

Guffey Community Charter School

PARENT/STUDENT HANDBOOK

2023-2024 School Year



1459 Main St.
Guffey, CO 80820
719-689-2093

www.guffeyschool.org

"Develop a passion for learning. If you do, you will never cease to grow"

-Anthony J. D'Angelo

WELCOME

Welcome to Guffey Community Charter School! The staff would like to welcome all new and returning families to GCCS. We look forward to working with you as partners in creating an inviting and effective learning community.

GCCS is truly a community school. We are flexible and adaptive in working together to meet the varying needs of all our students and their families.

Please take a moment to review this handbook which has been updated for this new school year. By becoming familiar with our school through this book we can work together to better serve our vision for our school, together, as a community.

If you lose your copy you may request another one at any time.

****Parents, please sign the final page and return it to the school office to show that you have read it.**

Vision

Guffey school is a place of learning and service that nurtures the light of the individual spirit by treasuring our countryside, the classroom, and the community, both local and global, in an atmosphere of safety, kindness, and joy.

Mission

Students will have a life-long excitement for learning and be prepared academically, personally, socially and intellectually to achieve their personal goals and contribute actively to the betterment of their community.

SCHOOL PERSONNEL

We have exceptional teachers and fine support staff. All our staff are thoroughly dedicated to the children and the school.

The strength of each individual teacher is multiplied by the fact that the whole staff works in harmony to meet the educational needs of all students.

Board Members:

President: Chris Peterson

Secretary: Ashley Stone

Member: Dean Wilson

Member: Amy Owen

Member: Lawrence Epps

School Staff:

Administrator: Kelli Maguire - kmaguire@guffeyschool.org

Principal: Lynda MacDonald - lmacdonald@guffeyschool.org

K-5 teacher: Lynda MacDonald - lmacdonald@guffeyschool.org

6-8 teacher: Natalie Sardi - nsardi@guffeyschool.org

Bus Driver: Kelli Maguire

Custodian: Kelli Maguire

Building & Grounds Maintenance: Kelli Maguire

Kitchen Manager: Kelli Maguire

Bookkeeper: Tammy Jo Smith

Consultant School Nurse: Lynette Swanson R.N.

Technology Director: Chris Peterson

School Counselor: Stefanie Skidmore

Reading Specialist Interventionist: Paula Bennett

ENROLLMENT

Kindergarten Enrollment Age

Colorado state law mandates that children must be 5 years old **before or by October 1st** of their starting school year in order to be eligible to enter kindergarten.

Open Enrollment

GCCS is a Public Charter School authorized by the Park County RE-2 school district and the state of Colorado. GCCS is a member of the Colorado League of Charter Schools. Our school was one of the first 20 charter schools to be authorized by the state in 1998. Our charter allows us to enroll students from Kindergarten through Grade 8. Enrollment is open to any child who resides

within the state of Colorado. GCCS enrollment is limited to space and resources with first consideration is for residents of Park County.

Non-discrimination policy

GCCS's educational program is non-religious, non-sectarian and shall not discriminate against any student on the basis of race, creed, color, sex, sexual preference, gender identity, national origin, religion, ancestry, disability, need for special education services, or other protected class basis. Teachers and staff will exhibit professional behavior at all times in regards to our non-discrimination policy.

SCHOOL HOURS

Doors open: 7:45am

Lunch/Recess: 12:00pm – 1:00pm

Dismissal: 4:00pm

***Students are asked NOT to arrive before 7:45am unless previous arrangements are made**

***Students are to be picked up by 4:15pm unless previous arrangements are made**

***Please note that the school cannot guarantee supervision for students who arrive before 7:45am or are still on school grounds after 4:15pm unless previous arrangements have been made with staff.**

SCHOOL CALENDAR

The most current calendar is always available online at <https://guffeyschool.org/resources/calendar/>

You will be provided a written calendar upon school registration or you may request one at any time from the school office.

PARENT-SCHOOL COMMUNICATIONS

GCCS is dedicated to good communication between the school and parents. In order to keep parents informed of happenings at the school, we communicate through a variety of channels. Our main channel is through what we call "The Pony" (a plastic, snap folder that is sent home to each family **EVERY THURSDAY** and is to be returned **EVERY MONDAY**) and through the parent-student portal called Alma.

Our other channels are phone calls, texts, parent letters from teachers, emails, hard copies of important information, parent/teacher conferences, and the school website.

When communicating with teachers, please limit communication to information that pertains ONLY to your student. You may communicate with teachers and the Administrator using appropriate channels of accountable communications provided by the school for our employees: Guffey School email addresses (all staff are: first initial last name@guffeyschool.org – e.g., kmaguire@guffeyschool.org), school phone line, 719-689-2093, and in-person

appointments. Pre-scheduled appointments are encouraged.

Parent/Teacher Conferences

Parent/Teacher Conferences will be held twice a year, during fall and winter term, to communicate student progress to parents. This is a time for parents and teachers to come together and have a conversation about the progress of your child. Teachers will typically share examples of your child's main lesson work highlighting their strengths and acknowledging what your child may struggle with. It is also a time for the parent to share the child's perspective of school and any social concerns or academic concerns. Parents and teachers are welcome to make additional appointments as needed throughout the school year.

End of year report cards will be sent in the mail to parents at the end of the school year or handed out to parents on the last day of school. They are also available on Alma for parent and student access at ANY time. Teachers will contact parents if concerns arise regarding a student's progress in school. It is essential to inform teachers of any changes in your child's life that might affect their performance in school e.g., illness, death of family member or pet, divorce, separation, etc.)

Parent Notification of Illness or Injury

The school administrator or other staff member will contact a parent or guardian if it is decided that a student is unable to remain at school due to a possible infectious illness or injury requiring medical attention. Individual assessment of student concerns will dictate the necessity of parental contact. Time does not permit calling parents for each office visit for injury or illness, but priority will be given to any serious injury or illness.

Parents/guardians/emergency contacts must pick up the child within an hour and half of contact by the school office. This is for the health and safety of the individual student, the rest of the student body, and in respect of the time of staff since we do not have a full-time school nurse on staff.

GCCS Website: www.guffeyschool.org

The GCCS website contains important information and updates about the school, events, the board meetings agendas and minutes, information about our policies, school closure information and much more. Please visit it often.

Parental Separation/Divorce & Custody Policy

Guffey School encourages parents experiencing separation to come and speak confidentially to their child(ren)'s class teacher and/or the school Principal. It is our aim to handle such matters with sensitivity and compassion, and ultimately, our primary concern is for the well-being and overall development of the child. The school will treat both parents as having equal rights unless there's a court order or there's a mutual, written agreement between the two parents. The following are the key procedures in place with separated parents of pupils in the school:

- When a child spends time in two homes, it is required that parent/s provide the school with both sets of emergency/contact numbers and both addresses for correspondence purposes.
- In the case where a legal order is in place, a copy of this order must be furnished to the school by the parents. However, not all parenting orders are clear in anticipating every possible circumstance and the best solution to that is parent cooperation. If there is conflicting information coming from parents the school will follow the court order regardless of what it hears from parents. If there is an ambiguity in the order, the school will make its own interpretation. Further, should a “tiebreaker” need to be established where one parent is physically present, or able to be physically present, and the other is not, the school may use that as a “tiebreaker” if we find there is conflict between parent’s wishes or if the court order is unclear.
- Regarding the collection of child/ren from school - it is required that the school be informed of any changes in collection arrangements (in writing). Plans cannot be altered or arranged last minute. Agreed arrangements are to be made well in advance.
- The school will offer the option of separate parent/teacher meetings, if so desired. Each parent has a right to attend such meetings and receive school reports unless there is a court order to the contrary.
- Regarding the collection of child/ren from school - it is required that the school be informed of any changes in collection arrangements (in writing).
- Regarding school communication such as notes and school folders, it is assumed that the parent with whom the child is residing at the time of that particular communication will keep the other parent informed of such. For other school communications regarding other matters (e.g., counseling, incidents, injury, meetings, etc.) it is assumed that the parent who received the communications, likely the parent with whom the child is residing that day, will inform the other parent.
- In the absence of a custody arrangement, both parents will be treated as equal partners in terms of parenting rights and responsibilities.
- The school cannot be asked to withhold a child from either parent in the absence of a court order or against a court order.
- If there is a serious concern about a parent abducting or leaving the state or country with the child, the parent should request their solicitor to seek a court order instructing the school and any other carers regarding rights of access.
- In the case where the estranged parent is not known to the class teacher and principal, it is the responsibility of the concerned parent to provide a photograph to the school office, enabling the class teacher and/or principal to identify the person in question.
- The school principal or child's teacher are not obliged to attend court unless under subpoena or summons.

- The parent of each child has full responsibility for informing the school in writing of any change in circumstances at home, e.g., separation, divorce, custody arrangements.
- Both parents, regardless of marital status, have the right to access and have copies of student records and discuss the same with appropriate school employees, unless there is a court order specifically restricting this right of access. Any court order restricting the release of confidential student records to a parent is to be submitted to the school.

HOW PARENTS CAN HELP CREATE POSITIVE SCHOOL CULTURE

GCCS is founded on the belief that the education of the child, if it is to be successful, must involve the parents, community, and the school, working together. In an effort to support this partnership, the parents agree to the following:

- Read this handbook and ask questions if things are not clear.
- Be responsible for your child attending school regularly and being on time each and every day.
- Provide a healthy, rhythmic home life with bedtimes, nutritional foods, and a quiet and safe environment.
- Assume primary responsibility for the values, attitudes, and behavior of your children.
- Read and respond to all school communications in a timely manner.
- Ensure that the child abides by the school rules.
- Attend scheduled parent meetings and conferences through the year.
- Work collaboratively with others in the community.
- Support the school and its mission.
- Don't get involved in disciplining other people's children.
- Bring concerns directly to the person concerned in a respectful way · Listen to other points of view as presented by staff.
- Be patient as the school endeavors to be thoughtful in determining how to respond to your concerns.
- Do your part to contribute to positive relationships with staff and other parents.
- Model compassion.
- Respect the privacy of others and their children by not talking about confidential matters in front of others.

SCHOOL RULES

General School Rules

- Personal technology is not allowed at school.
- The school building and school property should be treated carefully and with respect. Replacing and/or repairing mistreated or vandalized property is very expensive and is considered an offense for which parents are notified.
- Behavior in the school hallways should be respectful and quiet, as others may be in class or in a meeting:
 - No running.
 - No roughhousing.
 - Indoor voices are to be used at all times.
 - Lingering in the hallway is not allowed unless given permission.
 - No vulgar or offensive language.
 - Treat everyone encountered in the hallway with respect and dignity.
- When using the water fountains the hallway rules still apply. Get a drink, fill a water bottle and then return to class. No lingering allowed.

Recess Rules

- Be respectful of others space – hanging, grabbing, wrestling, and tackling are not allowed.
- The small fenced areas are off-limits.
- No cherry-bombs on the teeter-totter.
- Do not jump off the swings.
- Stay in view of the playground staff.
- Sit on the slide, 1 at a time, no climbing up slide.
- Snow, woodchips, sticks, and rocks must stay on the ground (no throwing).
- Properly fitting helmets are required for anything on wheels.
- Use playground equipment for its intended use.
- Personal technology is allowed on the playground, headphones are required if using sound. Content must be elementary school appropriate or this privilege will be taken away.
- To enjoy recess, kids must have proper gear for the current season (you are welcome to keep your gear at school). Being allowed to sled requires snow pants, gloves, and hat.

- One whistle blow means look at and listen to the playground staff, two whistle blows means it's time to go inside.
- All playground equipment and games should be gathered and put away everyday - this is a group effort.
- If there is an issue, talk to the playground staff IMMEDIATELY.
- Bikes and scooters with a helmet are allowed to be brought from home to school. You may NOT use someone else's bike, scooter, or helmet during lunch recess.
- Bikes and scooters can be ridden only on the track and in one direction.
- Any toys on the volleyball court sand are to be put away and not left buried in the sand.
- Do not touch or hang from the volleyball net.
- Do not disturb those who are playing volleyball, basketball etc.
- If these rules are not followed, you will be asked to sit at an outside table quietly.
- You must ask permission before going inside for any reason.
- The small multi-colored sleds are for snow sledding only, the big blue sleds may be used for anything.
- Nature must stay where it is and students may not remove, destroy, eat, or take home anything from the school grounds or surrounding nature (i.e.: rocks, plants, wood, etc).

Bus Rules

- Always be on time, arriving at your bus stop 10 minutes before pick-up time.
- Cross the road at least 10 feet in front of the bus.
- In the afternoon, students who do not have a parent/guardian at the bus stop will be returned to the school for pick up; the driver may have to take them on the rest of the bus route before returning to school. The driver will wait for late parents no more than 5 minutes unless previous arrangements have been made.
- Board or leave your bus at your assigned stop.
- For any change in a student bus stop or who they are getting off the bus with must be reported by the parent to the Principal. All special arrangements should be made preferably one day ahead of time.
- Children are not allowed to walk home on a road, only a driveway.
- All school rules apply while riding the bus.
- The driver is in charge - students are not.
- Always be respectful - be kind physically and verbally.

- No food, candy, drinks, or gum are allowed to be consumed on the bus. Only a non-spill water bottle is allowed.
- Unacceptable language, gestures, or loud noises are not permitted. Sound must not exceed the limit of the decibel meter.
- Seat belts are to worn PROPERLY at all times.
- You must stay in your seat and out of the aisle at all times.
- If these rules are not followed, we may assign another seat or suspend you from riding the bus. Parents will be contacted for repeated bad bus behavior.

Lunch Rules

- Hands must be washed before coming upstairs. Use classroom sink when possible.
- Students must wait patiently in line, with hands to themselves, at the service counter to get food. No pushing, rough housing, or pestering.
- Indoor voices must be used, if it gets too loud there will be a warning and if it remains too loud the lunchroom staff member will decide to have a silent lunch.
- Use your manners - say “please”, “thank you”, “excuse me” etc.
- Students are served a balanced “home cooked” lunch. Students must eat everything on their plate before getting seconds.
- The lunch menu is sent home every Thursday. If there is anything being served that you don’t like or have a potential allergy or intolerance to, it is your responsibility as a student or a parent to provide another lunch.
- Lunch is \$3/day for students, this may be paid in advance or in a lump sum when the balance sheet is sent home. This may be paid by cash, check or credit card.
- Students must sit at one of the tables assigned for their class.
- Once seated at a table students must get permission to move to another table.
- Students are to stay seated at lunch with the exception of going to the bathroom, to get a drink, to get seconds, to use the microwave, or to speak to the adult lunchroom monitor. Leaving the lunchroom for any reason requires permission from the adult lunchroom monitor.
- Visiting other tables is not allowed.
- Playing with toys at lunch is not allowed.
- Clean up starts at 12:25:
 - Tables are dismissed individually by the adult lunchroom monitor.
 - When table is dismissed: scrape plates into the trash, dump liquids in the bucket,

put dishes in the tub.

- Then return to table to wipe down to clean up (who does which chore is decided by the people at the table or is decided by the lunchroom monitor if this is not possible):
 - Wipe the table and bench with a SQUEEZED out wet rag.
 - Wipe the table and bench with a dry rag.
 - Sweep under and around the table with hand-broom and dust pan.
- Sit at the table quietly when finished. The lunchroom monitor will come to inspect the cleanliness and will either dismiss the students or will ask them to do some more cleaning.
- If these rules are not followed, you will be placed at a table alone or with the adult lunchroom monitor.

SCHOOL CLOSURE / INCLEMENT WEATHER POLICY

It is sometimes necessary to close school because of inclement weather or hazardous conditions.

Our school's closures are not shown on T.V., the news or the radio. If our school is going to be closed you will receive an automated message to all contact information you have in the parent-student portal in Alma. This information is texted, emailed and left on voicemail. Your emergency contact preference can be updated by you when you log into your parent portal through Alma. If you need help doing this, please let us know. Please be sure we have all of your updated information so you don't miss any important communications. Closures are also posted on our school's website and Facebook page.

Please know that it is extremely unusual for school to be closed during school hours due to the complications of getting every child safely home with a parent or authorized guardian. Parents are encouraged to pick up their children at school if they feel the weather conditions dictate such action, or to keep their children home if they suspect weather conditions in their area would place their children in danger. If weather conditions prohibit the transportation of children to homes, administration and teaching staff will be responsible for making the students as comfortable as possible, providing supervision, and furnishing food to students from the school kitchen. Students will be released only when it is safe to do so, and only to adults who are authorized by the parents to act as emergency contacts.

REMOTE LEARNING – DUE TO EXTENDED SCHOOL CLOSURE OR UNACCOUNTED FOR SNOW DAYS

When and if we need to implement remote learning, the schoolwork requirements will be similar to the same requirements as when we are doing our "in-person" learning option in order for your student to be given credit for attendance for that day. Depending on the student, schoolwork, or circumstances this can take anywhere from 5-8 hours per day.

COLORADO COMPULSORY ATTENDANCE LAW

Colorado's Compulsory Attendance Law, establishes the expectation that all children between the ages of six (on August 1 of each year) and sixteen be registered and attending school.

We follow the Park County School District's policy regarding student absences and excuses. Colorado School Attendance Law requires that students miss no more than 10 school days per year, excused or unexcused.

PLAGIARISM AND CHEATING POLICY

Definition/Examples of Plagiarism and Cheating

- Passing off someone else's work as your own.
- Taking credit for something that is not your work.
- Not citing sources when using direct language from someone else's work – includes website information.
- Paraphrasing (not quoting) information without citing a source.
- Exchanging classwork with other students, such as copying tests or homework.
- Putting your name on group work that you did not participate in · Copying and pasting.
- Writing on hands, cheat sheets, use of study guides during tests (unless instructed to do so), etc.

What to do to avoid Plagiarism

- Always do your own work, never copy or submit other's work as your own.
- Ensure you understand the assignments, quizzes and tests.
- Always cite your sources and have a bibliography, even when paraphrasing information.
- Keep a list of sources that you use so that you are always prepared to create your bibliography and cite sources.
- Always be a fully participating group member – if you feel like someone is not fully participating in your group, make sure you tell the teacher before the project is due.
- Complete your assignment early so that you are not tempted to cheat or plagiarize.
- Ask a teacher for help when needed.

Consequences for Plagiarism and Cheating

1st Offense: Meeting between student and teacher. Parents and Principal will be informed. Students will get a zero on the assignment.

2nd Offense: Meeting between student, teacher and Principal. Parents will be informed. Students will get a zero on the assignment. Additional possible consequences: 1 day of suspension, an essay on plagiarism (or other appropriate topic), additional supervision during important in-school assignments, or another agreed upon consequence. If an essay is assigned, students may not be permitted back to school until the essay is completed or may be placed in detention to complete.

3rd Offense: Meeting between student, teacher, parent and Principal. Student will get a zero on the assignment. Additional possible consequences: 1-2 day suspension, an essay assignment, additional supervision during important in-school assignments, students unable to participate in any extra school related activities (field trips, music, theater, art) until further notice. If an essay is assigned, students may not be permitted back to school until the essay is completed or may be placed in detention to complete the essay.

4th Offense (and beyond): Principal and teacher will decide on the consequences that the student will receive. Meeting between student, teacher, parent and Principal.

PROMOTION & RETENTION POLICY

The purpose of this policy is to establish the basic structure for the promotion, retention and acceleration of students enrolled in Guffey School. Our school affirms excellence for students and this policy describes the standards our students must meet in order to maintain academic excellence and to be considered for promotion from one grade level to the next.

This policy will be applicable to all general education students who are in the regular school program. Students who are enrolled in a special education program will be governed by the Individual Education Plan (IEP).

KINDERGARTEN

Kindergarten students who successfully meet grade level standards will be promoted to grade one. Kindergarten students who are not developmentally ready for first grade may be considered for retention, and thus, required to complete another year of kindergarten. Children who will be six years old on or before October 1 will be assigned to first grade unless sound documentation exists indicating that retention in kindergarten is warranted and is in the best interest of the student's future academic success. Decisions will be made on a case-by-case basis involving parents/guardians, teacher, and principal.

Parent requests to retain a child for one year in Kindergarten due to developmental concerns will be honored.

GRADES 1-5

Students in grades one through five are expected to learn English language arts, mathematics, science and social studies curriculum standards as evidenced by the following criteria for promotion:

Criterion 1: The student has earned passing grades as the final yearly average in both reading and mathematics.

Criterion 2: The student has earned a passing grade when the final science and social studies grades are averaged together.

Criterion 3: The student met attendance requirements as outlined in the Student-Parent handbook and according to Colorado's Compulsory Attendance Law.

(Students in grades one through five who are retained are strongly recommended to participate in assistive programs to address the areas of deficit.)

GRADES 6-8

Students in grades six through eight are expected to learn English language arts, mathematics, science and social studies curriculum standards as evidenced by the following criteria for promotion.

Criterion 1: The student has earned a passing grade as the final yearly average in at least three of the four core content areas (English language arts, mathematics, science and social studies).

Criterion 1 does not apply if the student has failed the same subject two consecutive years. If the student fails the same core subject for two consecutive years after being served through assistive programs, the student must be retained in his/her current grade level.

Criterion 2: The student met attendance requirements as outlined in the Student-Parent Handbook and according to Colorado's Compulsory Attendance Law.

(Students in grades six through eight who are retained are strongly recommended to participate in assistive programs to address the areas of deficit.)

IMPLEMENTATION OF POLICY

The principal will be held responsible for compliance with this policy.

In the case of a student who transfers into Guffey School, careful consideration will be given to the student's previous progress as reflected in the cumulative record. If the information is inadequate and the administrator is unable to obtain further information, the school will conduct screening to assist in making the decision on proper placement.

If a student is recommended to be placed at the next grade level due to previous retention(s), a decision will be made on a case-by-case basis involving the parent/guardians, teacher, and principal.

Documented exceptions to these procedures may be made in special situations with the approval of the principal.

Other considerations:

1. If the student is failing to make normal progress, the parents must be notified of concerns early, so that the school and home may cooperate in helping him/her achieve greater success.
2. No student shall be retained more than one year.
3. The teacher shall utilize any available tools or skills to help a student who is not progressing at a normal pace.
4. The teacher is to discuss possible retention with the school principal prior to discussion with the parent.
5. A signed parent letter must be on file at the school for each student retained.
6. Parent notification of the recommendation to retain or promote is to be given as early as possible in the school year. Notification of retention is to include a note on the report card.

DISCIPLINE

Philosophy & Goals

At GCCS, our philosophy of discipline is rooted in respect for one another. Problem behaviors in school escalate when segments of the student body find themselves without the skills necessary to behave in a desirable manner. Skills such as academic competence, anger management, impulse control, conflict resolution, and social problem-solving are important for effective participation in the academic environment and outside the academic environment.

Our school must be a place where all feel safety, security and protection. During the grade school years, the teacher is a model of self-discipline who holds the primary position of authority in the classroom. Working out of school-shared-principles, the teachers have their own method and style of teaching, and their own method and style of discipline. Overall, our students are expected to assume responsibility for their own behavior.

The following list of school-shared-principles outlines the professional actions and attitudes of all staff members in GCCS.

- We strive to maintain the dignity and self-respect of students and staff.
- Students will be guided and expected to solve their problems or the ones they create, while minimizing problems for anyone else. If the student cannot solve the problem or chooses not to, staff will intervene based upon the situation and the person/s involved.

- Students will be given opportunities to make decisions and live with the consequences, good or bad, and will be allowed to experience the results of a poor choice, enabling him/her to make better choices.
- Misbehavior will be handled with natural or logical consequences.
- Misbehavior will be viewed as an opportunity for individual problem solving and preparation for the real world.
- Respect is expected at all times. If an emotion gets in the way of behaving respectfully, we will wait to talk until respect can be maintained.
- Any student or staff concerns should be addressed privately and at an appropriate time.
- Skilled teachers create classroom conditions that reduce the potential for misbehavior through structure, differential instruction to meet academic needs, and the fair and consistent application of classroom-level consequences for rule infractions.
- Consequences will be designed to fit the problems of individual students, and consequences may differ, even when problems appear to be the same.

Our main discipline goals are reconciliation, restoration, parent communication, and parent involvement. You, as a parent, are a key component to your student's success. Our goals in discipline are restorative and misbehavior is a learning opportunity for all involved to learn to find more effective and respectful ways towards conflict resolution.

Parents, also please remember that the school or its staff members are not at liberty to discuss specifics regarding children to any parent/guardian other than your own. This is a privacy rule in effect for your family's privacy.

Policy & Consequences

Most minor violations should be managed at the classroom level without an office referral. However, when this is not possible, and the student is sent to the office, the administrator and/or teacher will select a consequence that will send the message that an important behavioral guideline has been violated. In the interest of time, parent contact is not made for every occurrence and most minor situations are handled at the school level. However, once a behavior has become recurring or we feel that parent contact is necessary we will begin parent communication and likely parent-teacher meetings.

Each student is different in personality, history, and needs, therefore, each incident will be handled on a case-by-case basis. Taken into consideration are: age of child, behavior history, disability/special needs, and the nature of the situation, etc.

Examples of problem behaviors:

- Disrespect
- Unsafe behavior
- Physical Aggression

- Vandalism
- Dishonesty
- Theft
- Smoking
- Drug possession
- Weapon possession
- Habitual disruptive behavior (repeated incidents of problem behaviors)

Depending on the behavior, severity, or if the behavior is repeated, one or more of the following consequences may be given:

- Phone call, email, or letter to parents - either from a staff member, from a student, or both
- Parent conference request
- Behavior contract (see below for description)
- Child may be sent home for the rest of the day
- Extracurricular activity suspension
- Restitution (financial or social, such as a written apology)
- Community service chore at the school
- Out-of-school suspension
- In-school suspension
- Bus suspension
- Possible expulsion

A *Behavior Contract* is written by the teacher or student and is mutually agreed upon by the student, teacher, parent, and principal. It will indicate the consequences for the behavior, the lessons to be learned by the student, and how they will modify their behavior in the future to prevent further problems. It is intended to be proactive and is to be designed to guide and correct behavior.

Suspension Philosophy & Policy

Suspension is a last-resort-consequence at Guffey School and is reserved for students who are habitually misbehaved or who pose a serious threat to themselves or others. Our goals in discipline are restorative and misbehavior is a learning opportunity for all involved to learn to find more effective and respectful ways towards conflict resolution. Suspension may result in a student being home without adult supervision, or may result in academic loss for those who need it most, it does not reduce school violence, and it increases the likelihood of drop-out later.

The restorative approach is the more difficult path as it requires an investment of time, effort, and vulnerability of everyone involved. However, when the work is put in, by everyone involved, the outcome is more comprehensive, resilient, and long-lasting. This is hard and uncomfortable work but is necessary.

There are circumstances in which the removal of a student from the school property is mandated. There are times when suspension is necessary to create safety, especially if a student has a recurring behavior problem or is a danger to themselves or others. In these instances, the school will deliver the consequence of out-of-school suspension anywhere from 1-8 school days. School work will be provided for students to do at home during any out-of-school suspension and it is the responsibility of the parent to make those arrangements with their teacher.

According to Colorado Revised Statutes 22-33-106(1) (a-e) and 3 (e) and 22-12-105(3), the following shall be grounds for suspension or expulsion from a public school:

1. Continued willful disobedience or open and persistent defiance of proper authority.
2. Willful destruction or defacing of school property.
3. Behavior on or off school property which is detrimental to the welfare or safety of other pupils or of school personnel including behavior which creates a threat of physical harm to the child or other children.
4. Declaration as a habitually disruptive student for which expulsion may be considered.
 - a. For purposes of this paragraph, "habitually disruptive student" means a child who has been suspended pursuant to paragraph (1), (2), (3), or (5) of this exhibit three times during the course of the school year for causing a material and substantial disruption in the classroom, on school grounds, in school vehicles or at school activities or events because of behavior that was initiated, willful and overt on the part of the child. Any student who is enrolled in a public school may be subject to being declared a habitually disruptive student.
 - b. The student and the parent, legal guardian, or legal custodian shall have been notified in writing of each suspension counted toward declaring the student as habitually disruptive and the student and parent, legal guardian, or legal custodian shall have been notified in writing and by telephone or other means at the home or the place of employment of the parent or legal guardian of the definition of "habitually disruptive student" and the mandatory expulsion of such students.
5. Serious violations in a school building or in or on school property for which suspension or expulsion shall be considered.

Expulsion may be for:

- a. the sale of a drug or controlled substance as defined in C.R.S. 12-22-303.
- b. the commission of an act which if committed by an adult would be robbery pursuant to Part 3, Article 4, Title 18, C.R.S. or assault pursuant to Part 2, Article 3, Title 18, C.R.S. other than the commission of an act that would be third degree assault under C.R.S. 18-3-204 if committed by an adult.
- c. the carrying, bringing, using or possessing a dangerous weapon without the authorization of the school or school district, except that if a student discovers that he or she has carried, brought or is in possession of a dangerous weapon and the student notifies a teacher,

administrator or other authorized person in the school district, and as soon as possible delivers the dangerous weapon to that person.

As used in paragraph c, "dangerous weapon" means:

- 1) A firearm, whether loaded or unloaded, or a firearm facsimile that could reasonably be mistaken for an actual firearm.
- 2) Any pellet or BB gun or other device, whether operational or not, designed to propel projectiles by spring action or compressed air.
- 3) A fixed blade knife with a blade that measures longer than three inches in length or a spring-loaded knife or a pocket knife with a blade longer than three and one-half inches.
- 4) Any object, device, instrument, material, or substance, whether animate or inanimate, used or intended to be used to inflict death or serious bodily injury.

6. Repeated interference with a school's ability to provide educational opportunities to other students.

7. Failure to comply with the provisions of Part 9, Article 4, Title 25, C.R.S. (immunization requirements). Any suspension, expulsion or denial of admission for such failure to comply shall not be recorded as a disciplinary action but may be recorded with the student's immunization record with an appropriate explanation.

8. Making a false accusation of criminal activity against a district employee to law enforcement or to the district.

PRO-KINDNESS POLICY / ANTI-BULLY

GCCS expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors. GCCS believes that standards for student behavior must be set cooperatively through interaction among the students, parents and guardians, staff, and community members of the school, producing an atmosphere that encourages students to grow in self-discipline.

The development of this atmosphere requires respect for self and others, as well as for GCCS and community property on the part of students, staff, and community members.

GCCS believes that the best discipline is self-imposed, and that it is the responsibility of staff to use disciplinary situations as opportunities for helping students learn to assume responsibility and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to prevent discipline problems and encourage students' abilities to develop self-discipline.

Since bystander support of harassment or bullying can support these behaviors, GCCS prohibits both active and passive support for acts of harassment or bullying. The staff will encourage students to support students who walk away from these acts when they see them, constructively attempt to stop them, or report them to the designated authority.

Consequences for a student who commits an act of harassment or bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Remedial measures shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act. Effective discipline should employ a school-wide approach. The consequences and remedial measures will follow our school's discipline policy.

All school employees are required to report alleged violations of this policy to the Administrator. All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

PUBLIC CONCERNS AND COMPLAINTS FROM A PARENT

Policy and Procedures:

GCCS strives to be proactive in promoting a positive culture between all community members. The following policies apply to grievances of any type. The steps below must be followed in order. Guffey School operates semi-independently within the RE2 school district - meaning matters of complaint should be addressed locally before being presented to the district as the district is not the employer of Guffey School staff or the administrator.

1st step: TEACHERS - Address issues with those directly involved including the teacher – In other words, bring the situation or concern to the attention of the teacher who will then inform the Principal if deemed necessary.

Teachers are more than willing to work with you as a team regarding any concerns that you may have. However, please be cognizant of their schedule. To voice your concerns, please request an appointment through email. Include a purpose of the meeting and expected outcome.

2nd step: PRINCIPAL – Facilitate resolution with the assistance of the Principal – If satisfactory resolution is not realized after direct conversation between the conflicted parties or the teacher, the situation must be brought to the attention of the School Principal or designee. The School Principal/Administrator and the conflicted parties will address the situation, facilitate communication, and develop goals for conflict resolution. The School Principal/Administrator will monitor the process until resolution is realized or until an impasse is reached. If the concern is regarding the School Principal/Administrator, then the President of the Board or designated board member will facilitate the complaint at this level.

3rd step: ADMINISTRATOR – If satisfactory resolution is not achieved after working with the teacher and Principal, a meeting should be scheduled with the Administrator.

4th step: THE GUFFEY SCHOOL BOARD – Prepare a **written** grievance for the Guffey School Board. If the concern is regarding the School Administrator, then the President of the Board will facilitate the complaint at this level. The grievant shall prepare a formal written grievance. The grievance must: a. Describe the incident, decision or practice that gave rise to the complaint; b. If possible, cite the contract, policy, or procedure that has been violated and/or rationale for concern; c. Describe what conflict resolution strategies were attempted via steps one and two; and d. Explain what corrective action is being requested. The Board will address the issue in a closed, executive session.

General Exception: When reporting at any step of this process would require a grievant to personally report to a person who is being accused by the grievant of sexual harassment, the grievant may skip that step and proceed to the next step. In the event of a sexual harassment complaint, the School will follow then-applicable required state and federal procedures, which take precedence over anything in this policy.

What to do when things don't go well

Children are often the first line of communication that something is not going well at school. If they have a complaint about a teacher or other students, they are likely to voice this concern to their parents. It is important that parents pay attention to what their children are telling them; it is also important for them to check out what the child has reported. The first thing to do is to contact the child's teacher to get another perspective on the event. Miscommunication and misunderstanding are often the case, so talking to the teacher is the most important thing that parents can do to resolve a problem before it becomes an even bigger issue. One of our school's goals is to have the teachers and parents work together as a team in the interests of the child.

SNACKS & LUNCH

Healthy, well-balanced meals provide essential nutrition for your children's brains and bodies to perform optimally.

The school makes every effort to provide healthy snacks and lunches. Since some students arrive early in the morning, they are offered a granola bar or other like item for breakfast, however, we strongly encourage students to have breakfast prior to coming to school.

Classroom teachers serve a classroom snack around 10am and school lunch is served daily at 12pm, or students are welcome to bring lunch from home.

Our lunches are cooked onsite using fresh ingredients that we purchase each week at the grocery store. The cost for lunch is \$3 per child per day, and adult lunches are \$4 per person. Lunch fees can be paid in advance or upon receiving a monthly balance slip which is sent home in the weekly Pony folder on Thursdays. You may return lunch money in the form of a check or cash in the Pony folder on Mondays or you may come by or call to pay by credit card.

We ask that families donate snacks when possible, or at least one donation per family per school year. Your donation can be for the whole school or your student's classroom only. We

ask that all snack donations are healthy.

SPECIAL-ED AND LEARNING CHALLENGES

Through our school district and schools we have a range of services to help in identifying students who require special services. If a child is thought to be struggling with some aspect of school, child study team meetings are conducted, including the student's parents, to discuss ways to serve the child. In the cases where students are clearly identified as requiring special education services, an Individualized Education Plan (IEP) will be developed by the parent/staff team.

HEALTH AND WELLNESS POLICIES

When to Keep a Student Home

A child exhibiting any of the following symptoms should be kept at home to recover and prevent the spread of any illness. If any of these symptoms develop at school the child will be sent home:

- Vomiting and/or diarrhea
- Head lice
- Fever of 100.4 or higher
- Infectious rash
- Severe cough, shortness of breath, loss of taste or smell
- Pink eye
- Communicable Illness

Medications

School staff cannot administer prescription, nonprescription, herbal, over the counter, or homeopathic medications to students unless 1) appropriate administration cannot be reasonably accomplished outside of school hours and 2) the parent or legal guardian is not available to administer the medication at school.

In order for the school to administer any medication to a child, a copy of the original prescription or doctor's permission letter must be on file at the school. Any over-the-counter medication must be brought to school in the original container, listing proper dosage information and the child's full name. You will be required to fill out a medication administration form for us to keep on file with the medication.

All medication brought to school must be given to the Administrator who will then prepare the necessary paperwork and will decide if the medication can be given to the classroom teacher. Medication of any kind should never be kept in a child's backpack, cubby, or lunch box. Medication must remain locked in the classroom or office until it is returned to the authorized adult.

Accidents/First Aid

The administrator and other staff members are first-aid and CPR trained. Basic first aid is administered for common injuries. Should a child sustain an injury that needs further attention, 911 will be called, and the parent will be notified, based on the severity and nature of the injury as determined by GCCS staff.

The school administrator or other staff member will contact a parent or guardian if it is decided that a student is unable to remain at school due to a possible infectious illness or injury requiring medical attention. Individual assessment of student concerns will dictate the necessity of parental contact. Time does not permit calling parents for each office visit for injury or illness, but priority will be given to any serious injury or illness.

Parents/guardians/emergency contacts must pick up the child within an hour and half of contact by the school office. This is for the health and safety of the individual student, the rest of the student body, and in respect of the time of staff since we do not have a full time school nurse on staff.

STUDENT DRESS CODE

GCCS recognizes that students have a right to express themselves through dress and personal appearance; however, students should not wear apparel that may

be deemed inappropriate, shows private body parts, or is potentially disruptive to the school environment. Here are the school's guidelines:

1. Shirts/tops on all students must reach their belt line when hands are extended or an under-shirt must be worn. No skin showing around the middle when seated or standing is allowed. No explicit content on any clothing item.
2. No strapless tops
3. Shorts, dresses and skirts must be no more than 1 inch above the knee
4. Clothing should be free of offensive graphics or text
5. Proper seasonal clothing is required
6. Any student who continues to wear clothing that does not follow school policy will be sent home or parents will be contacted to bring a change of clothing

PERSONAL ITEMS

We strongly encourage students to not bring any personal items to school that are unrelated to school. If such items are brought to school, they must be left with the teacher or put into their backpack until the end of the school day. Inappropriate items will be held in the office and may be picked up at the end of the day, except in cases of habitual abuse of this policy. Such cases may warrant extended confiscation time, as determined by staff. Dangerous items will be confiscated and disposed of and will require more serious consequences.

HOMEWORK

Guffey School students will have homework as assigned by their teachers. Additionally, students who are absent or not using their classroom time effectively should expect a larger amount of homework to complete at home.

Homework policies will vary by classroom, grade level, and teacher. Make sure you are aware of your student's homework expectations. Homework does vary, but on the average, parents should expect 10 minutes per grade level. Long term assignments are outlined well in advance so that students can plan accordingly. If you have any questions about homework or school assignments, please contact your child's teacher.

FAQs

What is Multi-age Instruction?

All of our classrooms are set up to offer a multi-age teaching environment for teaching academics. Multi-age teaching, which allows for children of different age levels to be in the same classroom, is different from a "combined classroom." A multi-age classroom with 5, 6, 7, and 8-year olds, for example, allows all ages to work together on similar learning projects, but to advance academically at their own level.

The advantages of multi-age teaching are many. A multi-age classroom is a true community of learners where everyone is respected for where he or she is on the learning continuum. All children have the unique opportunity to be leaders and to teach other students, thus reinforcing their own learning at the same time they may be learning from other students. Teachers in multi-age classrooms are more aware of each student's needs; lessons must be designed to teach a variety of levels, so curriculum and techniques are used that are developmentally appropriate for students. Each child is allowed to progress at his or her own pace. Children in multi-age classrooms have opportunities to stay with the same teacher for two or three years, thus eliminating a month or so of adjustment that is normally needed to establish the teacher-student-family relationship at the beginning of the year.

What is a Charter School?

Charter schools are free public schools of choice. Charter schools are pioneers and innovators and are open to all students as a free public school of choice. Charter schools allow creative parents, community members, teachers and educational leaders to design schools that better serve particular populations. Because we are a charter school we have local autonomy in the administration of our school while still following policies, laws, and regulations as set forth by the federal and state governments. Our five-member board is made up of Guffey citizens who are deeply invested in the Guffey Community School.

How can parents and the community get involved in the school?

One of our greatest assets at Guffey School is the involvement of our parents and the local community. Our parents and community members work hard to support our educational

programs, and our school works hard to maintain a close link to the community. Classroom volunteers are encouraged and welcome in all of our classrooms. Anonymous community donors contribute generously to the school, indicating that the existence of our school is essential to the well-being of the entire community. It is significant to mention that when the students put on a school performance in Guffey, the entire community comes to honor the children and their accomplishments...parents and non-parents alike. We are a true community school, devoted to the educational needs of the children and of all citizens of Guffey. Another more formal way to get involved is to join the school's Accountability Committee which meets quarterly. Contact chairperson Lynda MacDonald if you are interested.

How is the school funded?

Charter schools in Colorado are funded in the Public School Finance Act, along with all other public schools. We receive per pupil revenue (PPR) on the same basis as other public school students in the district. As a public school we are funded like all state schools with the majority of the funding coming from Park County property taxes. Grant funding has also played a key role in our school having a host of additional enrichment programs. There is also the Guffey School Foundation, a fast and easy way for community members and friends to make private donations. In addition, the Guffey School Board manages a Sustainability Fund, which could be a key to the school's long-term sustainability. Ask the school about how you can donate to this fund. Our supplemental funds come in a large part from the support of our generous community and through the variety of fundraisers held throughout the year.

What are the school's frameworks of standards and benchmarks?

Our framework for math and literacy often exceeds the requirements of Colorado State Standards. All strands of science and social studies instruction are aligned with Colorado State Standards. Our students are assessed with the PARCC National Testing according to the same procedures as every other public school in Colorado. We also use Northwest Evaluation Association's MAP (Measures of Academic Progress) testing which is a computer-adaptive testing program that measures a student achievement levels, DRA (Developmental Reading Assessment), DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and teacher observations.

How does the school use technology?

Our school is well equipped with an average of one computer for every student. We also have scanners, Chromebooks, video-editing equipment, digital cameras, a color copier and projectors to assist in student projects. We have two computer labs, both of which are situated adjacent to our classrooms so that students have immediate access to the computers throughout the day as they work on research projects, written assignments and presentations. Some of our technology purchases have been made possible through grants and private donations.

How is the school board governed?

Our school board is made up of five Guffey community members. The Board functions under the Carver Model of Policy Governance. Under this governance model, all school operations are handled through written policies that were developed by this Board. These policies include how

the board operates, how it interacts with the staff and students, and how the fundamental ends are achieved. You can view our Ends, Executive Limitations, and Governance Policies under the Administration portion of our website. You can also view the Monitoring Reports of these policies under the Administration portion of our website.

STUDENT HANDBOOK SIGNATURE PAGE

Dear Parent or Guardian: Welcome to Guffey Community Charter School! We ask that all families review the important material included in our Parent/Student Handbook. A parent or guardian must sign below and return this form. Signing verifies that the student and the parents/guardians have reviewed the handbook, either in hard copy or electronically, and are aware of the expectations, rules and practices at GCCS. Our handbook is available on our website as well.

As always, thanks for partnering with us!

Kindly,

Kelli Maguire, Administrator

Lynda MacDonald, Principal

ACKNOWLEDGEMENT

As parent or guardian of _____ I do verify that I have read and am aware of the expectations, rules and practices at Guffey Community Charter School.

PARENT NAME (printed): _____

PARENT SIGNATURE: _____

DATE: _____

RETURN THIS PAGE TO THE ADMINISTRATOR OR TEACHER