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 Exceptional Student Services (ESS, Special Education) Director's office within 20 school 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.

- **Students who accumulate 20 absences (excused and unexcused) for the year may be automatically considered for retention.**

Exceptional Student Services (ESS, Special Education)

Exceptional Student Services (ESS, 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 Exceptional Student Services (ESS, 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 requirements 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 Exceptional Student Services (ESS, Special Education) Students

Students who are receiving Exceptional Student Services (ESS, Special Education Services) ***or under consideration*** for Exceptional Student Services (ESS, Special Education) are afforded certain due process protections in disciplinary matters:

- Students in Exceptional Student Services (ESS, Special Education) may not be deprived of access to their Exceptional Student Services (ESS, Special Education) 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 an Exceptional Student Services (ESS, 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 found further in this Handbook.***

English Language Learner (ELL)

For the purpose of a child qualifying for ELL services, the term "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).

English Language Program (ELP) Policies and Procedures

1. Program Overview

The English Language Program (ELP) is designed to assist students in acquiring English language proficiency, with a focus on reading, writing, listening, and speaking. The program caters to non-native English speakers who need language support to succeed academically.

2. Program Enrollment and Eligibility

Eligibility: The ELP is open to students whose primary language is not English. Students are placed into the program based on language proficiency assessments (e.g., placement test, standardized tests, or previous educational records).

Application Process: Guardians must complete an application form and submit required documentation, including proof of identity and prior academic records. One section of this includes the Home Language Survey. The survey includes one to four questions to identify students whose first language is not English or who live in households where a language other than English is spoken.

Placement Assessment: If, on the Home Language Survey (HLS) any of the 4 questions indicate that the student's first language may not be English, then the student records will be reviewed to see if there is a state-approved English Language Proficiency (ELP) assessment on file. If students, in such circumstances, do not already have scores from a state-approved assessment, they are given a screening test to gauge their English language ability in listening, speaking, reading and writing.

Students are screened for initial EL identification using one of the WIDA Consortium's assessments (the WIDA Screener or the Kindergarten W-APT). Placement in specific courses, or levels, will be based on the results, and the student scoring below proficient will be categorized as ELs.

Program Levels: The ELP may consist of different proficiency levels (beginner, intermediate, advanced) based on students' language skills. Placement in the appropriate level ensures that students receive the most effective language support.

3. Attendance Policy

Attendance Requirements: Regular attendance is crucial for success in the program. Students must attend at least 85% of classes each semester to remain in the program.

Excused Absences: Absences may be excused for valid reasons, such as illness or emergencies. Students must notify their instructor and submit appropriate documentation (e.g., a doctor's note) if absent for more than two consecutive days.

Unexcused Absences: Unexcused absences without prior notification or valid reason may result in disciplinary action, including warnings or removal from the program.

Tardiness: Students who arrive late to class disrupt the learning environment. Excessive tardiness may result in a warning or further disciplinary measures.

4. Code of Conduct

Respect and Professionalism: Students are expected to behave respectfully towards teachers, staff, and fellow students. A positive and supportive learning environment is a key component of the program.

Classroom Etiquette: Students should be prepared for each class, arrive on time, actively participate, and contribute to discussions. Phones and personal devices should be silenced and used only for educational purposes.

Academic Integrity: Cheating, plagiarism, or any form of dishonesty will not be tolerated. Students must complete their own work and properly cite any external sources used.

Disciplinary Actions: Violations of the Code of Conduct may result in warnings, meetings with parents or guardians, or dismissal from the program in cases of serious misconduct.

5. Assessment and Grading

Assessment Methods: Students will be evaluated through various methods, including quizzes, assignments, written exams, oral presentations, and class participation.

Grade Distribution: Students will receive grades based on performance in class activities, homework assignments, and exams. Grades will be assigned as follows:

A (Excellent)

B (Good)

C (Satisfactory)

D (Needs Improvement)

F (Failing)

Progress Reports: Students and their families will receive progress reports at the end of each term to inform them of academic performance and areas needing improvement.

Final Exams: Students must take a final exam at the end of each term. The exam will assess overall language proficiency in reading, writing, listening, and speaking.

6. Student Support Services

Tutoring: The program offers free tutoring services for students who require extra help outside of regular class hours. Students can schedule tutoring sessions with instructors or peer tutors.

Language Workshops: Additional language workshops may be available for students who need focused support in specific areas (e.g., pronunciation, writing skills, or grammar).

Counseling Services: Students experiencing personal or academic difficulties can access counseling services. These services are confidential and aim to help students succeed both academically and personally.

Language Practice Groups: Students are encouraged to join language practice groups or clubs to further develop their English skills outside the classroom.

7. Classroom Expectations

Preparedness: Students should come to class with all necessary materials (e.g., notebooks, textbooks, writing instruments) and complete any assigned work before class.

Participation: Active participation in class activities is essential for improving language skills. Students should engage in discussions, group activities, and ask questions when they need clarification.

Respect for Others: Students are expected to show respect for their peers' ideas, backgrounds, and experiences. A positive and inclusive classroom environment benefits all learners.

Use of English: Students are encouraged to speak in English as much as possible during class time to enhance language acquisition.

8. Communication with Parents/Guardians

Parent/Teacher Conferences: The ELP will schedule regular parent-teacher conferences to discuss student progress and address any concerns. Parents/guardians are encouraged to attend these meetings.

Progress Reports: Parents/guardians will receive progress reports that detail their child's academic progress and areas of improvement.

Communication Channels: Teachers will communicate with parents/guardians via email, phone calls, or letters as needed. Parents should feel free to contact instructors or the program coordinator with any concerns about their child's progress.

9. Health and Safety

Health Protocols: Students must follow the school's health protocols, including those for preventing the spread of illness (e.g., wearing masks if required, staying home if sick).

Emergency Procedures: Students should familiarize themselves with the school's emergency procedures, including fire drills and evacuation plans.

Medical Needs: If a student has a medical condition that may affect their participation in class, the program coordinator should be informed. Students may need to provide documentation from a doctor.

10. Cultural Sensitivity and Inclusion

Diverse Backgrounds: The ELP embraces students from diverse cultural, ethnic, and linguistic backgrounds. The classroom should be a place where all students feel valued and included.

Respect for Differences: Discrimination based on race, nationality, gender, religion, or any other personal characteristic is strictly prohibited.

Celebrating Diversity: The program encourages students to share their cultural traditions, which helps foster a deeper understanding of global perspectives.

11. Disciplinary Procedures

Behavioral Expectations: Students are expected to follow all school rules and maintain a positive attitude. Failure to do so may result in disciplinary actions.

Consequences for Misbehavior: The disciplinary process will begin with a warning, followed by a meeting with the student and parents/guardians if necessary. Continued misbehavior may result in removal from the program.

Appeals Process: Students or parents may appeal disciplinary actions by submitting a written request to the program coordinator. The appeal will be reviewed, and a decision will be made accordingly.

12. Program Completion

Completion Requirements: To successfully complete the ELP, students must meet the following criteria:

Achieve a passing grade in all required coursework.

Maintain satisfactory attendance.

Demonstrate improvement in language proficiency.

Certificate of Completion: Upon successful completion of the program, students will receive a certificate that can be used for further academic placements or employment opportunities.

Advancement Opportunities: Students who complete the ELP may be eligible to transition into mainstream academic courses, depending on their language proficiency and academic readiness.

Dress Code

All students in preschool through eighth grade attending GCCS are expected to dress in school appropriate clothing. 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

- Must be school appropriate. GCCS Hoodie Policy on page 23.
 - The following will NOT be allowed:
 - All outerwear including sweatshirts, sweaters, hoodies, etc. outside when temperature is over 80°.

BOTTOMS

- Must be school appropriate that are not ripped, torn, tattered or otherwise altered in any way. Shorts and skirts hems must fall at or below the mid-thigh. Leggings may be worn under skirts/shorts, jumpers.

The following will **NOT** be allowed:

- Baggy or oversized clothing. Clothing may not be more than one size too large, to allow for one-year's growth. No sagging of clothing is allowed. Pants, shorts and all belts must be worn around the waist as designed.

ACCESSORIES

- BEANIES/HEADGEAR may be worn to and from school only. No headgear can be worn on campus or inside the buildings/classrooms. *Exceptions for medical or religious reasons must be approved through administration.
- SHOES must cover toes for safety reasons. The following will not be allowed: Heelies, flip-flops, slippers, slides, sandals or bare feet
- COSMETICS will not be allowed at school and will be confiscated if out or if being used.
- SUNGLASSES may not be worn indoors
- Earbuds/Headphones are not allowed

Students not dressed in appropriate school clothing 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.

GANG-AFFILIATED OR REPRESENTATIVE CLOTHING OR ACCESSORIES OF ANY KIND ARE STRICTLY PROHIBITED. INTERPRETATION OF THIS IS AT THE DISCRETION OF GCCS, AND MAY CHANGE BASED ON UPDATED INFORMATION WITHIN THE COMMUNITY. (also found on PAGE 31)

***BACK PACK POLICY; CLEAR BAGS FOR 5TH-8TH GRADE STUDENTS. ONE PER SCHOOL YEAR WILL BE INITIALLY PROVIDED. PARENT/GUARDIAN WILL BE RESPONSIBLE TO SUPPLY ADDITIONAL CLEAR BACKPACK REPLACEMENT.**

GCCS Hoodie Policy

PURPOSE

To maintain a safe, respectful, and distraction-free learning environment, GCCS has established the following guidelines for wearing hooded sweatshirts (hoodies) on campus.

POLICY GUIDELINES

PERMITTED USE

Students may wear hooded sweatshirts as long as they:

- Are free of offensive language, images, or symbols
- Comply with the school's dress code regarding length, fit, and cleanliness
- Do not promote drugs, alcohol, violence, or hate speech

RESTRICTIONS

- **Hoods must remain down** while inside school buildings, including classrooms, hallways, the library, and offices.
- Hoodies may not be worn in a way that obscures the face or identity (e.g., hood up, face covered).
- Oversized or heavily layered hoodies that conceal identity or belongings may be subject to inspection by GCCS appointed staff
- All outerwear including sweatshirts, sweaters, hoodies, etc. outside when temperature is over 80°

SPECIAL CIRCUMSTANCES

- **Weather:** Hoodies may be worn outdoors for warmth. Hoods may be used outside during inclement weather but must be removed before entering the building.
- **Religious or medical accommodations:** Exceptions to this policy may be granted in accordance with students' rights or documented needs.

CONSEQUENCES FOR NON-COMPLIANCE

- 1st Offense: Verbal warning
- 2nd Offense: Parent contact and hoodie confiscation for the day
- 3rd Offense: Detention and parent meeting
- Repeated Offenses: Disciplinary action per the student handbook

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.
- I take responsibility for my actions.
- I give my best in everything I do and participate.

See Following Matrix for specific expectations within specific areas:

	S- SAFE	O-Organized	A-Accountable	R- Respectful
Classroom	-Keep hands and feet to self -Walking	-Be prepared with materials/ work -Keep desk/ areas neat -Return things to the proper place	-Participate in class -Be on time -Turn in work on time -Follow directions -use self control	-Respect others -Respect others' property -Use appropriate language
Hallways	-Keep hands and feet to self -Walk a safe distance from others	-Wait patiently in a quiet line -Face the front -Walk in a line -Use inside voice	-Have a hall pass -Walking with class in line -use self control	-Keep your voice at a normal level so others can learn -Maintain Respectful interactions
Common Area	-Keep hands and feet to self -Pick up things when done	-Stack and Store items -keep the area clean	-Return items that you were using -Following directions by adults the first time -Use self control	-Use soft level voices so others can learn! -Maintain respectful interactions
Cafeteria	-Keep hands/ feet and objects to self -Walk at all times -Pick up things when done	-Wait patiently in a quiet line -Keep my food and garbage on my tray. -clean up after yourself	-Follow directions -Clean up your personal area including table and floor -Use self control	-use soft level voices -Say please and thank you.
Playground	-Keep my hands and feet to myself -Pick up things when done Use equipment the right way	-Follow directions by adults the first time. - keep the area clean	-Use the equipment the right way -Follow the rules of the game -Return equipment properly -Follow directions -Use self control	-Include everyone -Share the equipment -Use kind words -Solve conflict appropriately
Bathrooms	-Keep hands and feet to self -Walk - Wait your turn to enter	-Flush, Wash, Dry and good-bye -LNT Leave NO trace of your visit. - keep the area clean	-Use soap and water in an appropriate way -Clean up after yourself -Throw paper in the garbage -Use self control	-Use soft voices -Respect personal space
Buses	-Keep hands feet and objects to self -Stay seated -Use soft level voices -Keep aisles clear -Help maintain order	-Keep trash off the floor. -Keep aisles clear -Help maintain order	-follow directions -Help younger students stay safe -Clean up after yourself -Use self control	-Listen to adult directions -Share seat with others -Say please and thank you

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, the parent/guardian will cooperate with the school as a collaborative partner to address the 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 centers 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 database 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 parents/guardians, 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

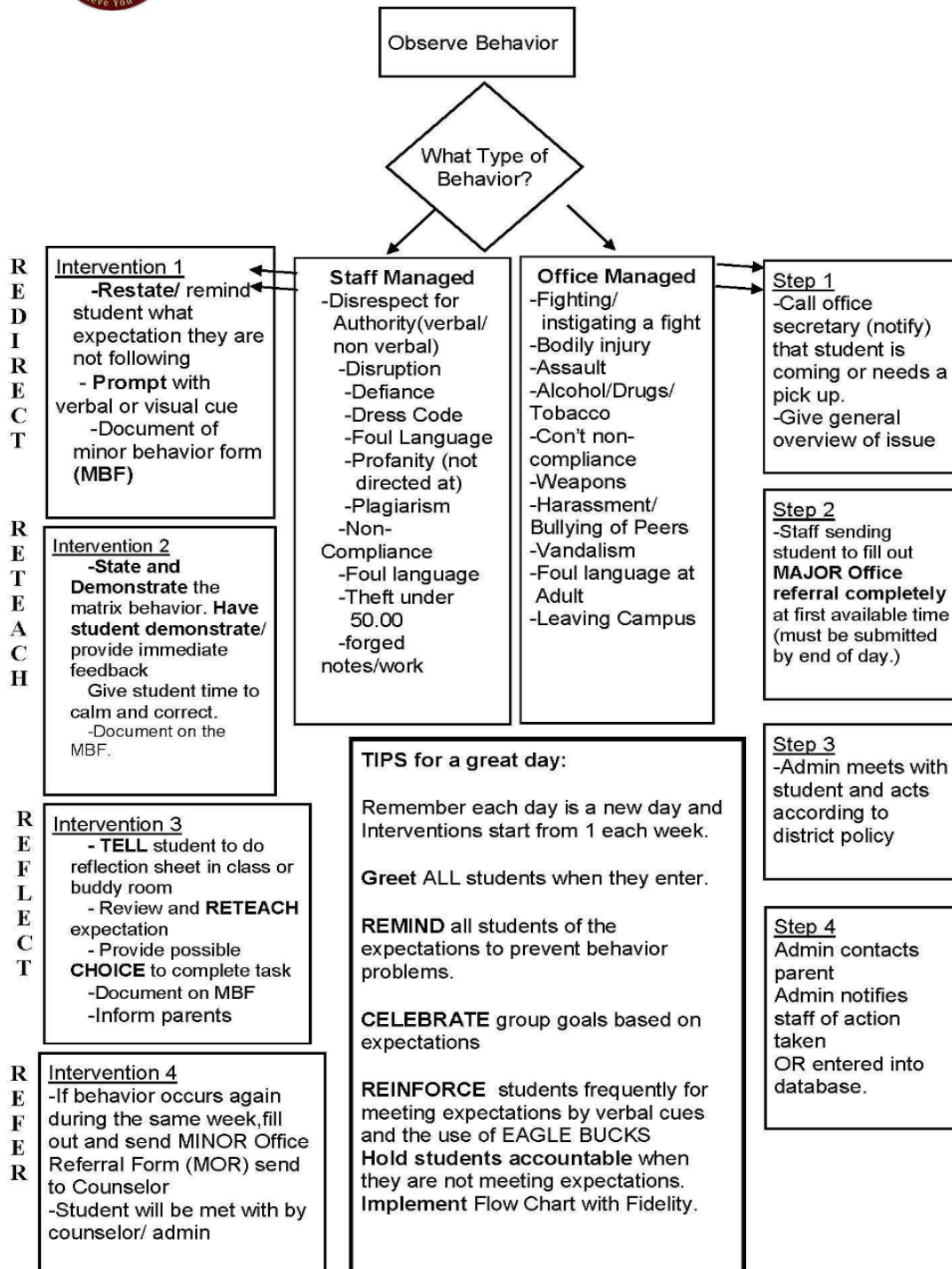
School discipline consequences strive to be consistent, reasonable, fair, age appropriate and matched to the severity of the student's misbehavior. Consequences that are paired with meaningful interventions, instruction and guidance (corrective feedback and re-teaching) offer students an opportunity 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. 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 28**, 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.



Gila Crossing Community School

Behavior Flowchart



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 Vice Principal for a conference, incident recorded, and phone call to the parent/guardian.
- 2 points: Referral to Principal/Behavior Specialist or Vice Principal 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 parents/guardians 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 on the next page:

<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.

Student-Owned Electronic Devices

In compliance with Arizona Revised Statute 15-120.05 Gila Crossing Community School limits student access to wireless communication devices, including cell phone, smartwatches, and other wireless communication devices (including those provided by the District) during the school day.

Students are expected to keep personal devices turned off and stored in backpacks (K-4) or a designated location throughout the school day (5th-8th), including class time, lunch, recess and transitions between activities. Students in 5th-8th grade will be asked to turn their cell phone into their teacher at the beginning of class, and their cell phone will be returned at the end of class. The school blocks access to social media sites on school networks.

If a student misuses a device, it will be confiscated and held in the front office until the end of the school day and will require a parent or guardian to pick up the device in person. Continued misuse may result in a loss of the privilege to bring devices to school.

Gila Crossing Community School does not assume responsibility for the loss or damage to personal property. If your child has a cell phone or electronic device on campus or on the bus and it is damaged or stolen, there is no guarantee that school staff will have time to investigate the incident. Additionally, the school will not assume any financial responsibility for the cell phone or cell phone charges.

Inappropriate Use of Social Media

Gila Crossing Community School is committed to fostering a safe, respectful, and inclusive learning environment. The inappropriate use of social media by students, regardless of time or location, disrupts the educational environment, negatively impacts student well-being, and violates school policies. Students are not to use social media during the school day and are to report inappropriate or harmful content to a trusted adult or school administrator.

Inappropriate social media behavior includes, but is not limited to:

- Cyberbullying, harassment, or threats directed at students, staff, or the school community;
- Posting or sharing images or messages that are discriminatory, obscene, or violent;
- Sharing content that causes a substantial disruption to the school environment;
- Impersonating staff or students in a harmful or misleading way; and
- Posting confidential or personal information of others without consent.

A student may be subject to discipline for engaging in inappropriate social media activity that affects the school environment or violates school policy.

Online Conduct Occurring Off-Campus

Students are expected to uphold the same standards of respect and responsibility online that are expected on campus. Off-campus behavior may result in school discipline if it:

- Substantially disrupts the school environment;
- Targets or threatens students or staff; or
- Violates school policies or laws.

Gila Crossing Community School reserves the right to investigate reports of inappropriate social media use and will respond promptly and appropriately to protect the safety and welfare of all students and staff.

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 slander
- 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 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 promptly investigate 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.gccseagles.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 the 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 notified of the infractions against the student.
- If the student denies the infractions, 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

Prohibited Items at School

Gila Crossing Community School reserves the right to prohibit certain items from being brought to school either permanently or temporarily based on circumstances that would make such items a disruption or danger on campus and/or on transportation. These prohibitions might pertain to the whole school, for a

group of students or a particular student. But the following items will not be allowed to be in possession of students:

- Permanent Markers or Paint Pens
- Outside Food and Drink other than food brought for personal lunch, water, or items deemed to be medically necessary. **Further clarification is also located under Food Service on page 36.**
- Any items that might be or have been deemed as a distraction in classes or at other school functions.

Disciplinary Action Involving Exceptional Student Services Students (ESS, Special Education)

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, 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, an Exception Student Services student (ESS, Special Education student) may be placed in a 45-day Interim Alternative Education Setting (IAES) without Special or General Education services. Incidents involving an Exception Student Services student (ESS, 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. an Exception Student Services student (ESS, Special Education student) 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, supervised, extracurricular program. **Students are not allowed to be dropped off at school prior to 7:25 am.**

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 3:30pm.

Any change of a student's transportation needs must be provided by 1:00 pm to the front office on the date of the change.

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 instruction

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. 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 the administrator for a meal card or purchase a meal on their own. Adults desiring a meal may purchase one on their own for \$3.00. 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>

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, or to be consumed at any other time. Students may bring outside food for scheduled parties and events, but this must be checked in through the front office before going to its destination. Store bought is required due to allergies. GCCS is a nut free school.**

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 a 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; assumes 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 the 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 parents/guardians.
- 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 to library materials, students should notify the library staff immediately. Students may be responsible for damaged library materials while in their possession.

Counseling

Full time counselors both provided by the school and through GRBH are on campus and employed to provide:

Individual counseling for students

Family support and community outreach

Implement and support individual behavior plans

Provide SEL lessons and support

Counselors interact with many students informally throughout the day, they may be asked by staff to meet with a student who they are concerned about. The school counselor will see students on a one-time basis to provide on the spot counseling for a serious issue that may arise. (Tier 1). If more counseling is required the parent/guardian will be contacted and informed that their child may need more counseling. (Tier 2). Counselors are also glad to help with outside resources and work directly with Gila River Behavioral Health who provides a counselor on our campus and works with students needing more intense counseling (Tier 3).

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 parents/guardians 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.

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 promote 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 a 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 Wechsler Intelligence Scale for children (WIS (3) or Stanford Binet Assessment. 95th Percentile).
3. Academic Aptitude/Achievement – The natural ability of an individual to acquire knowledge or 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 multidisciplinary

team meeting to prepare the Individual Education Plan, and an invitation to the parent/guardian to participate in the meeting.

Individualized Learning Plan (GILP). An Individualized Learning Plan will be written for each student. Each GILP 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 GILP will include:

- Type of GILP (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 a student's attainment of goals and objectives.
- The multidisciplinary team's signatures.

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

Length of Program. Individualized Learning 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 GILP Team. The GILP for each student will be reviewed at the end of each school year, and a new GILP 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 GILP, 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 / AASA
- Creative checklist.
- Creative Assessment Packet.
- Leadership Checklist.
- Visual/Performing Arts Checklist.
- Cognitive Assessments such as Wechsler Intelligence Scale for children (WIS (3) or Stanford Binet 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 Individualized Learning 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.
6. Students may not skip practice because they "don't feel good." They may sit out and watch practice.
 7. 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 for administering this process.

Overview

Under the McKinney-Vento Homeless Assistance Act, homeless children and youth must have equal access to public education, including preschool, and be included in academic assessments and accountability systems. Gila Crossing Community School ensures these students are free from discrimination, segregation, and harassment and are provided opportunities to succeed.

Definition of Homeless Children and Youth

Homeless children and youth lack a fixed, regular, and adequate nighttime residence (substandard housing - that poses a serious risk to the health, safety, or physical well-being of occupants. Substandard housing may lack water, heat, electricity, or be infested with mold or vermin. It may also lack basic functional parts such as a working kitchen or indoor plumbing). This includes those:

- Sharing housing due to loss of housing or economic hardship
 - Living in motels, shelters, cars, parks, substandard housing, or public spaces
 - Refugee, immigrant, migratory, or unaccompanied youth (without a parent/guardian) meeting these criteria
- Identification is case-by-case by the local McKinney-Vento liaison via housing questionnaires and referrals.

Enrollment

Homeless students must be immediately enrolled, even without:

- Proof of residency, guardianship, or age
 - School, health, or immunization records
 - Birth certificate or other documents
 - Uniforms or fee payments
- Unaccompanied youth may enroll themselves. Schools must contact previous schools for records and refer families to the liaison for medical needs.

School of Origin & School Selection

The school of origin is:

- Where the child was last enrolled or attended while permanently housed
- The next-grade feeder school

Homeless students can continue attending the school of origin or enroll in the local school, based on best interest. The liaison supports placement for unaccompanied youth, prioritizing their preference.

Comparable Services

Homeless students receive services equal to those provided to all students, including:

- ELL, special education, gifted/talented, and at-risk programs
- Career/technical education, school nutrition, before/after-school programs

Transportation

Provided to/from the school of origin if requested by parents or the liaison:

- Arranged in coordination with the family
- Provided through the school year after permanent housing is found if in the student's best interest
- Costs may be shared between LEAs/schools

Title I, Part A

Homeless students are automatically eligible for Title I services. Gila Crossing Community School:

- Reserves funds for educational support
- Coordinates McKinney-Vento in the Schoolwide Plan
- Ensures inclusion in assessments and accountability systems

Access to Free Meals

All identified homeless students receive free meals without an application. The liaison informs the food service office for immediate eligibility.

Fee Waivers

All school fees are automatically waived to remove participation barriers for homeless students.

Removal of Barriers

Policies are reviewed to eliminate barriers to identification, enrollment, and retention, including issues related to fees or absences.

Dispute Resolution

If disputes arise over eligibility, enrollment, or school choice:

- The student is immediately enrolled pending resolution
- Written notice of the decision and right to appeal is provided

Privacy

Student living situations are protected under FERPA and not considered directory information. Consent is required for address release.

Local Homeless Liaison Duties

The Gila Crossing Community School liaison:

1. Identifies homeless students
2. Ensures enrollment and academic success
3. Provides access to education and support services (health, housing, etc.)
4. Informs families of rights and services
5. Facilitates transportation
6. Mediates disputes and maintains appeal records
7. Posts educational rights notices
8. Trains school staff annually
9. Ensures unaccompanied youth are enrolled and supported academically and for FAFSA
10. Coordinates with service providers, parents, and youth

Contact

Questions? Contact the Local Liaison.

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.

FACE Preschool Program (3 to 5-year-olds)

GCCS has a Preschool Program. 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 FACE coordinator 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 towards 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 FACE coordinator to check for availability as there are a limited number of spaces available.

Preschool Program

Our preschool program provides a nurturing, play-based environment where young children begin their educational journey. We focus on social, emotional, cognitive, and physical development through hands-on activities, guided exploration, and structured routines. A child must be 3 years of age no later than July 31st of the enrolling year and must have all of the required immunizations. In addition, he/she must be toilet trained.

Parent/Guardian/Teacher Regular Participation and Organization (PTO)

Our Parent/Guardian/Teacher participation organization (PTO) 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.

Visiting

Parents/guardians and community members are always welcome at 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

- All classroom visits must be scheduled
- Report to the school office upon arrival
- Obtain a visitor badge
- Visit only the classroom you specified during your sign-in
- Report to the office after your visit to sign-out, to notify the front office
- Visitors who would like to spend extended time on campus more than 8 hours or 5 visits in any calendar year must obtain a fingerprint clearance card
- All visitors are expected to demonstrate safe, accountable, organized and respectful behavior while on campus
- Any visitor may be asked to leave campus at any time

Parent/Guardian Teacher Conferences

Conferences are held at regular intervals. Please see the school calendar located in this handbook for specific dates. Parents/guardians may, however, 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.

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 presence of a staff member. Except in cases of emergencies and the assignment of after school 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. A suggestion box is located in the front office.

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 in 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 for 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.

Student Records

A. General Policy

The School and all of its employees, agents, representatives, and students shall respect and protect the privacy of all student records to the fullest extent permitted by the law and to the degree possible given the educational mission of the School.

The Superintendent has the ultimate authority for ensuring the confidentiality of student records.

Violations of these policies are grounds for disciplinary action.

B. Confidentiality

Disclosure of student education records will be made in accordance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232(g), and corresponding Federal Rules and Regulations set forth in 34 CFR 99, as well as the requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §1400 et seq., and corresponding Federal Rules and Regulations set forth in 34 CFR 300.500, as well as other applicable laws and regulations. Additionally, the making, maintenance and keeping of student records shall comply with 25 CFR 43 as applicable.

If a parent of a student or an eligible student has reason to believe that a violation of FERPA or the IDEA has occurred, that person should immediately contact a School official. Any alleged violation will be immediately investigated by the School and corrective measures will be taken as necessary. The person also has the right to file a complaint with the Family Policy Compliance Office, U.S. Department of Education, Washington, D.C., 20202-4605. Copies of these policies and procedures will be available to a parent or eligible student at the office.

C. Definitions

1. Dependent Student. Any student who has not become eighteen (18) years of age.
2. Directory Information. See Section G, below.
3. Education Record. Any information which is directly related to a student and which is maintained by the School or an employee or agent on behalf of the School, but not the following:
 1. Personal records kept by an employee of the School that meets the following tests:
 - a. It is used only as a personal memory aid.
 - b. It is kept in the personal possession of the individual who made it.
 - c. It is not accessible and has never been revealed to any other person except the employee's temporary substitute.
 2. Medical treatment records maintained for eligible students.
 3. Records collected and maintained by a law enforcement unit of the School.
 4. Records containing only information about a person after that individual is no longer a student in the School.
 5. An employment record that is used only in relation to a student's employment by the School. (*Employment for this purpose does not include activities for which a student receives a grade or credit in a course.*)
 6. Related alumni records after the student no longer attends classes provided by the School, and the records do not relate to the person as a student.

4. Eligible Student. A student who has reached age eighteen (18) or is attending a postsecondary school.

5. Parent. A natural parent of a student, regardless of whether that parent has custodial rights to the child, unless the School has been provided with evidence of a court order, state statute or other legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights, or a guardian or an individual acting as a parent in the absence of a parent or guardian.

6. Personally Identifiable Information. Any data or information that makes the subject of a record known, including the following:

1. The student's name;
2. The name of the student's parent or other family member;
3. The address of the student or student's family;
4. A personal identifier, such as the student's Social Security number or student number;
5. A list of personal characteristics that would make the student's identity easily traceable; or
6. Other information that would make the student's identity easily traceable.

7. School Officials. Certificated School administrators and certificated School teachers (including substitutes, interim, and temporarily assigned certificated School administrators and certificated School teachers), School Board Members, and persons employed or under contract with the School to perform a particular task, such as clerk, attorney, or auditor.

8. Student. Any individual who is or has been in attendance at the School and regarding whom the School maintains education records.

9. Signed and dated written consent: Consent, which may include a record and signature in electronic form, that:

1. Identifies and authenticates a particular person as the source of the electronic consent.
2. Indicates such person's approval of the information contained in the electronic consent.

D. Locations of Education Records

A list of types and locations of education records collected, maintained, or used will be provided to the parents on request

E. Rights of Parents or Eligible Students

Requests for Inspection and Review. Upon a signed and dated written request directed to the Superintendent, parents, their designated representative, or eligible students have the right to be provided with an opportunity to inspect and review educational records as described herein. The School will respond to any request without unnecessary delay but in no case more than forty-five (45) days after the request has been made. In the case of a student eligible for services under the IDEA, before any meeting regarding any individual education program or hearing relating to the identification, evaluation, placement of a student, or the provision of a free appropriate public education. The School may either provide a copy of the records or make other arrangements which will allow for an opportunity for inspections.

The Superintendent or his/her designee will contact the parent of the student or the eligible student to discuss how access will be best arranged (e.g., copies, at the exact location, or records brought to a single

site). Parents have the right, upon reasonable request, for explanations and interpretations of the information contained in the records and a right to request copies of the records containing the information, if not in violation of stated policy or applicable law or regulation. Parents have the right to have a representative of the parent to inspect and review the records.

The Superintendent or his/her designee will make the needed arrangements as promptly as possible and notify the parent or eligible student of the time and place where the records may be inspected. This procedure must be completed in forty-five (45) days or less after receipt of the request for access.

If for any valid reason, such as working hours, distance between record location sites, or health, the parent or eligible student cannot personally inspect and review a student's education records, the School will arrange for the parent or eligible student to obtain copies of the record.

Correct and Amend. Parents or eligible students have the right to correct or amend the record if they believe that information contained in the record is inaccurate, misleading, or in violation of FERPA or the IDEA. The School will decide within two (2) weeks whether or not the records should be amended. If the School determines that no amendment is appropriate, the parents are entitled to a hearing to challenge the School's decision.

Hearings on Requests to Correct and Amend. Any hearing pursuant to this Section will be held within forty-five (45) days after the request has been made. Parents or eligible students will receive notice at least twenty (20) days prior to the hearing. Service of the notice shall be by personal delivery or certified mail, return receipt requested. The hearing will be conducted by a hearing officer who has no direct interest in the outcome of the hearing. Parents have the right to be represented by an attorney or other individuals at the parents' expense. The parents may present evidence and argument on all issues involved and have the right to cross-examine the witnesses. The hearing officer may make evidentiary rulings. Formal rules of evidence, such as are required in a judicial proceeding, need not be followed. The hearing will be confidential. The hearing officer's decision will be based solely on the evidence and will be issued within twenty (20) days after the conclusion of the hearing. The School will take appropriate action based on the recommendation of the hearing officer.

Notification of Rights. Parents or eligible students have a right to be notified of their right under FERPA and of the procedures thereunder. The School will provide a Notice to Parents and Eligible Students within the first two (2) weeks of each school year and to the parents of each newly enrolled student or eligible student thereafter. A copy of the Notice which is to be sent is attached hereto and made a part hereof as **Appendix A**. In the event that the home language of the parent or eligible student is not English, the School will either provide a written notice in the home language of the parent or eligible student or will communicate the information orally by means of an interpreter.

PII of Other Students. When a record contains information about students other than a parent's child or the eligible student, personally identifiable information regarding other students must be excised or blocked out. The parent or eligible student may not inspect and review the records of the other students.

F. Fees

All records subject to disclosure under this procedure shall be available for inspection free of charge. If copies are desired, they shall be furnished by the School to the parent or eligible student on request and free of charge. Additional copies may be sent to other schools or agencies without charge. However, the School reserves the right to charge up to thirty-five cents (35¢) per page for multiple or excessive requests. No fee will be charged for search and retrieval of records

The School will provide copies of records free of charge:

- A. When the refusal to provide copies effectively denies access to the records by the parent or eligible student.

B. At the request of the parent or eligible student, when the School has provided the records to third parties by the prior consent of the parent or eligible student.

C. At the request of the parent or eligible student when the School has forwarded the records to another school where the student seeks or intends to enroll.

G. Directory Information

The School may disclose directory information about a student without prior consent of the parent or eligible student. “Directory information” is such personally identifiable information contained in the record which the School does not consider harmful or an invasion of privacy if disclosed. The School hereby designates the following information as directory information:

1. The student’s name.
2. The names of the student’s parents.
3. The student’s address, email address, and telephone number.
4. The student’s date and place of birth.
5. The student’s grade level.
6. The student’s extracurricular participation.
7. The student’s achievement awards or honors.
8. The student’s weight and height if a member of an athletic team.
9. The student’s photograph.
10. The school or school the student attended before enrollment in the School.
11. The student’s dates of attendance and enrollment status.

The designation of directory information and the School’s policy on disclosure of directory information will be provided to the parent or eligible student in the Notice to Parents or Eligible Students at the beginning of the school year or upon enrollment, if enrollment occurs during the school year. The Notice to be provided is attached hereto and made a part hereof as **Appendix B**.

Upon receiving the Notice, the parent or eligible student will have a period of two (2) weeks to object to the disclosure of all or part of the directory information. Any objection must be in writing. If no written objection is received during the specified time period, the School will assume that the parent or eligible student has consented to the disclosure of the directory information. The custodian of records shall indicate in each student’s educational record whether or not the disclosure of directory information is permissible under this Section.

If the School permits the release of directory information relating to students to persons or organizations who inform students of educational or occupational opportunities, then the School shall provide access to directory information on the same basis to military official recruiting representatives for the purpose of informing students of educational and occupational opportunities available to them.

H. Access and Release of Records – Consent Required (To Persons Other Than Parents or Eligible Students)

The School will release information from or permit access to a student’s education records only with a parent’s or eligible student’s prior written consent or as required by law. At a minimum, the consent must include a description of the specific records to be released, the purpose or reasons for the disclosure, the person or organization to whom the records shall be released, the signature of the parent or eligible

student, the date the consent is signed and, if applicable the period of time for which the consent is valid. A copy of an acceptable Consent form is attached hereto and made a part hereof as **Appendix C**.

The parent or the eligible student may obtain a copy of any records disclosed under this provision, unless otherwise prohibited.

I. Access and Release of Records -- No Consent is Required

The Superintendent or his designee may release student education records without consent by the parent or eligible student under the following circumstances:

1. To School officials with a legitimate educational interest.
A “legitimate educational interest” is a person’s need to know in order to properly perform a necessary administrative task or to perform a necessary task directly related to the student’s education or to perform a service or benefit for the student or the student’s family.
2. To another school where student intends to enroll (in which case, the parent and eligible student has a right to obtain copies of records transferred).
3. When certain federal and state officials need information in order to audit or enforce legal conditions related to federally supported education programs in the School.
4. To parties who provide or may provide financial aid to a student to:
 1. Establish the student's eligibility for the aid.
 2. Determine the amount of financial aid.
 3. Establish the conditions for the receipt of the financial aid.
 4. Enforce the agreement between the provider and the receiver of financial aid.
5. If a state law adopted before November 19, 1974, required certain specific items of information to be disclosed in personally identifiable form from student records to state or local officials.
6. If a state law adopted before November 19, 1974, required certain specific items of information to be disclosed in personally identifiable form from student records to state or local officials of the juvenile justice system and the officials certify in writing that the information will not be disclosed to any other party, except as provided under state law, without prior signed and dated written consent of the parent or the eligible student.
7. When the School has entered into a written agreement or contract for an organization to conduct studies on the School's behalf to develop tests, administer student aid, or improve instruction.
8. To accrediting organizations to carry out their accrediting functions.
9. To parents of an eligible student if the parents claim the student as a dependent as defined by the Internal Revenue Code of 1954.
10. To comply with a judicial order or lawfully issued subpoena. The School will make a reasonable effort to notify the parent or the eligible student before making a disclosure under this provision unless directed otherwise by a court of competent jurisdiction.
11. To comply with an *ex parte* order from a court of competent jurisdiction requiring the School to permit the U.S. Attorney General or U.S. Attorney General's designee to collect education records in the possession of the School that are relevant to an authorized investigation or prosecution of an offense listed in 18 U.S.C. 2332b(g)(5)(B) for an act of domestic or international terrorism as defined in 18 U.S.C. 2331. An *ex parte* order is an order issued by a court of competent jurisdiction without notice to the adverse party. A disclosure pursuant to an *ex parte* order will not be recorded as a disclosure of information from a student's education records by the School.

12. If the School initiates legal action against a parent or student, the School may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the School to proceed with the legal action.

13. If a parent or eligible student initiates legal action against the School, the School may, without a court order or subpoena, disclose the student's education records that are relevant for the School to defend itself.

14. To comply with the request of authorized law enforcement officials conducting an investigation of acts of terrorism.

15. The disclosure is in connection with a health or safety emergency. Time is an important and limiting factor in determining whether the disclosure is in connection with a health or safety emergency. The School will permit any school official to make the needed disclosure from student education records in a health or safety emergency if:

1. The official deems the disclosure is warranted by the seriousness of the threat to the health or safety of the student or other persons.
2. The information is necessary and needed to address the emergency.
3. The persons to whom the information is to be disclosed are qualified and in a position to deal with the emergency.

16. The School may release student attendance, disciplinary, and other education records to a law enforcement agency and county attorney pursuant to an intergovernmental agreement between the School, the law enforcement agency, the county attorney, and other state, local, or tribal government agencies to create a local or tribal juvenile justice network for the purpose of:

1. providing appropriate programs and services to intervene with juveniles currently involved in the juvenile justice system.
2. providing appropriate programs and services designed to deter at-risk juveniles from dropping out of school or other delinquent behavior.
3. increasing the safety and security of the community and its children by reducing juvenile crime.

17. Education records provided pursuant to an intergovernmental agreement entered into in accord with the above provisions shall be used solely for the purposes of the agreement and shall not be disclosed to any other party, except as provided by law.

18. The disclosure is information which has been designated by the School as "directory information" and the procedures regarding disclosure of directory information have been followed.

J. Special Conditions for Special Education Records

Education records of students in special education programs will be kept by specifically designated School employees who will receive training in the confidentiality policies and procedures required in the collection, storage, disclosure and destruction of student records. The School shall maintain, for public inspection, a current listing of the names and titles of all employees who have access to personally identifiable information.

Parental consent must be obtained (1) before personally identifiable information is disclosed for any purpose other than meeting a requirement under this section (i.e., legitimate educational interest) or (2) if the information is to be disclosed to anyone other than officials of participating agencies who collect or use the information under IDEA or (3) whenever disclosure with parental consent is required under FERPA. The School shall inform the parents when personally identifiable information is no longer needed to provide

educational services to the child. If the parent so requests, the information will be destroyed. However, basic identifying data, attendance data and academic data may be retained by the School.

K. Records of Access Requests and Disclosures Made

The School will keep a log of all access requests and of information disclosed or access permitted with each student record. The log will include the name of the individual or organization making the request; the purpose or reasons for the request; the date of the request; and whether the request was granted and, if so, the date disclosure was made or access was permitted. See **Appendix D**. The log will be maintained as long as the student's education record is maintained by the School.

No record will be kept if the request was made by:

1. The parent or eligible student.
2. An authorized School official with a legitimate educational interest.
3. Authorized law enforcement officials conducting an investigation of acts of terrorism.
4. A party who has the written consent of the parent or eligible student
5. A party seeking directory information.
6. A party seeking the records pursuant to a Federal grand jury or other law enforcement subpoena and the Court has ordered that the existence or contents of the subpoena or the information furnished in response to the subpoena not be disclosed.

L. Transfer of Education Records

Requesting Records of Incoming Students. Upon enrollment of a transfer student from another school, the Superintendent or his/her designee shall request that the student's parent or guardian (or an emancipated student) authorize consent for the request for the student's education record. Within ten (10) school days after enrolling a transfer student from another public school, Superintendent or his/her designee shall request, directly from the student's previous school, a certified copy of the student's record.

Responding to Requests for Records of Existing Students. Upon receiving a request for the records of a student who has withdrawn from school, the Superintendent or his/her designee shall comply and forward the record within ten (10) days after receipt of the request, unless:

- A. The record has been flagged pursuant to A.R.S. 15-829 or similar law, in which case the record shall not be forwarded and law enforcement officials shall be notified.
- B. The request does not conform to the requirements related to proper release of records by an emancipated student or parent.

L. Destruction of Education Records

Records other than those containing basic identifying data, attendance data and academic data will be destroyed after two (2) years.

M. Notice to be Placed on Records Released

All records released to any party outside of the School shall have attached to every page, or placed upon every page, a notice stating:

"This student record is released to you on the specific condition that you will not permit any other party to have access to the information contained herein without the specific written consent of Gila Crossing Community School."

The School shall not consent to such secondary access unless and until the eligible student or the parent of the dependent student shall have executed a consent to such secondary access in writing.

N. Standards for Creation of Student Records

1. Student records shall contain only information concerning a student which is relevant and necessary to the accomplishment of the educational and personal welfare of the student and is authorized by law.
2. Student records which are used to make any determination concerning a student shall be maintained with such accuracy, relevance, timeliness, and completeness as is reasonably necessary to assure fairness to the student.
3. Information which is or may be used in determining a student's rights, benefits or privileges under any program, grant or contract, shall be collected directly from the student or his or her parent, to the greatest extent possible.

O. Secure Maintenance of Records

1. All student records shall be maintained with appropriate administrative, physical or technical safeguards to ensure the security and confidentiality of records and to protect against any anticipated threats or hazards to their security or integrity which could result in substantial harm, embarrassment, inconvenience, or unfairness to any student on whom such information is maintained.
2. All permanent student records shall be kept and maintained in a locked vault under the direct and immediate supervision and control of the Superintendent or designee.
3. Temporary student records and copies of permanent student records shall be kept and maintained by the Superintendent or designee.
4. All student records which are physically maintained in written form shall be so maintained subject to the following safeguards:
 - i. All areas in which the student records are maintained or regularly used shall be posted with a warning set forth in **Appendix E**.
 - ii. During working hours, the area in which the student records are maintained or used shall be occupied by authorized personnel, or access to the student records shall be restricted by their storage in locked metal file cabinets or a locked room.
 - iii. During non-working hours, access to the student records shall be secured and restricted by their storage in locked metal file cabinets or a securely locked room to which no keys are available but to authorized personnel.
5. All student records which are electronically stored in a computer systems shall be maintained in a manner by which access shall be restricted by physical lockout of the computer or by access which is limited to a password known or available only to authorized personnel. All student records, so kept or maintained in a computer system, shall be recorded daily on a computer floppy disk, which shall be maintained with the same security required for physical records.
6. All authorized personnel shall be, not less than annually, provided with a review of the security requirements contained herein by the Superintendent or his or her designee.

P. Standards of Conduct for Authorized Employees

1. No employee may disclose the information contained in, or provide or permit access to, student records unless that disclosure or access is permitted by this Manual or is made to the parent of a dependent student or to an eligible student to whom the record pertains.
2. Every employee whose duties require or permit handling of student records shall, at all times, take care to protect the integrity, security and confidentiality of student records.
3. No employee may alter or destroy a student record unless:
 - i. Alteration or destruction is properly undertaken in the course of the employee's regular duties or is specifically authorized by the Superintendent.
 - i. Alteration or destruction is required by order of a court of competent jurisdiction.

APPENDIX A

Annual Notice to Parents and Eligible Students

Dear Parent/Eligible Student:

If you need to have this letter translated, please contact the Superintendent.

The School Board has established a written policy governing confidentiality of student records, pursuant to the Family Education Rights and Privacy Act, 20 U.S.C. §1232(g) and 34 C.F.R. Part 99 and the Individuals with Disabilities in Education Act, 20 U.S.C. §1400 *et seq.* 34 C.F.R. §300.500 *et seq.* Copies of the relevant policies are provided to the student. Additionally, copies are available in the administrative office.

The student records maintained by the School include identifying data, attendance data, and academic data as well as health data, incident reports and psychological evaluations and reports. These records are located at the administration office under the supervision of a designated School employee. Generally, these records are available to teachers and staff members working with a particular student and assist the teacher and staff member in providing appropriate educational services to the student. You have the right to inspect and review any and all educational records maintained by the School and pertaining to your child. If you would like to inspect and review your child's record or, in the case of an eligible student, if you would like to inspect and review your own record (except for medical and mental health records), you must submit a written request to the Superintendent office. The School will comply with your request within a reasonable time but, in any event, within forty-five (45) days of the date of the request.

The School is not required to give an eligible student access to his/her mental health or medical records. However, the eligible student may have the records reviewed by a physician or other professional of the student's choice, with the written consent of the student.

The School will charge a reasonable copying fee unless the imposition of such a fee would prevent you from exercising your right to inspect and review the records. In extraordinary circumstances, when it is not feasible for you to come and inspect the records personally, the School will mail a copy of those records to you at the address provided by you.

If you believe that information contained in the records is inaccurate or misleading, you may request that the records be amended. Your request must be in writing, contain the specific information which you believe to be inaccurate or misleading and must contain the reasons why you believe the information is incorrect or misleading. If, after a review of the records, the School does not agree with your conclusion that the record should be amended, you have the right to request a hearing on that issue. The hearing will be conducted by an individual who does not have a direct interest in the outcome of the hearing.

The School has designated the following information as "directory information":

1. The student's name.
2. The names of the student's parents.
3. The student's address, email address, and telephone number.
4. The student's date and place of birth.
5. The student's grade level.
6. The student's extracurricular participation.
7. The student's achievement awards or honors.
8. The student's weight and height if a member of an athletic team.
9. The student's photograph.

10. The school or school the student attended before enrollment in the School.

11. The student's dates of attendance and enrollment status.

You have the right to refuse permission for the School to use the above-designated "directory information", or parts of it, with respect to your child. In that case, you must notify the school of your refusal, in writing, within two (2) weeks from the beginning of the school year, or if your child enrolls after the beginning of the school year, within two (2) weeks from the date of enrollment. NOTE: If the School does not receive written notification from you within this two (2) week period, the School will assume that it has your permission to use the above-designated information.

If you believe that the School is violating public school records policies and procedures, you should immediately contact a School official. The School will promptly investigate your complaint and take corrective action, if necessary. You also have the right to file a complaint with the Family Educational Rights and Privacy Act Office in Washington, DC.

If your child is receiving special education and services, the School will inform you when personally identifiable information is no longer needed by the School to provide services to your child. This information will be retained by the School for a period of two (2) years after the date your child was last enrolled in the School.

NOTE: Although destruction of this information is the best protection against unauthorized and improper disclosure, these records may be needed in the future for social security or other benefits.

4 APPENDIX B

Notice of Directory Information

School staff members may compile nonconfidential student directory information specified below. The below-designated directory information may be publicly released to educational, occupational or military recruiting representatives without your permission. If the School permits the release of the below-designated directory information to persons or organizations who inform students of educational or occupational opportunities, by law the School is required to provide the same access on the same basis to official military recruiting representatives for the purpose of informing students of educational and occupational opportunities available to them, unless you request in writing that the school not release the student's information without your prior signed and dated written consent. *If you do not object to the release of any and all of the below-designated information in writing, then the School must provide military recruiters, upon request, directory information containing the student's names, addresses and telephone listings.*

If you *do not want any or all* of the below-designated information about your student to be released to any person or organization without your prior signed and dated written consent, you must notify the School in writing by checking off any or all of the rejected information, signing the form at the bottom of this page, and returning it to the Superintendent, within two (2) weeks of receiving this form. If the School does not receive this notification from you within the prescribed time, *it will be assumed that your permission is given* to release your student's designated directory information.

I *do not* want the information I have checked below concerning _____
(student's name) designated as directory information and released to any person or organization without my prior written consent:

- ☐ The student's name.
- ☐ The names of the student's parents.
- ☐ The student's address, email address, and telephone number.
- ☐ The student's date and place of birth.
- ☐ The student's grade level.
- ☐ The student's extracurricular participation.
- ☐ The student's achievement awards or honors.
- ☐ The student's weight and height if a member of an athletic team.
- ☐ The student's photograph.
- ☐ The school or school the student attended before enrollment in the School.
- ☐ The student's dates of attendance and enrollment status.

(Parent/guardian signature)

(Date)

4. APPENDIX C
CONSENT TO RELEASE OF INFORMATION

I hereby authorize the Gila Crossing Community School and consent to the access to, release of, and/or disclosure of the education record(s) specified below from the student records of _____ (student's name).

The education record(s) that may be accessed, released, and/or disclosed are as follows:

The reason(s) for the access, release, and/or disclosure of the education record(s) is/are as follows:

The education record(s) may be accessed by, released to, and/or disclosed to the following party(ies) and to no other parties without my further express consent and authorization:

If applicable, this consent will terminate on the following date: _____

Signature of parent/guardian of eligible student

Date of consent

5. **APPENDIX D**
Education Records – Record of Access

(To be Placed Inside the Student's Record File.)

Requester (Name of Agency)	Date of Request	Date Request Filled	Records Requested	Method of Access (C-Copy, E- Examine, V-Verbal)	Educational Interest or Purpose	Date Parents Notified

6. APPENDIX E
Posted Area Notice

THIS IS AN AREA IN WHICH STUDENT RECORDS ARE MAINTAINED AND REGULARLY USED. ACCESS TO THOSE RECORDS IS LIMITED TO AUTHORIZED PERSONNEL.

1. Personnel authorized to handle student records shall, at all times, take care to protect the integrity, security and confidentiality of student records.
2. No authorized personnel may disclose the contents of student records unless such disclosure is authorized by the *Student Records Policy and Procedure Manual*.
3. No authorized personnel may alter or destroy a student record unless:
 - a. Alteration or destruction is required by an authorized administrative decision by the Superintendent.
 - b. Alteration or destruction is required by the order of a court of competent jurisdiction.
7. Any person may be subject to a criminal penalty imposed by law for the unauthorized disclosure of student records.
8. Unauthorized disclosure, alteration or destruction of a student record may also be the subject of disciplinary action pursuant to the School's Policy and Procedure Manual.

APPENDICES



Gila Crossing Community School

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



PARENTS RIGHT-TO-KNOW

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

Board of Trustees

Christina Rodriguez
President

Jason Jones
Vice President

Angelina Flores
Member

Janice Breckenridge
Member

Juanita Gallardo
Member

Administration
Holena Lebrón
Superintendent

Holena Lebrón
Principal

Michelle Covarrubias
Vice Principal

Leslie Rychel
Curriculum Director

Dale O'Donnell
Exceptional Student
Services Director

Dear Parent:

In accordance with ESEA Section 1111(h)(6) *Parents Right to Know*, Gila Crossing Community School is notifying every parent of a student in a Title I school that you have the right and may request information regarding the professional qualifications of your child's classroom teacher. This information regarding the professional qualifications of your child's classroom teachers includes, at a minimum, the following:

1. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If at any time your child has been taught for four (4) or more consecutive weeks by a teacher not appropriately qualified, the school will notify you. If you have questions, please feel free to contact the school at the following phone number 520-550-4834.

Sincerely,

Gila Crossing Community School Administration

School Year 2026-2027 Calendar

2026-2027 School Calendar



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

Holidays & Breaks

JUL 3	Independence Day
SEP 7	Labor Day
OCT 5-9	Fall Break
NOV 11	Veteran's Day
NOV 25-27	Thanksgiving Break
DEC 10	GRIC Water Rights
DEC 21 - JAN 1	Winter Break
DEC 24	Christmas Eve
DEC 25	Christmas Day
JAN 1	New Years Day
JAN 18	Martin Luther King Day
FEB 15	Presidents Day
MAR 8-12	Spring Break
MARCH 26	Good Friday
MAY 31	Memorial Day

Instruction Information

JUL 1	Oct. 2nd End of 1st Term
Aug 21	Dec 18th End of 2nd Term
Sept 19	Mar 5th End of 3rd Term
Oct 17	
Nov 17	Test Dates TBA
Dec 13	

Jan 19	
Feb 19	
Mar 17	
Apr 22	
May 15	
Total 180 Days	



Key

	School Closed Holidays
	Early Release Days
	New Staff Orientation
	All Staff
	Breaks, No School for Students
	Parent/Teacher Conference/Early Release
	Meet the Teacher Night
	1st & Last Day of School for Students

Important Dates

JULY 21-23	New Staff Orientation	NOV 24	Thanksgiving Community Luncheon
JULY 24-30	ALL STAFF	DEC 18	Christmas Community Luncheon
JULY 30	Meet the Teacher Night	FEB 10-12	Parent Teacher Conferences (HALF DAYS)
JULY 31	First Day of School (HALF DAY)	APRIL 30	4th Grade Banquet
SEPT 11	GRIC Teacher In-Service	MAY 12	8th Grade Banquet
SEPT 17	Native American Day Celebration	MAY 19	8th Grade Promotion
SEPT. 30-OCT 2	Parent Teacher Conference (HALF DAYS)	MAY 19	Kindergarten Promotion
NOV 10	Veteran's Day Celebration	May 21	Last Day of School

July 2026						
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 2026						
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 2026						
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 2026						
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 2026						
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					

December 2026						
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		

January 2027						
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 2027						
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 2027						
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 2027						
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 2027						
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 2027						
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			

Appendix A: Disciplinary System & Matrix

The disciplinary consequences for Major Infraction:

- 1 point: Referral to School Administration for a conference, incident recorded, and phone call to the parent/guardian.
- 2 points: Referral to School Administration or 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.

ALL STUDENTS ARE SUBJECT TO THE GCCS ATTENDANCE POLICY AND GRIC TRUANCY CODE

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	May be referred 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 EXTORTION: The act of obtaining 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 DAMAGE TO THE PROPERTY OF A MEMBER OF THE STAFF: Either on or off the school grounds.	1-8	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-1d: Damage that requires custodial attention		Discipline referral
D-2 THEFT		
D-2a: Theft not serious enough to report to police (\$50.00 or less)	1-2	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, GRAFFITI, TABLES OR WALLS	3-5	Discipline referral
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	Restitution, Report to police
D-9 MISUSE OF SCHOOL-ISSUED TECHNOLOGY	1-3	Loss of privilege

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, Board Hearing
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, Board Hearing
E-4 ARSON: The willing and malicious burning of or attempting to burn any part of any building or any property of the school or its staff and students.	8	Referral to police, Board Hearing
E-5 POSSESSION OF WEAPONS IN SCHOOL BUILDINGS, ON SCHOOL GROUNDS, ON SCHOOL RELATED TRANSPORTATION, OR AT SCHOOL ACTIVITIES	8	Referral to police, Board Hearing
E-6 OFF PREMISES THEFT AT SCHOOL SPONSORED ACTIVITIES	5-8	Referral to police
E-7 ABUSE OF TECHNOLOGY: Inappropriate use of the 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

Tobacco/Inhalant Use (Tobacco) and/or Possession Drug Paraphernalia Over the Counter (OTC) Medications

Behavior Definitions/Descriptions	Points 4-8	Consequences
<p>Tobacco/Inhalant Use and/or Possession: Possessing or using tobacco products, tobacco substitutes, electronic cigarettes, other chemical inhalation devices, or vapor nicotine products on school grounds, school buildings, school parking lots, school playing fields, at school-sponsored events and/or on school-sponsored transportation.</p> <p>Tobacco/Inhalant Distribution and/or Selling: The sale, distribution, or intent to sell or distribute tobacco products, tobacco substitutes, electronic cigarettes, other chemical inhalation devices, or vapor nicotine products on school grounds, school buildings, school parking lots, school playing fields, at school-sponsored events and/or on school-sponsored transportation.</p> <p>Drug Paraphernalia Use, Possession, or Sale: The possession, use, sale, distribution, or intent to sell or distribute equipment, products, and materials of any kind which are used or intended for use of illegal drugs on school grounds, school buildings, school parking lots, school playing fields, at school-sponsored events and/or on school-sponsored transportation.</p> <p>Over-the-Counter (OTC) Use: The abuse or misuse of over-the-counter medications for the purpose of intoxication in or before school, during or before a school-related function, or on school grounds, school buildings, school parking lots, school playing fields, at school-sponsored events and/or on school-sponsored transportation.</p> <p>According to Gila River Healthcare Policy, all over the counter medications must be stored and administered through the Health Service personnel (nurses) assigned to campus.</p>	<p>Interventions¹</p> <ul style="list-style-type: none"> • Behavior Contract • Support Group • Skill-building Interventions • Local Intervention Program • Mandated Intervention 	<p>1st Offense</p> <ul style="list-style-type: none"> • Detention • Skill-building • In-School Suspension up to three (3) days • Alternatives to suspension, including academic work, community service on School grounds, groundskeeping and litter control on school grounds, parent supervision, evaluation, referral to appropriate counseling • Expulsion • Notification to Law Enforcement as appropriate <p>2nd Offense</p> <ul style="list-style-type: none"> • In-School Suspension or Out of School Suspension up to (3) days • Referral to appropriate counseling/prevention • Intervention plan • Expulsion • Notification to Law Enforcement as appropriate <p>3rd Offense</p> <ul style="list-style-type: none"> • Three (3) to Five (5) days Out of School Suspension • Required re-entry conference • Referral to appropriate counseling/prevention • Intervention plan • Expulsion • Notification to Law Enforcement as appropriate <p>4th Offense</p> <ul style="list-style-type: none"> • Referral to School Board for disciplinary hearing • Expulsion • Notification to Law Enforcement as appropriate

¹The interventions and consequences listed herein are examples only, the lists are to be used as a guide only, and the lists are non-exclusive. The School has discretion to impose interventions and consequences that are not listed here, depending on the circumstances of each case. Additionally, the lists of interventions and consequences are not intended to obligate the School to follow a “progressive discipline” policy, even where titles such as “First Incident” and “Additional Incidents” are used. Such titles and the enumeration of interventions and consequences are a guide only; the School may impose more serious interventions and consequences without first imposing lesser interventions and consequences.

Alcohol / Marijuana		
Behavior Definitions/Descriptions	Points 4-8	Consequences
<p>Alcohol Use, Possession, or Being Under the Influence of Alcohol: Using or possessing, alcohol, being “hungover” from using alcohol, or being under the influence of alcohol while on school grounds, school buildings, school parking lots, school playing fields, at, before or after school-sponsored events and/or on school-sponsored transportation.</p> <p>Marijuana and/or Inhalant Use, Possession: Using, possessing, or being under the influence of marijuana, inhalant/vaping marijuana/THC substance, or “look-alikes”³ of such substances on school grounds, school buildings, school parking lots, school playing fields, at, before or after school-sponsored events and/or on school-sponsored transportation.</p>	<p>Interventions</p> <ul style="list-style-type: none"> • Substance Use Screener⁴ • Local Intervention Program⁵ • Behavior Contract • Support Group • Skill-building Interventions • Mandated Interventions • May be referred to Student Support Services • Referral to Community Agency⁶ 	<p>Same Consequences as Tobacco/Inhalant Use (Tobacco) and/or Possession Drug Paraphernalia Over the Counter (OTC) Medications</p>

Dangerous Substances / Prescription Medications		
Behavior Definitions/ Descriptions Drug⁷ Use and/or Possession:	Points 4-8	Consequences
<p>Using, possessing, or being under the influence of illegal drugs, narcotics, controlled substances, “look-alikes”⁸ of such substances, or use of any other substance while on school grounds, school buildings, school parking lots, school playing fields, at, before or after school-sponsored events and/or on school-sponsored transportation.</p> <p>Prescription Medication Use⁸: The abuse or misuse of prescription medications for the purpose of intoxication while on school grounds, school buildings, school parking lots, school playing fields, at, before or</p>	<p>Interventions</p> <ul style="list-style-type: none"> • Substance Use Screener⁴ • Local Intervention Program⁵ • Behavior Contract • Support Group • Skill-building Interventions • Mandated Interventions • May be referred to Student Support Services • Referral to Community Agency⁶ 	<p>FIRST INCIDENT:</p> <ul style="list-style-type: none"> • Off-campus Suspension for up to four (4) days. Two (2) of the suspension days will be served immediately. The remaining two (2) days will be set aside to complete mandated intervention(s)². • Notification to Law Enforcement as appropriate <p>ADDITIONAL INCIDENTS:</p> <ul style="list-style-type: none"> • Off-campus Suspension for four (4) days. Two (2) of the suspension days will be served immediately. One (1) day

after school- sponsored events and/or on school-sponsored transportation.		skill- building in-school suspension. The remaining one (1) day will be set aside to complete mandated intervention(s) ² . <ul style="list-style-type: none"> • Notification to Law Enforcement as appropriate
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Distribution and Selling		
Behavior Definitions/Descriptions	Points 4-8	Consequences
Alcohol and/or Drug Distribution and/or Selling⁷: The sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, “look- alikes” ⁸ of such substances, or any other substance used for the purpose of intoxication while on school grounds, school buildings, school parking lots, school playing fields, at, before or after school-sponsored events and/or on school-sponsored transportation.	Interventions <ul style="list-style-type: none"> • Substance Use Screener⁴ • Regional Intervention Program⁵ Behavior Contract • Support Group • Skill-building Interventions • Referral to Community Agency⁶ May be referred to an alternative educational setting ¹	<ul style="list-style-type: none"> • Off-Campus Suspension through the end of the semester or up to one (1) school year. • Notification to Law Enforcement as appropriate • Board Hearing
Notes <ol style="list-style-type: none"> 1. Student may be assigned to an alternative educational setting depending on the severity of the offense and length of the off-campus suspension. 2. Suspension days shall be set aside for completion of a mandated intervention within _____ calendar days. Student will be enrolled in appropriate School and/or School-approved community agency intervention(s) that may include but are not limited to one and/or a combination of the following: individual counseling services, group work, self-paced virtual intervention curriculum, conflict resolution practices. Failure to complete intervention within the specified time period will result in the reinstatement of the remaining suspension days. 3. “Look-alike” means any substance, which by appearance, representation, or manner of distribution would lead a reasonable person to believe that the substance is an illegal drug or other controlled substance. 4. A substance use screener will be conducted with the student upon returning from the two (2) day off- campus suspension to determine the severity of use and most appropriate intervention. The student will be enrolled in an appropriate School and/or School-approved community agency intervention within the prescribed timeframe. 5. Student must provide evidence to the school administrator and counselor that the services have been completed within the prescribed amount of time set forth by the local intervention team. 6. Student will be enrolled in appropriate school and/or School-approved community agency intervention(s) that may include but are not limited to one and/or a combination of the following: individual counseling services, group work, self-paced virtual intervention curriculum, conflict resolution practices. Failure to complete will result in the reinstatement of the remaining days of in-school suspension. 7. For the purpose of this regulation, drugs are defined as narcotic drugs, dangerous drugs, toxic substances, marijuana, and peyote as those terms are defined in ARS §13-3401, and imitation controlled substances as defined by ARS §13-3451. 8. The use of medication is allowed if it is prescribed by a physician and used in accordance with the prescription and Governing Board policies and regulations. 		

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.)	1-8	
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 ONGOING 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 during or after to walk home or any other location.	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 for SY 2026-2027

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 this through educational opportunities that engage all school community members. For example, teachers, parents/guardians, 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 collaborative community building activities.

**Thank you,
Gila Crossing Community School Board of Trustees**

NOTE FROM THE ADMINISTRATION

Our school is committed to building strong partnerships with families to support student learning. We do this through our Parent/Guardian-Teacher Organization, family nights, parent/guardian workshops, classroom visits, and regular communication about student progress toward learning goals and state standards.

Information about family activities is available on the school website, on the Parent/Guardian bulletin board in the foyer, and sent home with students.

If you're interested in volunteering at our school, please contact Human Resources. All classroom volunteers must complete the required documentation.

Please read and sign this compact, then return it to your child's teacher. Keep your copy in a visible place as a reminder of the shared responsibilities we all hold for student success. We may refer to this compact during Parent/Guardian-Teacher conferences or other school meetings as we continue to strengthen our partnership.

The school administration is dedicated to supporting and encouraging all efforts that foster a strong connection between families and the school community.

Gila Crossing Community School Administration

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 the 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 on 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:

- Maintain respectful interaction with all staff on campus.
- 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.
- Make sure all addresses and phone numbers are current and updated when necessary.

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.*

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.*

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 _____

FORMS

Gila Crossing Community School
Parent/Student Consent Forms Signature Pages

Please detach these pages and return them to school.

I have read the **2026-2027** 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 **DO NOT** authorize the release of my child's picture to be used on District web pages, printed publications, which includes advertising, the school yearbook 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) _____

Gila Crossing Community School
Permission Slip for 2026-2027 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 **2026-2027**, 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 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