

Center for Alternative Instructional Resources:
Transitions

DREAM

Dedication
Responsibility
Effort
Attitude
Motivation



Student/Parent Handbook
2011-2012

**Center for Alternative Instructional Resources (C.A.I.R.)
2011-2012
Transitions
Crossroads
Missouri Options GED**

IMPORTANT TELEPHONE NUMBERS:

CAIR Main Office	316-5150
Principal, Lori DeAnda	316-5150
CAIR Fax	316-5995

The information in this book was current at press time. A copy of this handbook and its most recent update is available at the C.A.I.R. school's website: <http://www.csd4.k12.mo.us>.

**GRANDVIEW C-4 SCHOOL DISTRICT
GRANDVIEW, MISSOURI 64030**

Notice of Nondiscrimination

In accordance with Title VI of the Civil Rights Act of 1964 (Title VI), Section 504 of the Rehabilitation Act of 1973 (504), or Title II of the Americans with Disabilities Act of 1990 (ADA), the Grandview C-4 School District does not discriminate on the basis of race, color, national origin, age sex, or disability in admission or access to, or treatment or employment in programs or activities.

Written district policies concerning the rights and responsibility of employees and students are available for inspection at the administrative office in the District.

Any person having inquiries concerning compliance with the regulations implementing Title VI of Civil Rights Acts of 1964 (Title VI), Section 504 of the Rehabilitation Act of 1973 (Section 504), or Title II of the Americans with Disabilities Act of 1990 (ADA) may contact the Assistant Superintendent of Human Resources at the following address:

**Harry S. Truman Memorial Building – Grandview Educational Administrative Center
13015 10th Street
Grandview, Missouri 64030
816.316.5000 Fax: 816.316.5050**

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Dear CAIR Parents and Students,

We welcome you to CAIR, an innovative school of choice with a variety of programs for students ready to make a new beginning. All of you have made the commitment to “be on time, be prepared, be on task, and be respectful;” in other words to BE RESPONSIBLE. Now, for the first time for many of you, high school graduation is not just a dream, it will soon be a reality.

With the support of your families and dedicated, talented staff here, you have the opportunity to regain your self-confidence, rise to your full potential, and look with enthusiasm to the future. You will learn and understand that as you move on to college and/or join the work force, that you will have the knowledge and skills necessary to become productive citizens.

I expect each of you to meet the challenges that you have set for yourself. It will not always be easy, but the challenges in our life, seldom are. You have already met the first challenge in taking a step toward success by choosing to become a member of the CAIR family.

This Policy and Procedures Manual will help you address some questions you may have about all of our programs, policies, and procedures at CAIR. Please keep this in a convenient location for ready reference.

Remember as you move through this school year. The journey begins with you....

Sincerely,

Lori DeAnda
Principal

School Calendar 2011-2012

August 10 – 6th & 9th Grade Only – Transition ½ Day – 11:00 dismissal
August 11 – First Day of School – **FULL DAY FOR ALL STUDENTS**
September 5 – No School - Labor Day
September 7 – **Picture Day**
September 14 – 11:00 AM Dismissal – District PLC Mtgs.
September 16 – **Mid-term grades issued**
September 22 – **CAIR Open House 6-8 p.m.**
September 30 – No School – District C&I
October 12 – 11:00 AM Dismissal – District PLC Mtgs.
October 14 – End of 1st quarter (**Grade cards will be given out at Parent/Teacher Conferences**)
October 27 – 11:00 AM Dismissal - Parent/Teacher Conferences
October 28 – No School
November 9 – 11:00 AM Dismissal – District PLC Mtgs.
November 23, 24, & 25 – No School - Thanksgiving Holiday
December 2 – **Mid-term grades issued**
December 14 – 11:00 AM Dismissal – District PLC Mtgs.
December 21 – **Jan. 2** – No School - Winter Holiday
January 3 – No School – Teacher Professional Workday
January 4 – Second Semester begins
January 6 – **1st Semester Grade Cards Issued**
January 11 – 11:00 AM Dismissal – District PLC Mtgs.
January 16 – No School - Martin Luther King Jr. Day
January 17 – No School – District C & I
February 3 – **Mid-term grades issued**
February 8 – 11:00 AM Dismissal – District PLC Mtgs.
February 20 – No School – Presidents Day
March 14 - 10:30 AM Dismissal – District PLC Mtgs.
March 19 - 23 – No School – Spring Break Holiday
March 28 – **Mid-term grades issued**
April 6 – **No School Good Friday**
April 18 - **Progress Reports Issued**
April 25 – 11:00 AM Dismissal – District PLC Mtgs
May 9 - 11:00 AM Dismissal – District PLC Mtgs.
May 14 - Graduation
May 24* – Last Day for Students - 10:00 AM Dismissal
May 25 – Teacher Professional Work Day
May 28 – District closed - Memorial Day
June 1 – **Grade cards mailed home**

Six (6) emergency make-up days are built into this calendar. Should they all not be used or should more than six days be used the last day of school will be adjusted.

OVERVIEW OF THE CENTER FOR ALTERNATIVE INSTRUCTIONAL RESOURCES (CAIR) PROGRAM

CAIR is part of the Grandview C4 School District, working to help middle school, and high school students, including those with disabilities, succeed when conventional methods have failed. It is a non-traditional campus which houses a variety of alternative educational programs with high quality academic preparedness, therapeutic counseling, and parent involvement. Each program at CAIR focuses on the student as a “whole” person by placing equal importance on meeting educational, social, emotional, physical, and behavioral needs.

The CAIR Campus administers the following programs for students in grades K through 12:

- ❖ **Transitions**, a therapeutic center for grades 6 through 12, for students needing both academics and a strong therapeutic component in order for some student to eventually be able to transfer Grandview High School, Grandview Middle School or Martin City Middle School.
- ❖ **Crossroads**, the district’s long-term suspension center for students in 4th through 12th grade. Students who have received three (3) or more days of Out-of-School Suspension may elect to attend Crossroads during their suspension so it becomes In-School-Suspension and they can earn credits and complete assignments for grades.
- ❖ **Missouri Options GED**, program whereby students who are seventeen to twenty may earn a high school diploma through a combination of GED prep courses and work or community service.

All CAIR programs offer students the same curriculum as used in the district’s traditional schools. The difference is in the delivery system of the subject information. All of our programs offer our students individualized instruction classes, functional academics, mixed ability academic classes for low, average, and high functioning students, and accelerated classes. Students are placed in academic classes based on their instructional levels, credit needs, Individual Success Plan (ISP), and / or IEP goals and objectives. The majority of our students are placed in academic classes of mixed ability levels.

THE CAIR MISSION

The Mission of CAIR is the foundation upon which the Conceptual Framework, Programs, Policies, and Procedures rest. It is our guide as we strive to continually grow and improve our school to effectively and successfully serve each student that has been entrusted to our care. It sets the direction for our journey to becoming a Professional Learning Community. Our Mission is as follows:

“CAIR will provide a safe, supportive environment that empowers students and addresses them as individuals, so they can develop the skills and confidence necessary to graduate, become productive citizens, and life long learners.”

THE CAIR VISION

The Vision Statements guide CAIR toward achieving our Mission. It is what we base our goals and the direction we take to continuously improve and move our school forward to successfully and effectively educate our students in grades K-12. We envision that through our Professional Learning Communities educational programs, services, and nurturing school environment

CAIR will be a place where:

- ✚ Students and staff continually experience a nurturing and safe learning environment by providing small class sizes, therapeutic interventions, and strong, positive relationships between staff and students.
- ✚ We continuously use data to assist in decision-making to improve student achievement.
- ✚ Instructional strategies are continuously and consistently analyzed for the purpose of improving the academic quality and success of our students.
- ✚ We continue to work toward optimizing our Professional Learning Community.
- ✚ All staff participates in differentiated Professional Development that is aligned with the district CSIP Goals.
- ✚ Home, school and the community are partners in the education of CAIR students.
- ✚ Students develop strong, positive character traits through our educational and behavioral programs and services.
- ✚ Instructional Technology is embedded throughout our curriculum, instruction, and assessments.
- ✚ We continuously focus our efforts on closing the achievement gap in all subgroups to meet APR and AYP Standards.
- ✚ Staff, parents, and patrons value education and hold high personal and educational expectations for our students.
- ✚ Staff and students are committed to fostering a sense of community and responsibility by providing students the opportunities to participate in Community Service Projects.
- ✚ Staff recognize individual abilities and resilience, and are committed to provide a place where our students can build character and an understanding of cultural diversity.
- ✚ We encourage and assist our students to develop and utilize critical thinking skills and problem-solving skills in the decision-making processes that enable them to set and reach obtainable goals.
- ✚ We are committed to assisting our students to develop interpersonal skills that enable them to interact productively with children and adults of varied economic and/or cultural backgrounds through instructional programs that promote multi-cultural appreciation and cooperative learning experiences.

The Role of Parent/Guardian at Cair

The role of the parent/guardian at CAIR is a very important and integral part of the overall academic and therapeutic success of the students. Parent/guardian participation with open communication is highly valued at our school. The parent/guardian role is to become the home component of CAIR. As the home component, the parent/guardian supports, and enforces our school rules and guidelines with their child. The parent/guardian also develops an alliance with the teachers and their child's counselor that encourages effective communication, positive behavioral changes, and clear concise direction for their student.

Parents are expected to:

- Support their student's regular and prompts attendance.
- Know and reinforce the schools' expectations and policies listed in the CAIR Procedures Manual.
- Schedule vacations, medical, dental, and other appointments for their student outside of school time as much as possible.
- Help their student locate an appropriate time and place for study, as needed.
- Provide necessary educational tools for students, such as paper, pencils, pens, notebooks, etc.
- Seek the support from the school when specific needs cannot be met at home.

Parent-School Communication:

Effective communication is very important and much emphasis is placed on ensuring that parents are kept well informed. The following is a list of examples of the extent to which parent – school communication is demonstrated:

- **Parent-Teacher Conferences** are held in the fall and in the spring. Parents *are strongly encouraged to attend* these conferences.
- Family meetings with parents, teachers and therapists are scheduled periodically to discuss behavioral issues and family related issues.
- Teachers will call or e-mail parents/guardians with positive news & issues of concern on a regular basis.

Advisors will call or e-mail parents/guardians if there are problems that need to be addressed.

ATTENDANCE

Student Attendance Policy 6-8

One of the predictors of academic success is regular attendance at school. As we are committed to the success of every student, CAIR has a firm attendance policy.

Work for that day may or may not be accepted for grades. The categories for absences are as follows:

1. **Unexcused:** work cannot be made up due to:
 - Out-of-School Suspension (if student is not attending Crossroads Long-Term Suspension Center)
 - Truant from school
2. **Excused:** work can be made up if student is absent for a valid reason.
 - Student is ill, in the hospital, death in the family, etc.
 - Student is serving suspension at Crossroads.
3. **Tardies:**
 - If a student is late for a class by 20 minutes that will be counted as an absence.
 - When a student has 3 tardies of less than 20 minutes each, these 3 tardies will constitute 1 day's absence.

***NOTE:** This list of examples of each class of absences is not exclusive. Decisions can be made by the Administration on an individual basis according to the situation for the absence.

Students are required to give the attendance secretary the doctor's excused absence within three days following the absence. The absence is considered Unexcused if the doctor's note is not turned in by the end of the third day.

Student Attendance/Make-Up Policy 9-12

(This policy is subject to change during the year.)

A student may not miss more than four days in a block and receive credit for that block. However, a student who misses more than the allotted amount of time may choose to make up time on designated times outside the school day. All absences must be made up within the current semester. Make up for absences may not be carried over into the next semester. Students are able to receive credit for up to two blocks per make-up session. Make-up sessions are not a detention setting but will be used for tutorial help and an opportunity for students to make up work, which might have been missed.

All days absent will count toward the four-day total with the exception of school-sponsored activities, in-school suspension, or a student who is receiving homebound instruction. Up to college visits (with appropriate documentation) will not count against a student's attendance. Any student who misses more than 30 minutes of a class is considered absent. Students placed in Crossroads long-term suspension is subject to the attendance policies of their sending school. If a Crossroads student loses credit in one block, he/she can stay at Crossroads and work on his/her other courses. If he/she loses all credit due to attendance, then he/she will be placed on OSS and will be dismissed from Crossroads for the remainder of the current school year and will not be allowed to make up his/her work. Any student who misses more than the four-day limit for any other reason needs to make up time missed in order to receive credit.

Make-up Session Schedule will be announced after school begins.

Makeup Work

Students who have missed four days or less in a block will be allowed to make up work **provided a parent verifies** their absence by phoning the attendance office on the day the student is absent. The student is responsible to bring an adequate amount of work. Parents are asked to call in any absences as early as possible at 316-5150. Written notes will not substitute for the phone call. If the parent does not contact the school, then the school will make an effort to contact the parent to verify their student's absence. Students will be allowed to make up any work with the exception of some classroom participation grades. Students must realize there are some participation grades that can only be earned by being present when the activity is actually occurring. **Students will be allowed one day to make up work for each day absent, up to a maximum of four school days.** Up to 2 college visits (with appropriate documentation) will not count against a student's attendance. The exceptions to this would be projects that are due and have been announced prior to the absence and tests that have been announced prior to the absence. **If a project has a due date on the day a student is absent,** the student needs to make arrangements for that project to be delivered or contact the teacher directly to seek an extension. **If a test has been announced prior to the absence,** the student is expected to take that test on the day he or she returns or make arrangements with the teacher to take the test before or after school. If a student is going to be absent for three or more consecutive days, homework assignments can be requested through the office. **No makeup work will be accepted from students who are Truant or are not attending Crossroads Long-Term Suspension Center.**

Academics

Our Middle School and High School curriculums have been approved by the Missouri Department of Elementary and Secondary Education and are aligned with the traditional elementary, middle and high school curriculums in the Grandview C4 School District.

Academic Eligibility Standards

Any student who represents his/her school in interscholastic activities in grades 9-12 must be currently enrolled in and regularly attending courses that offer a minimum of 3.0 units of credit, and must have earned a minimum of 3.0 units of credit the preceding semester of attendance; or a student must be enrolled in a full course at his or her level in a special education program for the handicapped approved by the Missouri State Department of Education which, though ungraded, enrolls pupils of equivalent age, and that student must have made standard progress for his or her level the preceding semester. (Note: This requirement will increase to 3.5 credits for the 2009-2010 school year)

A beginning 9th grade student is eligible upon entering the high school. A student must be making satisfactory progress towards graduation as determined by local school policies.

A student dually enrolled in college and high school classes but who does not receive high school credit on his/her high school transcript for the college work, may have college hours earned during a regular semester count up to a maximum of 1 unit of credit toward high school eligibility as follows: 1/2 unit of high school credit for a 2 or 3 credit hour class; 1 unit of high school credit for a 4 or 5 hour college credit class

Community Service

The CAIR Community Service is a service program in which our students apply their academic learning and talents through service to the community.

Objectives of Community Service Program:

- To apply what students have learned at school in service to others.
- To bring out and utilize the special talents that lie within each of our students.
- To realize that as a member of a community, service to others is a responsibility, not an "option."
- To teach our students how to give of themselves to others...how to display "Generosity".
- By working with others who are less fortunate in some ways than us, we realize that our problems are not as overwhelming as they sometimes seem.
- To increase student understanding of some of the suffering and social problems of this world in the hope that they will be better prepared to improve these conditions in the future.
- To work in unfamiliar and challenging situations in order to grow as a person.
- To lessen the ignorance and fear that keep people from those different than them, and to combat the discomfort they may feel in their presence.

Credits and Grading

All CAIR classes are graded on the same percentage as the rest of the district. Projects, products, and other types of performance assessments are graded using a rubric.

In choosing to come to CAIR, our students have essentially committed to putting forth the effort to make better grades than in the past. Our school gives students a fresh start in a family atmosphere. The lesson here is an obvious one: many of our students have had difficulty following through with commitments. At CAIR, quality counts! Our expectation is that whatever you choose to study, challenge yourself to do the very best.

Dual Enrollment

It is possible for students to enroll at both CAIR high school programs and the local junior college if this arrangement best serves their educational needs. Students of senior status who believe that this may be appropriate for them should discuss it with the principal and his/her counselor.

End of Course Assessments (EOC)

The Missouri Department of Elementary and Secondary Education has identified the following purposes for end-of-course assessments: measuring student achievement and progress toward postsecondary readiness, identifying students' strengths and weaknesses, communicating expectations for all students, meeting state and national accountability requirements, and evaluating programs

Extra Curricular Activities

CAIR student are eligible for extra curricular activities at GHS, GMS, or MCMS and must adhere to all guidelines outlined.

A program of extracurricular activities presents infinite opportunities for the coach and supervisor to guide and develop the interest and potential of young people.

The extracurricular programs of our schools offer special opportunities for young people to express themselves through inter-school participation and competition. It allows them to channel their enthusiasm toward the development of citizenship and character. Extracurricular activities provide the student the opportunity for personal experience in a social area. Our schools furnish activity programs with strong, competent leadership in a realistic and wholesome environment.

The purposes of extracurricular programs at our schools are multifaceted.

Among them are:

1. To provide activities to serve the diversified interest of the student population.
2. To provide activities which complement the regular curriculum.
3. To provide a program that meets the needs of a population according to skills.
4. To develop a wholesome attitude toward personal appearance.
5. To develop skills for social expression, for recreation, and for self-expression.
6. To encourage participation which teaches citizenship, cooperation, fairness, and honest dealing with opponents; leadership and the acceptance of the leadership of others; and respect for individual associates and opponents.
7. To develop good sportsmanship.
8. To stimulate interest in, and support for, the school program.

Family Leaders and Families

Upon enrollment, students are assigned to a Family and given a Family Leader who is a member of our teaching staff. Family Leaders model listening skills, social skills, and problem-solving skills for their students.

Graduation Requirements (See Board Policy IKF)

Graduation requirements are printed in the Program of Studies. **Students not meeting all their graduation requirements will not be allowed to participate in the graduation ceremony.**

Graduation/Commencement

Graduation Practice:

- Student must meet all requirements for graduation and be in good standing.
- Mandatory participation in practice – failure to attend practice may result in removal from the graduation ceremony.
- Any exceptions must be approved by the Principal prior to practice.

- Work schedules will not be considered as an exception.
- Have any attendance violations made up.

Graduation Ceremony:

The graduation ceremony is a dignified, formal occasion held to honor the graduates. Participation in the graduation ceremony is a privilege.

Seniors must:

- Meet all requirements for graduation and be in good standing
- Adhere to Code of Conduct Agreement and Requirements
- Adhere to dress requirements
- Have any attendance violations made up

Tickets for Graduation will not be distributed until the signed parent/student acknowledgement of the “Graduation Expectations for Graduation Practice and Ceremony” form is turned into the main office and all fine/fees have been paid. In addition, students may not be allowed to purchase yearbooks or Prom tickets until all debts have been paid. (ie: lost textbooks, athletic equipment, etc.

Guidance and Counseling

Guidance services are available to every student at CAIR. The purpose of the guidance program is to assist the student in making wise choices concerning both educational and personal development.

Principal's Honor List & Honor Roll

After each semester, any student who has no grade below an "A-" in any subject and who is carrying at least four subjects will be placed on the Principal's Honor Roll. Those students who are taking at least six subjects and who have a "B" average or higher are placed on the Honor Roll. All subjects are considered in the grade averages for Honor Roll. No grade is permitted below a “C-.”

Progress Reports

Progress Reports are sent home in the middle of each quarter.

Scholastic Reading Inventory Testing (SRI Testing)

Scholastic Reading Inventory Testing: at the beginning and end of each school year, students in grades 6-12 will take the SRI Test to measure their reading comprehension.

Seniors

For Graduation/Commencement information, see the counselor or administrator, as well as, attend all Senior Meetings. Announcements will be made in advance of all senior events. Refer to information printed in this handbook under Graduation/Commencement.

Student Records/Transcripts

Requests for student records and Unofficial Transcripts are handled through the Secretary located in the Office. Official Transcripts for College Applications are handled through the Registrar’s office at Grandview High School.

Testing

ACT/SAT#/PSAT/PLAN/EXPLORE Tests

Check with your counselor for all pre-college testing dates, registration deadlines and/or changes and additions.

* GHS is an ACT Testing Site. They are test center 223860. See your counselor for more

information.

ACT fee waivers are available for students who are on free or reduced lunch. (See your counselor for details.) Students are responsible for mailing in their registration forms.

Vocational Opportunities

A variety of vocational programs are available for students who are interested. CAIR also participates in the Joe Herndon Area Vocational-Technical School at Raytown and at Summit Tech in Lees Summit. Interested students should make it a point to contact the counselor during their sophomore year to plan for these programs.

Code of Conduct

Province of the School:

The School District has the authority (Section 160.261 RSMo.) to control student conduct which is prejudicial to good order and discipline in the schools or which tends to impair the morale or good conduct of pupils. School officials are authorized to hold students accountable for misconduct in school or on any property of the school bus going to or returning from school, during school-sponsored activities, or during intermission or recess periods. (Section 160.261.3 RSMo.) Student misconduct which occurs at the bus stop or at non-school related activities may be the subject of discipline if the conduct has direct and immediate effect on the general welfare or reputation of the school, its pupils, faculty, administration, or staff.

Consequences of Misconduct:

Under Section 167.161 RSMo., students forfeit their right to a public school education by engaging in conduct which is prejudicial to good order and discipline in the schools or which tends to impair the morale or good conduct of students, including violating the standards of conduct in Section E hereof. Possible consequences include, but are not limited to withdrawal of privileges (athletics, intramurals, before /after school activities, attending outside school events, etc.) the reassignment of the student to another school site within the District, the principals' removal of the student from school for a period of one to ten school days (Principal's Suspension), the Superintendent's extension of the suspension for a period of up to 180 school days (Superintendent's Suspension), the Board's removal of the student for a definite period of time, or the Board's permanent removal of the student from school.

Due Process Protections:

Students and parents shall be accorded all procedural due process protections contained in Section 167.161 and 167.171, RSMo. In connection with such disciplinary action. Those protections include the following:

1. **Principal Suspension:** Prior to a Principal Suspension, an informal conference shall be held with the student wherein: (1) the student shall be given oral or written notice of charges against him/her; (2) if the student denies the charges, the student shall be given an oral and written explanation of facts which form the basis of the proposed suspension; and (3) the student shall be given an opportunity to present his/her version of the incident. (Section 167.171, RSMo) If the student's presence at school poses a continuing danger to person or property or an ongoing threat of disruption, the student may be immediately removed from school and the informal conference shall follow as soon as practicable. The Superintendent may revoke a Principal Suspension at any time.
2. **Superintendent Suspension:** In cases where the Superintendent extends a Principal suspension for up to one hundred eighty school days, the parent/guardian may appeal the decision to the Board of Education. When there is an appeal, the Superintendent shall promptly transmit to the Board a full report in writing of the facts relating to the suspension, the action taken by him, and the reasons for the action. The appeal shall be heard by the Board of Education or a committee

thereof, which shall have full authority to act in lieu of the Board. In the event of a suspension of more than ten school days, where the pupil gives notice that he wishes to appeal the suspension to the Board, the suspension shall be stayed until the Board renders its decision, unless in the judgment of the Superintendent of Schools, the pupil's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, in which case the pupil may be immediately removed from school, and the notice and hearing shall follow as soon as practicable.

3. **Expulsion:** In cases where the Superintendent recommends that the student be removed from school for more than one hundred eighty school days or permanently expelled, the Board of Education shall, after notice to parents/guardians, hold a hearing upon the charges preferred and render its decision in writing.

The Student Code of Conduct is designed to foster student responsibility, respect for the rights of others, and to ensure the orderly operation of district schools. No code can be expected to list each and every offense which may result in the use of disciplinary action. However, it is the purpose of this code to list certain offenses which, if committed by a student, will result in the imposition of a certain disciplinary action. Any conduct not included herein, or an aggravated circumstance of any offense or an action involving a combination of offenses may result in disciplinary consequences that extend beyond this code of conduct as determined by the director, superintendent and/or Board of Education. In extraordinary circumstances where the consequence is judged by the superintendent or designee to be manifestly unfair or not in the interest of the district, the superintendent or designee may reduce the consequences listed in this policy, as allowed by law.

Management of student discipline is most effective when school personnel, parents, and students work cooperatively. Communication between all parties is critical. Therefore, all disciplinary actions taken will be accompanied by the director/parent/student communication notice – either written and or verbal. Teachers and other staff may be requested to participate in conferences as deemed necessary by the director. Disciplinary actions will be noted in the student's disciplinary record. Law enforcement officials will be notified consistent with procedures outline in the Missouri Safe Schools Act.

The Board of Education desires to keep the schools free from the threats or harmful influence of any gangs or groups which advocate drug use, violence, disharmony or disruptive behavior. Wearing apparel and communicating techniques related to gangs or groups which intimidate students, staff members, patrons and threaten their safety are prohibited.

School Dress Code (See Board Policy JFCA) April 14, 2010

- The primary purpose of these dress guidelines is to ensure a school atmosphere where optimal student learning can take place. With the frequent changes in clothing styles and fashion, the delineation of specific examples of inappropriate school clothing can only serve as a guideline.
- Extremes in wearing apparel or personal appearance that the administration feels disrupts the learning process or interferes with the intended function of the school will not be acceptable.
- The school may restrict any student from attending classes or school activities when that student's dress, general appearance, and/or conduct creates safety, health, or discipline problems.

Secondary Clothing Guidelines (GMS, MCM, CAIR and GHS)

The following clothing is ***inappropriate*** for school and ***will not be allowed***:

1. Headwear including but not limited to hats, bandannas, scarves, hair picks, combs, curlers, shower caps, stocking caps, do-rags, hair nets, berets and hoods (Headwear for religious reasons is permitted.)
2. Sleeveless shirts/dresses which includes tank tops, halter tops and cut-off tops
3. Clothing exposing navels, cleavage, backs and midriffs
4. "Sagging" pants (All pants/shorts must be worn at waist level.)
5. Any clothing with tears or holes
6. Leggings/tights/leotards worn as pants
7. Skirts/dresses/shorts which are more than two (2) inches above the knee
8. House shoes and pajamas
9. Items making reference to profanity, sex, alcohol, tobacco, drugs, racism, obscene gestures or pictures, weapons, gangs, and violence
10. Chains, as well as jewelry and/or accessories with spikes, points, or sharp edges
11. Sunglasses
12. Coats, heavy jackets, windbreakers and backpacks worn during the school day

Appropriate Daily Student Attire

Our number one priority at CAIR is improving achievement. Research shows us that dressing appropriately for school or work helps build self-esteem and pride in students and staff. It is a sign of respect for oneself and the organization one belongs to. Research also indicates that student "uniform-wear" has proven to be a powerful additive in helping to maintain, and strengthen the learning process. Based on the impact of the impact of this evidence, we have adopted **the following Mandatory Standardized Dress Policy**:

1. **Mandatory Standardized Dress consists of:** Khaki, navy, or black pants (not jeans) and a plain white or same colored (navy, black, khaki, white) shirt (no writing on the shirt).
2. Shirts may have collars or they may be collarless.
3. Shirts must be short or long sleeve, NO sleeveless shirts are allowed.
4. NO sweatpants, sweat suits, or jeans are allowed.
5. Clothing, including hoodies must be one solid color and have no writing/print other than the school emblem/logo or Grandview High School, Grandview Middle School or Martin City Middle School logo.
6. Clothing should be neat and clean.
7. Pants must fit and be worn around the waist with a belt, not at the thighs or knees. No excessively baggy pants or blue jeans are allowed to be worn.
8. Jewelry cannot display alcohol, drug, gang, or violence-related symbols. This includes anything depicting skulls, weapons, blood, mushrooms, marijuana symbols, etc.
9. Students can wear shorts in the warm weather but the shorts have to be the same color as the uniform color requirements.
10. Students who arrive out of uniform will not be permitted to class until a parent/guardian brings appropriate uniform-wear or the student may borrow a uniform from the office if available.

APPROPRIATENESS OF CLOTHING WILL BE DETERMINED BY THE PRINCIPAL AND/OR A STAFF MEMBER DESIGNATED BY THE PRINCIPAL.

INAPPROPRIATELY DRESSED STUDENTS MAY BE SENT HOME AND EXPECTED TO RETURN DRESSED IN APPROPRIATE SCHOOL ATTIRE THE SAME DAY.

STUDENT DISCIPLINE

The Student Code of Conduct is designed to foster student responsibility, respect for others, and to provide for the orderly operation of district schools. No code can be expected to list each and every offense that may result in disciplinary action; however, it is the purpose of this code to list certain offenses which, if committed by a student, will result in the imposition of a certain disciplinary action. Any conduct not included herein, any aggravated circumstance of any offense, or any action involving a combination of offenses may result in disciplinary consequences that extend beyond this code of conduct as determined by the principal, superintendent and/or Board of Education. In extraordinary circumstances where the minimum consequence is judged by the superintendent or designee to be manifestly unfair or not in the interest of the district, the superintendent or designee may reduce the consequences listed in this regulation, as allowed by law. This code includes, but is not necessarily limited to, acts of students on school property, including playgrounds, parking lots and school transportation, or at a school activity, whether on or off school property.

Management of student discipline is most effective when school personnel, parents and students work cooperatively. Communication between all parties is critical. Therefore, all disciplinary actions taken will be accompanied by a principal/parent/student conference (PPSC). Teachers and other staff may be requested to participate in conferences as deemed necessary by the principal. All disciplinary actions will be noted in the student's disciplinary record. Law enforcement officials will be notified consistent with procedures outlined in the Missouri Safe Schools Act.

Definitions:

Suspension – Suspension refers to both in-school suspension (ISS) and out-of-school (OSS) unless otherwise noted. Students who are suspended (in or out of school) may not attend any school functions held at home or at another school campus/location. Any assignment that would require them to be in attendance outside the normal day (e.g., concerts) must have an alternate assignment provided. Students who are suspended out of school for only one to two (1-2) days will have the ability to make up missed assignments. Work given while a student is suspended will be due no later than two (2) days after the student returns.

Crossroads – A program that provides an opportunity for students who have an OSS to make up work. Students who are recommended for Crossroads and who choose to attend will have their out-of-school suspensions changed to in-school suspensions in their records. Students suspended out of school and not attending Crossroads may not make up any work unless otherwise noted in this regulation. Students choosing not to attend Crossroads will have their suspensions recorded as out-of-school suspensions in their records. Students who choose not to attend Crossroads and/or those who receive out-of-school suspension and are not recommended for Crossroads may make up their work as outlined in procedure JED-AP1.

Occasionally, Crossroads will be at capacity and unable to accept new students. Student's who receive an out-of-school suspension and are recommended for Crossroads during that time will be able to make up assignments.

Restitution – Reimbursement/Replacement needed for equipment, furniture, walls, etc., that have been damaged due to a student's actions, whether willful or accidental.

Misconduct with Accompanying Consequences

A copy of the Code of Conduct is also available on the District web site at <http://www.csd4.k12.mo.us>. It contains a comprehensive description of inappropriate behaviors and explains various levels of disciplinary actions. The Code has been designed to support a safe, secure, and productive environment. Students and Parents must review this handbook and the Codes and procedures annually and must sign an acknowledgement of receipt.

(Note: PPSC = Principal/Parent/Student Conference)

Academic Dishonesty – Cheating on tests, assignments, projects or similar activities; plagiarism; claiming credit for another person’s work; fabrication of facts, sources or other supporting material; unauthorized collaboration; facilitation academic dishonesty; and other misconduct related to academics.

First Offence: No credit for work, grade reduction, or replacement assignment.

Subsequent Offense: No credit for work, grade reduction, course failure, or removal from extracurricular activities.

Arson – Starting or attempting to start a fire or causing or attempting to cause an explosion. Students found to be in violation and receiving a suspension may not attend any school functions held at home or at another school campus/location except for those indicated in this regulation.

All Offences: Administrative options include one (1) or any combination of the following consequences: Restitution: reimbursement/replacement needed for equipment, furniture, walls, etc., that have been damaged due to student’s action, whether it was willful or accidental will be made if appropriate, PPSC, 1-10 days out-of-school suspension or Crossroads with a possible referral for consideration of a long-term suspension or expulsion.

Assault or Battery of a Staff or Faculty Member – Hitting, striking and/or attempting to cause injury another person; knowingly and/or recklessly causing or attempting to cause physical injury to another person; placing a person in reasonable apprehension of imminent physical injury; physically injuring a staff member. Conduct that meets the definition of fighting, as defined later in this regulation, will be disciplined in accordance with the options provided in the section on fighting. Students found to be in violation and receiving a suspension may not attend any school functions held at home or at another school campus/location except for those indicated in this regulation.

All Offenses: Administrative options include one (1) or any combination of the following consequences: PPSC and 3-10 days OSS or Crossroads with a possible referral for consideration of a long-term suspension or expulsion.

Assault or Battery of a Fellow Student – Hitting, striking and/or attempting to cause injury to another person; knowingly and/or recklessly causing or attempting to cause physical injury to another person; placing a person in reasonable apprehension of imminent physical injury; physically injuring another student. Conduct that meets the definition of fighting, as defined later in this regulation, will be disciplined in accordance with the options provided in the section on fighting. Students found to be in violation and receiving a suspension may not attend

any school functions held at home or at another school campus/location except for those indicated in this regulation.

First Offence: Administrative options include one (1) or any combination of the following consequences: PPSC and 1-10 days OSS or Crossroads with a possible referral for consideration of a long-term suspension or expulsion.

Subsequent Offense: Administrative options include one (1) or any combination of the following consequences: PPSC and 10 days OSS or Crossroads with a referral for consideration of a long-term suspension or expulsion.

Automobile/Vehicle Misuse – All student vehicles must be insured and registered with the office prior to the first period of the first day on which they are driven. When the vehicle is registered, a parking permit must be purchased. The permit is to be placed on the vehicle as designated by the school. Motorcycles are considered vehicles and must be registered and display stickers. Students who drive on school property are required to have a valid driver's license, drive in a safe and courteous manner and to observe all traffic regulations while continually being alert for other cars and pedestrians. Speeds are not to exceed 10 MPH on school property, and the prescribed traffic and parking patterns must be followed. Students are not to honk horns or make undue disturbances on the parking lot.

Students driving to school should park their cars immediately after arriving on the designated student lot. Cars are to be parked within designated spaces and are not to be parked in a manner which takes more than one designated space. Any student car that is parked in a traffic lane, the faculty lot, a bus loading zone, or other restricted area without proper or visible permit may be towed without warning at the owner's expense and/or other disciplinary action may result. Automobiles parked on the school lot may be searched. Students found to be in violation and receiving a suspension may not attend any school functions held at home or at another school campus/location except for those indicated in this regulation.

First Office: Administrative options include on (1) or any combination of the following consequences: PPSC and suspension or revocation of parking privileges, detention, 1-5 days ISS, 1-10 days OSS or Crossroads.

Subsequent Offense: Administrative options include on (1) or any combination of the following consequences: PPSC and revocation of parking privileges, detention, 1-5 days ISS, 1-10 days OSS or Crossroads with a possible referral for consideration of a long-term suspension or expulsion.

Bullying (see Board policy JFCF) – Repeated and systematic intimidation, harassment and attacks on a student or multiple students, perpetuated by individuals or groups. Bullying includes, but is not limited to: physical violence, verbal taunts, name-calling and put-downs, use of electronic technology to harass or intimidate, threats, extortion, theft, damaging property, and exclusion from a peer group. Students found to be in violation and receiving a suspension may not attend many school functions held at home or at another school campus/location except for those indicated in this regulation.

First Offense: Administrative options include one (1) or any combination of the following consequences: PPSC and detention, 1-5 days ISS, 1-10 days OSS or Crossroads with a possible referral for consideration of a long-term suspension.

Subsequent Offense: Administrative options include one (1) or any combination of the following consequences: PPSC, 1-10 days OSS or Crossroads with a possible referral for consideration of a long-term suspension.

Bus or Transportation Misconduct – Any offense committed by a student on transportation provided by or through the district shall be disciplined in the same manner as if the offense had been committed at the student’s assigned school. In addition, transportation privileges may be suspended or revoked. Students found to be in violation and receiving a suspension may not attend any school functions held at home or at another school campus/location except for those indicated in this regulation. Penalties will be consistent with this regulation and other policies referenced herein.

All Offenses: Administrative options include one (1) or any combination of the following consequences: PPSC and detention with possible revocation of bus privileges from 1-180 days, 1-5 days ISS, 1-10 days OSS or Crossroads with a possible referral for consideration of a long-term suspension or expulsion

Combination of Repeated Offenses – Behavior that is continually disruptive to the learning process thus requiring discipline in a combination of categories as outlined in this regulation. Students found to be in violation and receiving a suspension may not attend any school functions held at home or at another school campus/location except for those indicated in this regulation.

First – Third Offenses: Administrative options include one (1) or any combination of the following consequences: PPSC and 3-5 days OSS or Crossroads.

Subsequent Offense: Administrative options include one (1) or any combination of the following consequences: PPSC and 10 days OSS with a possible referral for consideration of a long-term suspension or expulsion.

Dishonesty – Any act of lying, whether verbal or written, including forgery, cheating and plagiarism. Students found to be in violation and receiving a suspension may not attend any school functions held at home or at another school campus/location except for those indicated in this regulation.

All Offenses: Administrative options include one (1) or any combination of the following consequences: PPSC and 1-5 days ISS, 1-10 days OSS or Crossroads with a possible referral for consideration of a long-term suspension. Students cheating or committing plagiarism will receive a zero for that assignment.

Defiance, Insubordination – Stated or implied intention to not comply with school rules or reasonable requests of a staff member. Students found to be in violation and receiving a suspension may not attend any school functions held at home or at another school campus/location except for those indicated in this regulation.

First Offense: Administrative options include one (1) or any combination of the following consequences: PPSC and detention, 1-5 days ISS, 1-10 days OSS or Crossroads.

Subsequent Offense: Administrative options include one (1) or any combination of the following consequences: PPSC and detention, 1-5 days ISS, 1-10 days OSS or Crossroads with a possible referral for consideration of a long-term suspension or expulsion.

Disrespectful or Disruptive Conduct or Speech (see Board policy AC if illegal harassment or discrimination is involved) – Verbal, written, pictorial or symbolic language or gesture that is directed at any

person that is in violation of district policy or is otherwise rude, vulgar, considered inappropriate in educational settings or that materially and substantially disrupts classroom work, school activities or school functions. Students will not be disciplined for speech in situations where it is protected by law. Students found to be in violation and receiving a suspension may not attend any school functions held at home or at another school campus/location except for those indicated in this regulation.

Middle School

First – Third Offenses: Administrative options include one (1) or any combination of the following consequences: PPSC and verbal reprimand, detention, 1-10 days OSS or Crossroads.

Subsequent Offense: Administrative options include one (1) or any combination of the following consequences: PPSC and 5-10 days OSS or Crossroads with a possible referral for consideration of a long-term suspension or expulsion.

High School

First Offense: Administrative options include one (1) or any combination of the following consequences: PPSC and detention, 1-5 days ISS, 1-10 days OSS or Crossroads.

Subsequent Offense: Administrative options include one (1) or any combination of the following consequences: PPSC and detention, 3-10 days ISS, 1-10 days OSS or Crossroads with a possible referral for consideration of a long-term suspension or expulsion.

Disruptions Caused by Gang-Related Activity or Disruptions by Other Threatening Groups – As used herein, the phrase “gang-like activity” shall mean any conduct engaged in by a student 1) on behalf of any gang; 2) to perpetuate the existence of any gang; 3) to effect the common purpose and design of any gang; or 4) to represent a gang affiliation, loyalty or membership in any way while on school grounds or while attending a school function. These activities include recruiting students for membership in any gang and threatening or intimidating other students or employees to commit acts or omissions against his/her will in furtherance of the common purpose and design of any gang. For purposes of district policy, the term “gang” shall be defined as any ongoing organization, association or group of three (3) or more persons, whether formal or informal, having as one of its primary activities the commission of a criminal act, which has a common name or common identifying sign or symbol, whose members individually or collectively engage in or have engaged in a pattern of gang activity. Students found to be in violation and receiving a suspension may not attend any school functions held at home or at another school campus/location except for those indicated in this regulation.

All Offenses: Administrative options include one (1) or any combination of the following consequences: PPSC and 1-10 days OSS or Crossroads with a possible referral for consideration of a long-term suspension or expulsion.

Disruptive Common Area Behavior – This category would include conduct or speech, be it verbal, written or symbolic, which materially and substantially, disrupts the school environment. Common area include but are not limited to : halls, cafeteria, restrooms, playground, field trips, school grounds, assemblies and parking lots. Examples are horseplay, shouting and yelling and in other ways creating a disturbance. Students found to be in violation and receiving a suspension may not attend any school functions held at home or at another school campus/location except for those indicated in this regulation.

First Offense: Administrative options include one (1) or any combination of the following

consequences; PPSC and detention, 1-5 days ISS, 1-10 days OSS or Crossroads with possible referral for consideration of a long-term suspension or expulsion.

Subsequent Administrative options include one (1) or any combination of the following
Offense: consequences: PPSC and 1-10 days OSS or Crossroads with possible referral for consideration of a long-term suspension or expulsion.

Drug/Alcohol (see Board policies JFCH and JHCD)

- a. Possession of or attendance while under the influence of or soon after consuming any over-the-counter drug, herbal preparation or imitation of the above, unauthorized prescription drug, alcohol, narcotic substance, unauthorized inhalants, counterfeit drugs, imitation controlled substances or drug-related paraphernalia, including controlled substances and illegal drugs defined as substances identified under schedules I, II, III, IV or V in section 202(c) of the Controlled Substances Act. Students found to be in violation and receiving a suspension may not attend any school functions held at home or at another school campus/location except for those indicated in this regulation.

First Offense: Administrative options include one (1) or any combination of the following consequences: PPSC and 10 days out-of-school suspension with possible referral for consideration of a long-term suspension or expulsion. Offenders may receive up to 5 days in-school suspension or Crossroads in lieu of an equal number of days to be suspended out-of-school if the parents and student agree in writing for the student to undergo a professional evaluation for possible chemical dependence.

Subsequent Administrative options include on (1) or any combination of the following
Offense: consequences: PPSC and 10 days out-of-school suspension or Crossroads with a referral for consideration of a long-term suspension or expulsion.

- b. Sale, purchase or distribution of any over-the-counter drug, herbal preparation or imitation of the above, prescription drug, alcohol, narcotic substance, unauthorized inhalants, counterfeit drugs, imitation controlled substances and/or drug-related paraphernalia, including controlled substances and illegal drugs defined as substances identified under schedules I, II, III, IV of V in section 202(c) of the controlled Substances Act. Students found to be in violation and receiving a suspension may not attend any school functions held at home or at another school campus/location except for those indicated in this regulation.

All Offenses: Administrative options include one (1) or any combination of the following consequences: PPSC and 10 days out-of-school suspension or Crossroads with referral for consideration of a long-term suspension or expulsion

Extortion – Threatening or intimidating any person for the purpose of obtaining money or anything of value. Students found to be in violation and receiving a suspension may not attend any school functions held at home or at another school campus/location except for those indicated in this regulation.

Middle School

First Offense: Administrative options include one (1) or any combination of the following consequences: PPSC, restitution: reimbursement/replacement needed for equipment, furniture, walls, etc., that have been damaged due to student's action whether it was willful or accidental will be made and detention, 1-5 days ISS, 1-10 days OSS or Crossroads.

Subsequent Administrative options include one (1) or any combination of the following
Offense: consequences: PPSC and restitution: reimbursement/replacement needed for equipment, furniture, walls, etc., that have been damaged due to student's action whether it was willful or accidental will be made with 1-5 days ISS, 10 days OSS or Crossroads with a referral for consideration of a long-term suspension or expulsion.

High School

All Offenses: Administrative options include one (1) or any combination of the following consequences: PPSC with restitution: reimbursement/replacement needed for equipment, furniture, walls, etc., that have been damaged due to student's action whether it was willful or accidental will be made and detention, 1-5 days in-school suspension, 1-10 days out-of-school suspension or Crossroads with a possible referral for consideration of a long-term suspension or expulsion.

Failure to Comply with Prohibition against Being on or near School Property during Suspension

All students who are suspended or expelled are prohibited from being on school property for any reason unless permission is granted by the superintendent or designee. Any student who is suspended for any offenses listed in § 160.261, RSMo., or any act of violence or drug-related activity defined by policy JGF as a serious violation of school discipline shall not be allowed to be within 1,000 feet of any public school in the district unless one (1) of the following conditions exist.

- a. The student is under the direct supervision of the student's parent, legal guardian or custodian.
- b. The student is under the direct supervision of another adult designated by the student's parent, legal guardian or custodian. The designation must be made in advance and in writing to the principal of the school that suspended the student.
- c. The student is in an alternative school that is located within 1,000 feet of a public school in the district.
- d. The student resides within 1,000 feet of a public school in the district and is on the property of his or her residence.

Students found to be in violation and receiving a suspension may not attend any school functions held at home or at another school campus/location except for those indicated in this regulation.

All Offenses: If a student violates this prohibition, the police will be called and the student may be arrested for trespassing.

False Alarms – Tampering with emergency equipment, setting off false alarms, making false reports; communication a threat or false report for the purpose of frightening or disturbing people, disrupting the educational environment or causing the evacuation or closure of school property. Students found to be in violation and receiving a suspension may not attend any school functions held at home or at another school campus/location except for those indicated in this regulation.

All Offenses: Administrative options include one (1) or any combination of the following consequences: Restitution: reimbursement/replacement needed for equipment, furniture, walls, etc., that have been damaged due to student's action whether it was willful or

accidental will be made, PPSC and 1-5 days ISS, 1-10 days OSS or Crossroads with a possible referral for consideration of a long-term suspension or expulsion.

Fighting – Mutual combat in which both parties have contributed to the conflict either verbally or by physical action. students found to be in violation and receiving a suspension may not attend any school functions held at home or at another school campus/location except for those indicated in this regulation.

a. Verbal Conflict

First Offense: Administrative options include one (1) or any combination of the following consequences: PPSC and Mediation, detention, 1-5 days ISS, 1-5 days OSS or Crossroads.

Subsequent Offense: Administrative options include one (1) or any combination of the following consequences: PPSC and detention, 1-5 days ISS, 1-10 days OSS or Crossroads with a possible referral for consideration of a long-term suspension or expulsion.

b. Physical Conflict

First Offense: Administrative options include one (1) or any combination of the following consequences: PPSC and 5 days OSS or Crossroads. If fight involves groups of people or it is a gang fight, there will be a recommendation for consideration of long-term suspension or expulsion.

Subsequent Offense: Administrative options include one (1) or any combination of the following consequences: PPSC and 10 days OSS or Crossroads with a possible referral for consideration of a long-term suspension. If fight involves groups of people or it is a gang fight, there will be a recommendation for consideration of long-term suspension or expulsion.

Fireworks, Chemical Disruption – Possession or ignition of fireworks or chemicals on school property. Students found to be in violation and receiving a suspension may not attend any school functions held at home or at another school campus/location except for those indicated in this regulation.

First Offense: Administrative options include one (1) or any combination of the following consequences: PPSC and detention, 1-5 days ISS, 1-10 days OSS or Crossroads with a possible referral for consideration of a long-term suspension or expulsion.

Subsequent Offense: Administrative options include one (1) or any combination of the following consequences: PPSC and 1-10 days OSS or Crossroads with a possible referral for consideration of a long-term suspension or expulsion.

Gambling – Betting on an uncertain outcome, regardless of stakes; engaging in any game of chance or activity in which something of real or symbolic value may be won or lost. Gambling includes, but is not limited to, betting on outcomes of activities, assignments, contests and games.

First Offense: Principal/Student conference, loss of privileges, detention or ISS.

Subsequent Offense: Principal/Student conference, loss of privileges, detention, ISS or 1-10 days

Offense: OSS

Hazing (see Board policy JFCF) – Any activity that a reasonable person believes would negatively impact the mental or physical health or safety of a student or put the student in a ridiculous, humiliating, stressful or disconcerting position for the purposes of initiation, affiliation, admission, membership or maintenance of membership in any group, class, organization, club or athletic team including, but not limited to a grade level, student organization or school-sponsored activity. Hazing may occur even when all students involved are willing participants. Students found to be in violation and receiving a suspension may not attend any school functions held at home or at another school campus/location except for those indicated in this regulation.

First Offense: Administrative options include one (1) or any combination of the following consequences: PPSC, 1-5 days ISS, 1-10 days OSS or Crossroads with a possible referral for consideration of a long-term suspension.

Subsequent Offense: Administrative options include one (1) or any combination of the following consequences; PPSC, 1-10 days OSS or Crossroads with a possible referral for consideration of a long-term suspension or expulsion.

Inappropriate Use of Technology and/or Property (see Board policies EHB and KKB and procedure EHB-AP) – This includes, but is not limited to, inappropriate use of technology (Internet, text messaging, cell phones, or other electronic technology, etc.), phones, school address, videos or music. Inappropriate material will be confiscated.

The use of any C-4 computer is a privilege, not a right. This privilege may be revoked by the administration at any time upon violation of acceptable use. Students found to be in violation and receiving a suspension may not attend any school functions held at home or at another school campus/location except for those indicated in this regulation.

All Offenses: Administrative options include one (1) or any combination of the following consequences: Restitution: reimbursement/replacement needed for equipment, furniture, walls, etc., that have been damaged due to student's action whether it was willful or accidental will be made. PPSC and detention, 1-5 days ISS, 1-10 days OSS or Crossroads with a possible referral for consideration of a long-term suspension or expulsion.

Incendiary Devices – Possessing, displaying or using matches, lighters or other devices used to start fires unless required as part of an educational exercise and supervised by district staff.

All Offenses: Administrative options include one (1) or any combination of the following consequences: Confiscation, PPSC and detention, 1-5 days ISS, 1-10 days OSS or Crossroads with possible referral for consideration of a long-term suspension or expulsion.

Miscellaneous Offenses – In addition to offenses previously stated, disciplinary action may be taken for any general threats to harm or injure others or offenses deemed to constitute conduct which is prejudicial to good order and discipline in the schools or which tends to impair the morale or good conduct of the students. Students found to be in violation and receiving a suspension may not attend any school functions held at home or at another school campus/location except for those indicated in this regulation.

All Offenses: Administrative options include one (1) or any combination of the following

consequences: PPSC and detention, 1-5 days ISS, 1-10 days OSS or Crossroads with possible referral for consideration of a long-term suspension or expulsion.

Public Display of Affection – Physical contact that is inappropriate for the school setting, including, but not limited to, kissing and groping. Students found to be in violation and receiving a suspension may not attend any school functions held at home or at another school campus/location except for those indicated in this regulation.

First Offense: Administrative options include one (1) or any combination of the following consequences: PPSC and detention, 1-5 days ISS.

Subsequent Offense: Administrative options include one (1) or any combination of the following consequences: PPSC and 1-5 days ISS, 1-5 days OSS or Crossroads.

Recording – Use of audio or visual recording equipment in violation of Board policy KKB.

First Offense: Confiscation. Principal/Student conference, detention or ISS.

Subsequent Offense: Confiscation. Principal/Student conference, detention, ISS, or 1-10 days OSS.

Sexual Activity – Acts of sex or simulated acts of sex including, but not limited to, intercourse or oral or manual stimulation.

All Offenses: Administrative options include one (1) or any combination of the following consequences: PPSC and detention, 1-5 days ISS, 1-10 days OSS or Crossroads with possible referral for consideration of a long-term suspension or expulsion.

Sexual Harassment (see Board policy AC) – Sexual harassment also includes Internet use or other electronic technology to harass or intimidate.

- a. Verbal – Use of unwelcome verbal, written, digital (use of technology to harass) or symbolic language based on gender or of a sexual nature. Examples of sexual harassment include, but are not limited to, sexual jokes or comments, requests for sexual favors and other unwelcome sexual advances. Students found to be in violation and receiving a suspension may not attend any school functions held at home or at another school campus/location except for those indicated in this regulation.

First Offense: Administrative options include one (1) or any combination of the following consequences: PPSC and detention, 1-5 days ISS, 1-10 days OSS or Crossroads with a possible referral for consideration of a long-term suspension or expulsion

Subsequent Offense: Administrative options include one (1) or any combination of the following consequences: PPSC and 1-5 days ISS, 1-10 days OSS or Crossroads with a possible referral for consideration of a long-term suspension or expulsion.

- b. Physical – Unwelcome physical contact based on gender or of a sexual nature. Examples include, but are not limited to, touching or fondling of the genital areas, breasts or undergarments, regardless of whether the touching occurred through or under clothing. Students found to be in violation and receiving a suspension may not attend any school

functions held at home or at another school campus/location except for those indicated in this regulation.

First Offense: Administrative options include one (1) or any combination of the following consequences: PPSC and 1-5 days ISS, 1-10 days OSS or Crossroads with a possible referral for consideration of a long-term suspension or expulsion.

Subsequent Offense: Administrative options include one (1) or any combination of the following consequences: PPSC and 10 days OSS or Crossroads with a referral for consideration of a long-term suspension or expulsion

Sexually Explicit, Vulgar or Violent Material – Students may not possess or display, electronically or otherwise, sexually explicit, vulgar or violent material including, but not limited to, pornography or depictions of nudity, violence or explicit death or injury. This prohibition does not apply to curricular material that has been approved by district staff for its educational value. Students will not be disciplined for speech in situations where it is protected by law.

All Offenses: Administrative options include one (1) or any combination of the following consequences: PPSC and detention, 1-5 days ISS, 1-10 days OSS or Crossroads with possible referral for consideration of a long-term suspension or expulsion.

Theft – Theft, attempted theft or knowing possession of stolen property. When appropriate, restitution: reimbursement/replacement needed for equipment, furniture, walls, etc. that have been damaged due to student's action whether it was willful or accidental will be made. Students found to be in violation and receiving a suspension may not attend any school functions held at home or at another school campus/location except for those indicated in this regulation.

First Offense: Administrative options include one (1) or any combination of the following consequences: PPSC and ISS, 1-10 days OSS or Crossroads with possible referral for consideration of a long-term suspension or expulsion.

Second Offense: Administrative options include one (1) or any combination of the following consequences: 3-5 days ISS, 1-10 days OSS or Crossroads with possible referral for consideration of a long-term suspension or expulsion.

Subsequent Offense: Administrative options include one (1) or any combination of the following consequences: PPSC and 10 days OSS or Crossroads with a referral for consideration of a long-term suspension or expulsion.

Threats or Verbal Assault – Verbal, Written, pictorial, digital (use of electronic technology to harass) or symbolic language or gestures that create a reasonable fear of physical injury or property damage. Students found to be in violation and receiving a suspension may not attend any school functions held at home or at another school campus/location except for those indicated in this regulation.

All Offenses: Administrative options include one (1) or any combination of the following consequences; PPSC, 1-5 days ISS, 1-10 days OSS or Crossroads with a possible referral for consideration of a long-term suspension or expulsion.

Tobacco

- a) Possession of any tobacco products on school grounds, school transportation or at any school activity. Students found to be in violation and receiving a suspension may not attend any school functions held at home or at another school campus/location except for those indicated in this regulation.

- b) Use of any tobacco products on school grounds, school transportation or at any school activity. Students found to be in violation and receiving a suspension may not attend any school functions held at home or at another school campus/location except for those indicated in this regulation.

First Offense: Administrative options include one (1) or any combination of the following consequences: Confiscation of tobacco product, PPSC and detention, 1-5 days ISS.

Subsequent Offense: Administrative options include one (1) or any combination of the following consequences: Confiscation of tobacco product, PPSC and 1-5 days ISS, 1-10 days OSS or Crossroads.

Truancy (see Board policy JED and procedure JED-AP1) – Absence from school or class without the knowledge and consent of parents/guardians and school staff; excessive non-justifiable absences, even with the consent of parent/guardians. Students found to be in violation and receiving a suspension may not attend any school functions held at home or at another school campus/location except for those indicated in this regulation.

Middle School

First Offense: Administrative options include one (1) or any combination of the following consequences: PPSC and detention, 1-3 days ISS.

Subsequent Offense: Administrative options include one (1) or any combination of the following consequences: PPSC and 3-5 days ISS.

High School

First Offense: Administrative options include one (1) or any combination of the following consequences: PPSC and detention, 1-3 days ISS.

Second Offense: Administrative options include one (1) or any combination of the following consequences: PPSC and 3-5 days ISS.

Subsequent Offense: Administrative options include one (1) or any combination of the following consequences: PPSC and 3-10 days ISS or 3-10 days at Crossroads with possible referral for consideration of a long-term suspension and consideration of alternative placement options.

Unauthorized Entry – Entering or assisting any other person to enter a district facility, office, locker, or other area that is locked or not open to the general public; entering or assisting any other person to enter a district facility through an unauthorized entrance; entering or assisting any other person to enter buses or the transportation facility the person is not authorized to enter; assisting unauthorized persons to enter a district facility through any entrance. Students found to be in violation and receiving a suspension may not attend any school functions held at home or at another school campus/location except for those indicated in this regulation.

First Offense: Administrative options include one (1) or any combination of the following consequences: PPSC, 1-5 days ISS, 1-10 days OSS or Crossroads with a possible referral for consideration of a long-term suspension.

Subsequent Offense: Administrative options include one (1) or any combination of the following

Offense: consequences: PPSC, 1-10 days OSS or Crossroads with a possible referral for consideration of a long-term suspension or expulsion.

Unserviced Detention Periods – This category is defined as unapproved absence from assigned detention hours or the failure to complete principal-assigned corrective tasks. Students found to be in violation and receiving a suspension may not attend any school functions held at home or at another school campus/location except for those indicated in this regulation.

First Offense: Administrative options include one (1) or any combination of the following consequences: PPSC, 2 office detentions, long detention.

Subsequent Offense: Administrative options include one (1) or any combination of the following consequences: PPSC, 1-3 days ISS, long detention, 3-5 days OSS or Crossroads.

Unserviced Long Detentions – This category is defined as unapproved absence from assigned detention hours for reasons other than those that are approved by the proper school official. Student's found to be in violation and receiving a suspension may not attend any school functions held at home or at another school campus/location except for those indicated in this regulation.

All Offenses: Administrative options include one (1) or any combination of the following consequences: PPSC, 1-10 days ISS, up to 2 days OSS.

Vandalism (see Board policy ECA) – Willful damage or the attempt to cause damage to real or personal property belonging to the school, staff or students including equipment, furniture, walls, etc. Students found to be in violation and receiving a suspension may not attend any school functions held at home or at another school campus/location except for those indicated in this regulation.

First Offense: Administrative options include one (1) or any combination of the following consequences: Restitution: reimbursement/replacement needed for equipment, furniture, walls, etc., that have been damaged due to student's action whether it was willful or accidental will be made, PPSC and detention, 1-5 days ISS, 1-10 days OSS or Crossroads with possible referral for consideration of a long-term suspension or expulsion.

Subsequent Offense: Administrative options include one (1) or any combination of the following consequences: Restitution: reimbursement/replacement needed for equipment, furniture, walls, etc., that have been damaged due to student's action whether it was willful or accidental will be made, PPSC and 1-10 days OSS or Crossroads with possible referral for consideration of a long-term suspension or expulsion.

Weapons (see Board policy JFCJ)

- a. Possession or use of any weapon as defined in Board policy, other than those defined in 18 U.S.C. § 921, 18 U.S.C. § 930(g)(2) or § 571.010, RSMo. This would also include toys that resemble weapons. Student found to be in violation and receiving a suspension may not attend any school functions held at home or at another school campus/location except for those indicated in this regulation.

First Offense: Administrative options include one (1) or any combination of the following consequences: Confiscation, PPSC and 1-10 days OSS or crossroads with a

possible referral for consideration of a suspension or expulsion.

Subsequent Administrative options include one (1) or any combination of the following
Offense: consequences: Confiscation, PPSC and 10 days OSS or Crossroads with a
referral for consideration of a suspension or expulsion.

- c. Possession or use of a firearm as defined in 18 U.S.C. § 921 or any instrument or device defined in § 571.010, RSMo, or any instrument or device defined as a dangerous weapon in 18 U.S.C. § 930(g)(2). Students found to be in violation and receiving a suspension may not attend any school functions held at home or at another school campus/location except for those indicated in this regulation.

All Offenses: Confiscation and one (1) calendar year suspension or expulsion unless modified by the Board upon recommendation by the superintendent.

Care of School Property

Students are responsible for the proper care of all books, supplies, and furniture supplied by the school. Students who disfigure property, break windows, do other damage to school property equipment will be required to pay for the damage done or replace the item

City of Grandview Police Department

Parents and Students – please take note of some City of Grandview ordinances with mandatory court appearances. This is to make you aware of the consequence for behaviors and actions:

3-73	Minor in possession
7A-4	Possession of a controlled substance
7A-11-1	Drug paraphernalia
15-3K	Noise Disturbance (loud stereo)
17-2	Assault
17-9	Disorderly conduct
17-14	Fighting in public
17-23	Failure to obey a lawful order
17-28	Destruction of public or private property
17-32	Stealing
17-36	Unlawful assembly (3 or more people)
	IE: loitering on school grounds after dismissal
17-38	Weapons violation

Confidentiality

Trust is the foundation of the therapeutic relationship. Confidentiality is an essential tool in developing and maintaining trust. By confidentiality, we mean that the adolescent has the right to expect that the therapist will not reveal information shared privately in therapeutic sessions and the teachers, teacher assistants, and administrators will not reveal student information to others outside the school setting.

There are limits to confidentiality, inclusive of, but not necessarily limited to instances when the adolescent presents a danger to self or others, cases of child abuse, court-ordered reports, or with a signed release of information by the guardian, in the instance of a minor, or the client, which specifies the purpose of releasing such information and includes the person or institution with whom it will be shared.

Access to client psychological files, or psycho-social records are therefore limited to a “need to know” basis regarding those individuals who directly impact upon the therapeutic needs of the students at Main Street

Academy. These individuals are inclusive, but not necessarily restricted to administration, therapists, parents, guardians, practicum students, teachers, and designated representatives who over see fiduciary responsibility or educational necessity of treatment. Parents, guardians, and clients retain the right to review documentation of those individuals who have accessed their confidential records.

Driving and Parking Policy

Students who attend Transitions & GED Options are permitted to drive to school and park on designated school premises as a matter of privilege, not a right.

NOTE: The Principal or designee may search a student's car, if it is suspected that the student may have drugs, alcohol, or a weapon in the car. If an illegal substance or a weapon is found in the student's car, the police will be called immediately. If a student fails to provide access to the interior of a car upon the request of a school official, the student will be subject to school disciplinary action.

Students may not access their cars during the school day.

Driving to school privileges will be taken away if a student is found to have an illegal substance in his/her car, drives recklessly on the parking lot (spinning of wheels, revving motor, etc.), or does not register his/her car with the School.

Fight Policy/Guidelines

- Respectful behavior and treatment of others is expected while on school property and on the school bus.
- No student shall hit, push or touch another person aggressively while in school or at a school function
- A fight, dispute, confrontation, altercation may be verbal, physical and/or a combination of both.
- If a person(s) strikes another and there is NO verbal and/or physical retaliation that will be treated as an assault.
- The same penalties will apply for students who defy a directive to stop, who provoke or instigate, who participate, who have had to be restrained or who fail to report or alert school officials prior to, during or after a fight.

Guidelines:

What to do if someone threatens you or tries to pick a fight:

- If talking to the person has failed or you see no chance for resolution, discuss with a parent or guardian and bring it to the attention of a school official. IE: teacher, counselor, administrator, SRO.
- Always report concerns, threats, potential fights, etc. as soon as you are aware of it and/or by the end of the day to any high school faculty or staff member.

What to do if a person begins with verbal remarks:

- Do not argue or respond back. Immediately leave the area and go to the nearest high school faculty or staff member to report.

What to do if someone swings at you:

- Immediately leave the area and go to the nearest high school faculty or staff member to report.

What to do if you see others fighting:

- Find the nearest high school faculty or staff member and report it.

Fire and Tornado Drills

Each classroom has a diagram of the evacuation route for fire and tornado drills. Students should follow the directions given by the staff and administration, moving quietly to assigned areas. Every student and staff member must recognize the safety factor and seriousness of these drills. Failure to properly act at the correct moment could mean the difference between life and death. Cooperation and mature action is needed at all times.

Gambling

Gambling or games of chance of any kind are forbidden. This includes, but is not limited to: dice, betting, laying money on, speculation, etc.

Halls

Proper student conduct in the halls throughout the course of the school day is an important part of the learning setting. The following rules shall apply to students with regard to hall discipline:

1. Students should always WALK at all times in the halls.
2. Students may go to their lockers before and after school and at the end of each period during the day. If students are tardy to class as a result of going to their lockers, disciplinary action may result.
3. No students are permitted in the corridors without a pass. Students on early release should clear the building quietly and within the five minute passing period. Violation of this rule may result in disciplinary action.
4. Students should keep hands, feet, and objects to themselves while passing from class to class. Loud boisterous behavior will not be tolerated in the halls.

Harassment

Students are expected to respect and respond appropriately to each other. Using inappropriate or intimidating language including remarks that demean a person's race, religion, sex, national origin, sexual orientation, lifestyle, handicapping condition, or intellectual ability is specifically prohibited. Threats of violence and physical force are considered being a serious offense. Hazing and Bullying (JFCF) are a form of harassment and will be viewed as such for disciplinary purposes. Students are encouraged and/or directed to seek assistance from a school official if another individual is harassing them.

Hazing and Bullying

The Grandview C-4 School District prohibits all forms of hazing, bullying, and student intimidation. Students participating in or encouraging inappropriate conduct will be disciplined in accordance with JG-R. Such discipline may include, but is not limited to, suspension or expulsion from school and removal from participation activities. Students who have been subjected to hazing or bullying are instructed to promptly report such incidents to a school official.

Internet Acceptable Use (EHB)

The Internet is a worldwide electronic information resource giving individuals access to computer networks operated by universities, school districts, businesses, government, and organizations. The Consolidated School District No. 4's (CSD#4) goal in providing this service is to promote educational excellence through resource sharing, communication, innovation, and publishing by students and staff members.

Because the Internet is constantly growing, it is impossible to know everything students may access. CSD#4 believes that the value of information and interaction on the Internet far outweighs the risk of students choosing materials that are not consistent with the educational goals of the school district.

Even though the district has a filtering software program in place, the responsibility for ensuring that students access only educational materials is shared among the parents and district employees, who provide guidance, and the students, who are ultimately responsible for their own behavior.

Based on need and use, CSD#4 has identified three (3) levels of access. Elementary students will be allowed Level I access only and secondary students may be limited to or allowed Level I or Level II access.

Level I - Supervised Student Access

All students under the direct supervision of a Level III staff member may access the Internet to search an academic area and will have:

- A signed Internet Acceptable Use Contract (EHB-AF1 and EHB-AF2) on file

Level II - Independent Student Access

Students requiring independent access to the Internet will have:

- Training
- A signed Internet Acceptable Use Contract (EHB-AF1 and EHB-AF2) on file
- Access Identification.

Internet Acceptable Use Guidelines (EHB-R)

All users who access the Internet through the CSD#4 computer system/network will be expected to comply with the following acceptable use guidelines:

1. **Acceptable Use** - The use of the Internet must support education, research, and other activities consistent with the objectives of CSD#4. Students will not be allowed to access chat rooms or to download game files through the Internet or from copyrighted software to a networked computer. Downloading of such files as pictures, sound bytes, video clips, etc., is permissible as long as they meet the guidelines mentioned in this paragraph. Transmission or downloading of any material in violation of any U.S. or state regulation is prohibited. This includes but is not limited to copyrighted, threatening or obscene material. Appropriate files or sites only may be accessed. If an inappropriate file or site is inadvertently accessed then the file or site must be exited immediately and must be reported immediately to a staff member.
2. **Privileges** - The use of any CSD#4 network computer is a privilege, not a right. This privilege may be revoked by the administrators of the network at any time upon violation of the acceptable use contract. (See regulation JG-R for consequences for computer network abuse.)
3. **Personal Security and Privacy** - The Network is intended for the exclusive use of its registered users. As a user, you are responsible for the use of your password and account. Do not give your password to anyone. Accessing the network using another person's password is grounds for revocation of network privileges. For your own safety, do not provide your address and/or telephone number on the Internet.
4. **Netiquette** - Accepted rules of network etiquette must be observed. These include, but are not limited to, the following:
 - Be polite. Do not write or sent abusive messages to others.
 - Use appropriate language.
 - Note that e-mail is not guaranteed to be private. People who operate the system have access to all mail.
 - Do not use the Internet in such a way that it would disrupt others' use.
5. **Expectations for using the Internet:**

- Respect your right and obligation to learn.
- Respect the rights of others.
- Respect the property of the school and of the Internet community.

Metal Detectors

Students should be aware that hand-held metal detectors are available for use by the administration whenever it is reasonable to suspect that a weapon is in the possession of a student, if there has been a pattern of weapons found in the school, or if violence involving weapons has occurred at school.

Restrooms

Everyone using the restrooms is expected to keep them clean, and no smoking or loitering is permitted. If a student is feeling ill, he/she should report to the nurse's office immediately. If the nurse is not in, the student should come to the principal's office. If a student is extremely ill and is unable to go to the nurse, the teacher should call for assistance.

Safe Schools Act

CAIR Administrators will follow the Missouri State Safe Schools Act as it pertains to reporting and/or investigating any possible criminal activities to appropriate Law Enforcement Officials.

Safety and Security

In order to provide and maintain a safe and orderly learning environment for our students, CAIR Administration retains the right and authority to conduct routine locker checks to ensure that no weapons, drugs, or other unauthorized items are brought to school. Students may also be asked to empty their pockets, purses, and book bags whenever a school authority has reasonable suspicion to believe the student may have illegal or unauthorized materials on his/her person.

Safeguarding Students Privacy and Dignity Policy

CAIR has a handicapped restroom that meets A.D.A. regulations. This restroom is large enough for a student with physical disabilities to perform hygienic procedures unassisted and independently.

Sales by Students

Students may not solicit or sell merchandise, tickets, or anything else at school except items sponsored by official school clubs.

Search and Seizure

Search and seizure shall conform to the legal requirement of reasonable suspicion that a school rule, regulation, or state law has been violated. The school reserves the right to search (whether through the consent of the student, parent or by way of reasonable suspicion of illegal activity, violation of school rules, or possession of contraband)

Any property or items brought onto school district property by students, including, but not limited to: bags, backpacks, purses, other containers, articles of clothing and vehicles. Motor vehicles and their contents, driven to school and on school premises, are subject to search under this section. Lockers are subject to Search and Seizure.

Security Cameras

Students and parents should be aware that as part of our overall security plan, video security cameras have been placed in designated locations inside and outside of the building.

Sexual Harassment

It is the policy of the Board of Education to maintain a learning environment that is free from sexual harassment. It shall be a violation of this policy for any member of the District staff or any student to harass a staff member or a student through conduct or communications of a sexual nature as defined below.

Sexual harassment includes, but is not limited to, any unwelcome sexual overtures, requests for sexual favors, or a sexually offensive environment, when made, developed, or maintained by a member of the school staff or by a student. Sexual harassment may include the following:

- Unsolicited or unwelcome verbal comments.
- Gestures or physical contact of a sexual nature.
- Verbal harassment or abuse.
- Pressure for sexual activity. Repeated remarks to a person with sexual or demeaning implications, unwelcome touching, and suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's job, grades, promotion, salary, etc.

Any person who alleges sexual harassment by any staff member or any student in the District may use the District's complaint procedure, or may complain directly to the building principal, guidance counselor, or other individual designated to receive such complaints.

If such a designated person is the accused, then the complainant may file his or her complaint with that person's supervisor or superior. Filing of a complaint or otherwise reporting sexual harassment will not reflect upon the individual's status in the District, nor will it affect future grades, promotions, work assignments, etc.

Right to confidentiality, both of the complainant and the accused, will be respected consistent with the District's legal obligations, and with the necessity to investigate allegations of misconduct, which occurred.

A substantiated charge against a staff member shall subject such staff member to disciplinary action, including discharge. A substantiated charge against a student shall subject that student to disciplinary action, including suspension or expulsion.

Truancy/Trespassing

- Truancy will be referred to the main office to be dealt with through the Student Code of Conduct
- Truant students should not be allowed to make up work
- CAIR students should not be at other schools without permission
- Students from other schools should not be at CAIR without permission. All authorized visitors must sign in at the main office or they will be considered trespassing
- Any students on suspension, including those at Crossroads or not currently enrolled are not to be on school grounds unless authorized by an administrator or they will be considered trespassing.

Use of Canine

The Grandview consolidated school district is committed to providing a drug-free environment for students, staff, and visitors. The use of drug detection dogs will be utilized during the school year to search all accessible areas in the campus to include vehicles parked in any lot. The searches will be done at "random." Students are not allowed or permitted to have any contact with the dogs because of safety reasons. Students that initiate any contact with the dogs will be subject to disciplinary action.

Use of Law Enforcement Officials

The assistance of a law enforcement official may be used in the following circumstances:

To conduct a search of a student, locker, motor vehicle, or any area designated by the school's administration that is subject to be searched upon reasonable suspicion, upon or under the direction or request of the school administrator. Reasons for the officer's presence will include but not be limited to the following:

Provide a safer school environment for a teacher or administrator to investigate disciplinary matters that involve defiance, insubordination, aggressive or assault behavior.

- The search may pose a threat to the administrator for safety reasons.

- The possible threat of a "weapon" defined by school policy, which poses a safety hazard to the students and school officials.
- The possible presence of illegal drugs and or drug paraphernalia that present health dangers.
- The law enforcement official will be used to the best of his or her ability to conduct a search that can be less intrusive and more complete or thorough, based on officers' training in search techniques. The officer is an agent of the school administration assisting in a school investigation until it may be determined that such matter is criminal in nature. The officer will work in partnership with the school to protect Constitutional Rights of the student and the school community.

General Expectations/Information

Assemblies

Teachers must accompany their class to each assembly and sit with their class during the assembly. Students are to remain in their seats, not participate in any side talking, laughing, or antics of any kind, and are not allowed to listen to radios or other personal listening devices during the entire assembly. Students disrupting the assembly will be given an Office Referral, depending on the severity of the inappropriate behavior.

Backpacks/Book bags

- Will be subject to search
- Are for the purpose of organization and to carry items to school
- Must be checked in with homeroom teacher upon arrival at school

Bus Transportation (See Board Policy JFCC)

Riding the school bus is a privilege extended to students and can be removed at any time for disruptive and unsatisfactory conduct. All pupils being transported are under the authority of the bus driver and must obey his/her requests. Specific regulations are posted in each bus.

Students riding the bus are expected to go directly from the bus to the building each morning and are to board the bus directly from the building each afternoon. Students are not to leave school property either time. Failure to observe all rules will result in a referral to the principal's office. If a pupil cannot comply with the regulations, he/she may be denied the privilege of riding the bus. On days when a student is suspended from bus transportation, the parent/guardian is responsible for the student getting to/from school safely. Students can't ride any other bus than their own without presenting a signed note from both students' parents and a school administrator. This should be done only on a rare or emergency basis only. For these exceptions, we ask that arrangements be made at least 3 days in advance. Asking to allow a student to ride a bus home that is not their own if it is asked on a regular, routine basis is not considered an emergency.

Cell Phones/Electronic Devices/Pagers

Students are reminded that the use of cellular telephones, electronic devices or pagers is prohibited. Any cell phones, electronic devices or pagers that are used or heard will be confiscated and returned to the student at the end of the day. Repeated violations may require parents to pick up the items from the principal.

Change of Address/Contact Information

In an effort to keep all records and student information current and updated, any change of residency, telephone numbers, emergency contact information, medical status, etc., must immediately be reported to the main office. It is extremely important in cases of emergency that all student records are accurate. Parents/Guardians must update records when there are any changes in address, home or work phones, guardianship, a student name change, medical records, etc.

Copy Machine:

The copy machine is to be used only by the office staff, teachers, counselor, and teacher assistants. Students needing to make copies will be charged fifteen cents per copy. Office computers and copy machine are “off limits” to students.

Directory Information (See Board Policy JO)

Certain information about District students is considered directory information and will be released to anyone who follows the procedures for requesting the information unless the parent or guardian objects to the release of directory information about the student. If you do not want the school to disclose directory information from your child’s records, you must notify the school, in writing. CAIR has designated the following information as directory information: student’s name, address, home telephone number, photograph, date and place of birth, dates of attendance, grade level, and enrollment status.

Emergency Procedures /Fire and Tornado Drills

Each classroom has a diagram of the evacuation route for fire and tornado drills. Students should follow the directions given by the staff and administration, moving quickly and quietly to assigned areas with their teacher/supervisor.

Every student and staff member must recognize the safety factor and seriousness of these drills. Failure to properly act at the correct moment could mean the difference between life and death. Cooperation and mature action is needed at all times. Refusal to cooperate will result in appropriate consequences.

All other crisis procedures – I.E.: evacuations, lock-down, shelter in place, etc., should proceed at the direction of staff.

FERPA (See Board Policy JO)

The Family Educational Rights and Privacy Act (FERPA) of 1974 is a federal law governing the privacy of educational records. It grants specific rights to students and sets restrictions on how schools may handle educational records. FERPA requires that schools obtain written permission from students before releasing educational records. In certain well-defined circumstances, some information may be released without written permission from the student.

Field Trips

- Educational Field Trips are used to enhance and reinforce concepts learned in class. Students will participate in educational experiences while on Field Trips such as comparing and contrasting certain elements of the Field Trip, finding critical information at the site, answering essay questions, or developing a project from the information gained on the Field Trip.
- Sometimes the cost of admission to a specific site must be borne by the student. If a family cannot afford the price of the Field Trip, please notify your child’s Advisor. Students usually want to eat lunch at a fast food restaurant as a special treat. Students must pay for their own lunch if it is decided that the whole class will eat out while on the Field Trip.
- Students must dress appropriately, and be neat and clean for the Field Trip. While off campus, students are ambassadors of Transitions and MOP and are expected to act appropriately during the entire Field Trip. If a student acts out on the Field Trip, he or she will not participate in future extra curricular activities or Field Trips.

Health Room

Should a student become ill or injured at school, he/she should report to the nurse or main office with a pass or an adult contact. The student will either be treated or sent home after parents are notified. Please be sure that all phone numbers, home, cell phone, and work, are on file and up-to-date in the school office. If parents go

out of town, please leave the temporary guardian's name and phone numbers with our office so your student can obtain medical services if an unfortunate accident or illness occurs.

Required Immunization

All students must have current shot records. Following is a list of the required immunizations.

2010 - 2011 IMMUNIZATION REQUIREMENTS For Daycare and Nursery School Age Children

3 months	1 DTaP/DT, 1 PCV, 1 Polio, 2 Hepatitis B, 1 Hib
5 months	2 DTaP/DT, 2 PCV, 2 Polio, 2 Hepatitis B, 1 Hib
7 months	3 DTaP/DT, 3 PCV, 2 Polio, 2 Hepatitis B, 2 Hib
19 months and older	4 DTaP/DT, 4 PCV, 3 Polio, 3 Hepatitis B, 3 Hib, 1 MMR, 1 Varivax

2010 - 2011 IMMUNIZATION REQUIREMENTS FOR SCHOOL AGE CHILDREN

Kindergarten	4 DTaP, 3 Polio, 2 MMR, 3 Hepatitis B, 2 Varivax or proof of disease
1 st – 5 th grade	4 DTaP, 3 Polio, 2 MMR, 3 Hepatitis B, 1 Varivax or proof of disease
6 th & 7 th grade	4 DTaP, 3 Polio, 2 MMR, 3 Hepatitis B
8 th grade	4 DTaP, 1 Tdap, 3 Polio, 2 Measles, 1 Mumps, 1 Rubella (2 MMRs highly recommended), 3 Hepatitis B
9 th – 11 th grade	4 DTaP, 1 Tdap or Td, 3 Polio, 2 Measles, 1 Mumps, 1 Rubella (2 MMRs highly recommended), 3 Hep B
12 th grade	3 DTaP, 1 Tdap or Td, 3 Polio, 2 Measles, 1 Mumps, 1 Rubella (2 MMRs highly recommended), 3 Hep B

Medication Policy

1. Only appropriate adults will bring medications to school in the original pharmacy containers.
2. Upon receipt of medication, it will be counted and quantities recorded on the CAIR Medication Administration Record (MAR).
3. Prescription and over-the-counter medications will be maintained in a locked cabinet accessed only by the nurse or administrator.
4. Scheduled medication will only be passed out by the nurse or building administrator at the times designated on the student's medicine bottle.
5. If a student needs medication at additional times during the day, a physician's order is required to be kept on file at the school.
6. A Medication Administration Record (MAR) will be kept for each student given medication at CAIR whether "scheduled" or "as needed" (PRN). It will include the following information:
 - a. Student's name, therapist, physician's name.
 - b. Complete data (M/D/Y/).
 - c. Medicine, dosage, route, time to be given.
 - d. Signature of staff member who gives the student the medicine.
7. MAR is to be kept with medications at all times.
8. No student will be allowed to keep any medicine on his person or in his possession at any time. This includes any OTC medications such as aspirin, Tylenol, and/or Advil.
9. The nurse will keep asthma inhalers unless the student has a doctor's note and parent/guardian written permission to keep the inhaler on his/her person.
10. Upon admission, parent or guardian will complete the "Parent's or Guardian's Permission to Obtain Medical Attention" and "Medication Release Form".

Discarding of Old Medicine Policy

The nurse will give medicines that are no longer used by a student back to the parent or guardian. Students are not allowed to carry the medicines home. CAIR will not keep any old medicines for longer than five days. If the parent or guardian has not picked up the old medicine within five days, the nurse will flush the medicine down the toilet and record the date and time in the MAR.

Lunch

CAIR students have the privilege of using the cafeteria at the Conn-West Elementary School. Students are expected to act appropriately at all times and to keep in mind that they will be with younger children and will need to set a good example.

Meal Prices for 2011-2012

Middle School Breakfast	\$1.50
Middle School Lunch	\$2.10
High School Breakfast	\$1.50
High School Lunch	\$2.25

Messages

All emergency contacts need to be made through the main office. Parents should not contact students on their personal cell phone during the academic day from 7:00 am. to 2:00 pm.

- Students are not called to the telephone nor are messages delivered during class periods except in emergencies
- Messages received for students on a regular, routine basis are not considered emergencies. Please restrict unnecessary phone calls as they disrupt student instruction time. Examples would include, but not limited to: transportation arrangements, appointments, etc.

Office Etiquette:

When a student is in the school office, it is important he/she remembers that this is where the business of running the school is managed and should conduct himself/herself accordingly. Please wait patiently to tell the secretary what you need.

Passes For Leaving School

After arriving at school, students are not expected to leave until after their last class of the day. All requests to leave the building while school is in session must be cleared through the main and/or attendance office. Leaving school without permission is classified as truancy. Any written notes will be confirmed by a phone call to parents before a student is permitted to leave.

Poster/Flyers/Bulletin Boards

- Any material posted on the C.A.I.R. campus should be approved by the main office
- Material not approved will be removed
- Approved posters must be removed by the group or organization within 48 hours after the event
- The school does not advertise non-school events sponsored by private individuals or groups
- No poster or flyers are to be placed on windows or doors

School Dances

Homecoming/Court warming Dances

The Homecoming and Courtwarming Dances are open to all CSD4 students in grades 9 - 12 unless a student is on suspension. ID's are required to be admitted. It should be noted that students are

not permitted to return to the function once having left. Appropriate dress (to include no jeans, shorts, tee shirts, etc.) will be designated prior to the event. Students must be picked up no later than 15 minutes after any dance is over. No outside dates will be permitted. Any student that leaves the dance will not be re-admitted.

Prom

Prom is open to all juniors and seniors from the high school and C.A.I.R. unless a student is on suspension. ID's may be required to be admitted. In addition, students may not be allowed to purchase Prom tickets until all debts have been paid.

Dress - the decorum for prom shall be formal to semiformal dress for both males and females. This applies to students and guests. Shorts, sweatshirts, etc., are not acceptable. Suits with ties and/or tuxedos for men and dresses for ladies are required.

Students who wish to bring a date to the prom who does not attend Grandview High School or CAIR (9-12) must complete an office approval outside date permit. Dates must be of high school age or older. Students wanting to bring a freshmen or sophomore as their date also require an outside date permit. Students and guests that leave the Prom will not be re-admitted.

School Visitors

Students are not permitted to invite students from other schools to CAIR during regular school hours. Parents are welcome to visit their son or daughter's classes at CAIR but are to come to the office first to sign in and receive a visitor's pass. Absolutely, under no circumstances, are visitors permitted without a pass from the office.

Any visitors who enter unlawfully or remain unlawfully may be subjected to prosecution for trespass in accordance to city ordinance 17-9.

Security of Personal Property:

Personal Property that is lost or stolen can cause students a good deal of grief. Please observe the following guidelines to protect your property while at school:

1. Bring minimum amount of money needed to get through the day.
2. Leave expensive jewelry, cameras, radios, pagers, cell phones, etc., at home, or ask that they be kept in the office while at school.
3. Write your name or initials or other identifying mark on your possessions.

NOTE: CAIR is NOT responsible for lost or stolen articles. If you do lose something, however, report it to the office immediately and check the Lost and Found Box.

Textbooks

Students are urged to treat textbooks with care. Students will be charged for loss or any excessive damage to textbooks at year's end. Students will not be issued a replacement book until the lost book is paid for or arrangements have been made for the cost of the book.

CAIR TRANSITIONS PROGRAM



I. OVERVIEW OF THE TRANSITIONS PROGRAM:

TRANSITIONS is a program within CAIR, working to help middle school and high school students, including those with disabilities, succeed when conventional methods have failed. It is an integral part of the Pyramid of Academic and Behavioral Interventions within the Grandview C4 School District. Transitions is a non-traditional alternative program of high quality academic preparedness, therapeutic counseling, and parent/guardian involvement in which we focus on the student as a “whole” person by placing equal importance on meeting educational, social, emotional, and behavioral needs. **Our commitment is to give each student a sense of Belonging, Mastery of his/her learning environment, to foster the value of Generosity within each student, and the power to have Independence in their learning and life.**

Students who attend Transitions typically have been unsuccessful at their traditional schools, experiencing many school suspensions, low academic success, low motivation, and a sense of “not belonging” or no connections to a significant adult at their traditional school. The most significant contributions to learning are motivation, a sense of belonging, and a strong connection to a significant adult in the school setting. In order to foster these factors, we focus on student efforts, determination, and skill development, not on their abilities. It is extremely important to motivate our students to learn and trust adults.

Transitions staff always strive to help our students learn independence in taking risks to learn and trust. Throughout the day, our teachers maintain high academic standards and expectations while giving our students the opportunities to explore creative ways of completing assignments, solving problems and taking responsibility for their learning. We give our students small problems to do one after the other to build success and higher self-esteem. As they effectively complete each small problem, they develop self-confidence in their abilities and subsequently increase their motivation.

Our School enjoys a 12:1 student to teacher ratio with paraprofessional support. This school provides each student with a Missouri Department of Elementary and Secondary Education (DESE) approved middle school and/or high school curriculum and Positive Behavioral Support services. Students with disabilities have an IEP with academic and behavioral goals, objectives, accommodations, and related services written by the district and implemented by Transitions regular education and special education teachers and therapists.

Transitions offer its students the same curriculum as used in the district’s traditional schools. The difference is in the delivery system of the subject information. We offer our students individualized instruction classes, functional academics, mixed ability academic classes for low, average, and high functioning students. Students are placed in academic classes based on their instructional levels, credit needs, Individual Success Plan (ISP), and / or IEP goals and objectives. The majority of our students are placed in academic classes of mixed ability levels.

II. TRANSITIONS PROGRAM POLICIES AND PROCEDURES

THE REFERRAL PROCESS AND ADMISSIONS:

Transitions accept referrals for admission throughout the school year and accepts qualified students as student slots open up. Students can be referred by teachers, parents, administrators, counselors, DYS, DFS, Juvenile Office, physicians, treatment centers, and other agencies. If a school in the district is referring a student to Transitions, the SST process must be followed.

The teacher or teachers of a student being referred must complete the Student Success Team Referral Forms and submit it to their building Student Success Team. This must be done even if the student is

referred someone other than the child's teacher. The referring school Student Success Team meets on the student referral and completes an Individual Success Plan for the student. The SST gives the student's teacher(s) interventions to use with the referred student in the regular education classroom for several weeks. The referring school SST Coordinator monitors the student's progress with the interventions and reports weekly to the referring school's Student Success Team. If the interventions prove ineffective over an appropriate period of time with the student, the Student Success Team may refer the student to the CAIR Transitions SST for consideration for admission as soon as there is an opening.

If a student is referred by some one or some agency other than the student's home school, the referring party must have a meeting with the CAIR Administration Team to determine if Transitions is an appropriate educational setting for the student.

NOTE: * Some individual cases may necessitate foregoing interventions and enrolling the student in Transitions immediately. These individual cases are determined by the Director of Special Services and the building administrator for Transitions...

Eligibility Process for Attending Transitions:

Archival student data, staff recommendations, formal and informal evaluations, and/or medical information is used by the Student Success Team to determine if the student's needs can be met at Transitions.

Students who meet the eligibility criteria must attend Transitions until the CAIR SST and the sending school's SST determines that a successful transition both academically and behaviorally can be made back to their sending school.

Each student will be evaluated at the end of each quarter and semester to determine if he/she can start transitioning back to their traditional middle or high school. The SST may decide that the student needs to remain at the Transitions or be placed in a more restrictive environment. This determination will be made by the Student Success Team which will consist of the Principal, Transitions teachers and counselor, process coordinator, parents or guardians, middle school or sending school principal or assistant principal, and any other member deemed necessary.

Parent/Guardian Responsibilities:

1. Remind your student of his/her commitment to be in school every day at Transitions. Keep the burden of responsibility where it belongs---with your student.
2. If an absence is legitimate, please call our school office before 7:30a.m. on the day of the absence.
3. Parents/guardians must provide a current list of ALL phone contacts and phone numbers so a responsible party may be reached at any time during the school day.
4. If your student needs to leave school early, for an appointment or other business, please provide us with a written note to that effect prior to or on the day the student has the appointment. Phone calls excusing the student will only be honored in the case of an emergency. PLEASE SCHEDULE DOCTOR/DENTAL APPOINTMENTS AFTER SCHOOL.
5. If the student is expected to be out sick, in the hospital, or on vacation for an extended period of time, parents are encouraged to request that the secretary obtain assignments from the teachers for you to pick up the next day.
6. Parents are encouraged to call school if their child is sick and whenever they become aware of an attendance problem. We know that if we work together, attendance will improve.
7. Parents are encouraged to call school if their child has had a crisis in his life the night before or if something is troubling their child. If we are aware of outside problems, we can help head off trouble at school and have the therapist talk to your child.
8. Parents/Guardians are encouraged to attend all Parent-Teacher Conferences.

9. If a physician prescribes medication for a student, the parents/guardians are responsible for ensuring their student takes the medication before coming to school each morning OR the parents/guardian can give the medication to the CAIR Health Para to administer the medication each morning and/or at lunch time.

Conditions for Dismissal From Transitions:

Every student and staff member has the right to come to school in a safe and orderly environment. We will do anything within our power and expertise to help your child succeed at Transitions and prepare him/her for life after high school. However, some students may test the limits of Transitions and therefore may be dismissed from our school for continuous displays of non-commitment to our school through any of the following examples:

NOTE: SAFE SCHOOL VIOLATIONS WILL RESULT IN IMMEDIATE OUT-OF – SCHOOL SUSPENSION, LONG-TERM SUSPENSION AT CROSSROADS, OR EXPULSION.

1. Showing no desire or motivation to improve.
2. Continuous out-of-control behavior toward self or others.
3. Continuous lack of academic progress due to student's refusal and/or lack of effort to complete assignments.
4. Excessive unacceptable attendance habits---including tardies.
5. Physical violence against staff or students—**immediate suspension or expulsion.**
6. Excessive lack of respect toward adults and other students.

*****This list is not inclusive.**

Related Services:

Transitions provide Related Services which are stated on a student's IEP and may include such services as: Speech/Language Therapy, Occupational Therapy, Physical Therapy, and/or Counseling.

Counselors and Social Workers are employed by Transitions to conduct individual therapy, group therapy, crisis therapy. All therapists have their own caseload of students. Therapists work closely with the teachers to help students achieve academic success and emotional-well being.

The Recovery Room

The Recovery Room has been developed and implemented to help students internalize their inappropriate behavior and work through issues of anger, authority, anxiety, depression, disruptive behavior, and low motivation. This is NOT a punitive program but rather it is a positive aid in helping our students develop and implement appropriate behavior in the classroom and outside of the classroom.

The following inappropriate student behaviors may result in the student being given a referral and sent to the Recovery Room by his/her classroom teacher: (This list is NOT all inclusive.)

- ✓ Continuous classroom disruption after teacher has tried several interventions to refocus the student.
- ✓ Insubordination and/or cussing at teacher.
- ✓ Anger outbursts.
- ✓ Sleeping in class.
- ✓ Refusal to work and/or participate in class.
- ✓ Walking out of class without permission.

- ✓ Teasing, yelling, cussing, or exhibiting other inappropriate behavior toward another student in the class.

Procedures for Sending a Student to the Recovery Room:

Teacher tries to refocus and calm student down within the classroom, utilizing classroom behavior management strategies before student receives a referral to the Recovery Room.

1. If student does not refocus or calm down, teacher then issues a referral to the student and completes the Recovery Room Referral Form.
2. Teacher calls the Recovery Room to let the staff know that a student is coming to the Recovery Room with a referral for inappropriate behavior.
3. If student refuses to go to the Recovery Room, the teacher calls the principal to remove the student from the classroom.
4. Recovery Room staff debriefs with the student and helps the student process his/her inappropriate behavior once the student calms down after arriving at the Recovery Room.
5. Recovery Room staff writes a summary at bottom of student's referral form explaining how the behavior processing went and what the results are with regard to the student.
6. Once student is calmed down and in control of himself/herself, the student may return to class.
7. If a student receives 3 referrals to the Recovery Room in one day, the administrator will evaluate the student's ability to remain in school for the day.
8. The Recovery Room staff makes a copy of the referral form for the principal, the student's Family Leader and for the classroom teacher who made the referral. The original copy stays in a student file in the Recovery Room.
9. The Recovery Room staff will keep a daily and weekly list of all students who received a referral and the number of referral's received for the week.

NOTE: If a student shows a pattern of Recovery Room referrals in certain classrooms or inappropriate behaviors over a two week time, the Recovery Room staff will notify the student's Advisor. The Advisor and Recovery Room staff will discuss the matter with the student and the Advisor will discuss the matter with the student's parents/guardian. The Advisor will keep written documentation of discussion with student and with parent. If after discussion with student and parent, the inappropriate behavior continues, the student will be referred to the Student Success Team to develop a Positive Support Behavior Plan.

NOTE: If a student receives four (4) Recovery Room referral's within one week, the student's parents/guardians are called by his/her Advisor to inform them of their student's referral's and natural/logical consequence. The student will also have a meeting with the principal regarding his/her inappropriate behavior.

NOTE: Students who exhibit very inappropriate or violent/aggressive behaviors are sent immediately to the principal's office and receive a MISCONDUCT not a referral to the Recovery Room. In this situation, the student will usually receive some time of suspension.

Cair Transitions Level System

CAIR TRANSITIONS has a Level System that is designed to assist students to change those behaviors which have contributed to previous unsuccessful performance. The Level System is comprised of three separate levels. A new student is placed on BLUE, which is Level I, and earns subsequent levels through his or her demonstration of responsible and appropriate behaviors. Additionally, each level affords the student increased privileges. GOLD, or Level III, is the highest level and is earned through a consistent display of exemplary trustworthy behaviors. At the end of each semester, GOLD Level students will be considered for transition back to their Home Schools.

CAIR FORMS

Supply List 2011-2012

6th – 8th grade

Pencils

Notebook paper wide line

Pens

Colored pencils

Crayons

Highlighter

Spiral notebook

Ruler

(2) Large boxes of tissues

Glue sticks

Composition books (no spiral)

Protractor

Scientific calculator (just 7th & 8th graders)

Regular calculator for 6th graders

Construction paper (assorted colors)

**CAIR
FIELD TRIP PERMISSION REQUEST**

Class: _____ Date of Field Trip: _____

Teacher: _____

Other staff attending: _____

Field Trip to: _____

Purpose and objectives of this field trip: _____

Departing CAIR at: _____ Returning to CAIR at: _____

CAIR will provide sack lunches for field trip: _____ yes _____ no

Students need to bring money to buy lunch: _____ yes _____ no

CAIR will provide the student with any needed medication until 3:30p.m. Is there any additional medication that will be needed after 3:30p.m.? _____ yes _____ no

Please write out complete directions for administering the additional medication.

Name of drug: _____ Dosage _____

Time to be given _____

_____ (*student name*) has my permission to participate in the above mentioned field trip.

Signatures:

Parent or Guardian : _____ Date: _____

**CAIR
RECOVERY ROOM REFERRAL**

Student Name _____ **Date:** _____

Referring Staff Member: _____

Family Leader: _____ **Hour:** _____

Reason for Recovery Room Referral

- | | |
|--|--|
| <input type="checkbox"/> Insubordination to staff | <input type="checkbox"/> Refusal to work in class. |
| <input type="checkbox"/> Sleeping in class | <input type="checkbox"/> Leaving classroom w/out permission |
| <input type="checkbox"/> Angry outburst | <input type="checkbox"/> Student request to talk about personal problem. |
| <input type="checkbox"/> Peer Mediation | <input type="checkbox"/> Continuous off-task behavior in classroom |
| <input type="checkbox"/> Continuous talking in class | <input type="checkbox"/> Refusal to go to class |
| <input type="checkbox"/> Out of control behavior | <input type="checkbox"/> Refusal to participate in class |
| <input type="checkbox"/> Disturbing other students | <input type="checkbox"/> Using foul language |
| <input type="checkbox"/> Arguing with teacher/staff | <input type="checkbox"/> Arguing with other students |
| <input type="checkbox"/> Teasing others | <input type="checkbox"/> Other: _____ |

Results of Therapeutic Processing: _____

Behavioral Recommendations _____

Therapist Signature: _____

TRANSITIONS THINK SHEET

NAME: _____ Time: _____
Date: _____ Sending Teacher: _____

GOALS FOR MY LIFE

I can be productive and follow directions even if I don't want to.
I can take care of myself, even if I am mad.
I can be okay, even when others are not okay.

What I specifically did was: _____

This disturbed (or hurt): _____

The inappropriate choices I made were: _____

I have had trouble before with this behavior: ____ Yes ____ No

To keep from having this problem in the future I can:

1. _____

2. _____

3. _____

It is appropriate for me to apologize for my behavior, ____ Yes ____ No

The person to whom I should apologize is: _____

I need to demonstrate the following things before I return to class:

1. _____

2. _____

3. _____

Positive behavior choices will lead to the following:

1. _____

2. _____

3. _____

Completion of this Think Sheet is one indication that I am prepared to return to class.

TRANSITIONS LEVEL APPLICATION

NAME: _____ **Date:** _____

Present Level: _____

Application for level: _____

The reasons I want to be on the next level (be specific):

I have earned this new level because:

1. _____

2. _____

3. _____

Signed: _____

Staff Recommendations:

1. _____

2. _____

STUDENT DRESS CODE POLICY AGREEMENT

Dress/Appearance
CAIR

Our number one priority at the CAIR program is improving achievement. Research indicates that student standardized dress has proven to be a powerful additive in helping to maintain, and strengthen the learning process. Based on the impact of this evidence, we will adopt uniform-wear guidelines for the 2011-2012 school year as follows.

Mandatory uniform colors:

<u>Bottom:</u>	<u>Top:</u>
Navy	Navy
Black	Black
Khaki	Khaki
White	White

You may wear any style of clothing within these color combinations, except sweats, sweat suits, and jeans. Clothing should be one solid color and have no writing/print other than the school emblem/logo (including hoodies) and should be worn appropriately on the student's body, i.e. sagging. Please be aware that district policy regarding clothing applies as well. Students who arrive out of uniform will not be permitted to class until a parent/guardian brings appropriate uniform-wear or the student may borrow a uniform from the office if available.

I understand and agree to the student dress code.

Student Signature _____ Date _____

Parent Signature _____ Date _____

**Center for Alternative Instructional Resources
STUDENT COMMITMENT CONTRACT**

***** The following statements identify the commitment that you must display to the CAIR community and to yourself in order for you to remain at this school. Please read this contract carefully. Sign this contract only if you are truly sincere about your commitment to our school. This signed contract is proof of your commitment to CAIR and its staff. Continual violations of this contract will be cause for dismissal from this school.**

1. I agree to live up to my potential by doing the best that I can in school. I know that it takes time and hard work to do anything well, therefore I will not give up.
2. I will face new experiences with a positive attitude. I will not be discouraged by my failures or mistakes because I understand that mistakes or failures are really opportunities for me to lean and grow.
3. I will use my work time well by organizing my assignments and staying on task.
4. I will ask for help when I do not understand something. I will not let a problem become larger by trying to handle it myself if it overwhelms me.
5. I will participate fully in Community Service and Field Trips without complaining.
6. I will make a concerted effort to be on time to school each day unless I am truly sick. I will not skip school or fake being sick to stay home.
7. I will follow the school rules and procedures. If I feel that rules or procedures need to be changed, I will work through the proper channels.
8. I will treat myself, the staff, and other students with respect and dignity.

I have read this contract and agree to follow each of the points to the very best of my ability. I understand that continued violations these points will be cause for my dismissal from CAIR Programs.

Student Signature: _____ **Date:** _____

**CENTER FOR ALTERNATIVE INSTRUCTIONAL RESOURCES
STUDENT ORIENTATION SHEET**

By signing below, I acknowledge that I have received copies of the CAIR Student/Parent Handbook, Grandview School District Discipline Policy, Grandview School District Attendance Policy, and the Sexual Harassment Policy. I, also, acknowledge that the policies outlined below were explained to me and that I was given an opportunity to ask questions to clarify any points which I did not understand.

ATTENDANCE ITEMS: Absence Defined; Truancy Defined, Tardiness Defined, Activity Participation; Student and Parent Responsibility; Attendance Procedures.

DISCIPLINARY ITEMS: Academic Dishonesty, Arson, Assault or Battery of Staff, Assault or Battery of Student, Auto/Vehicle Misuse, Bullying, Bus Misconduct, Combination of Repeated Offenses, Dishonesty, Defiance, Insubordination, Disrespectful or Disruptive Conduct or Speech, Disruptions Caused by Gang-Related Activity, Disruptive Common Area Behavior, Drugs/Alcohol, Extortion, Failure to Comply with Prohibition against Being on or near School Property during Suspension, False Alarms, Fighting, Fireworks, Chemical Disruption, Gambling, Hazing, Inappropriate Use of Technology and/or Property, Incendiary Devices, Miscellaneous Offenses, Public Display of Affection, Recording, Sexual Activity, Sexual Harassment, Sexually Explicit, Vulgar or Violent Material, Theft, Threats or Verbal Assault, Tobacco, Truancy, Unauthorized Entry, Unserved Detention Periods, Unserved Long Detentions, Vandalism, Weapons.

SAFE SCHOOLS ACT: Some disciplinary items fall under the Safe Schools Act. Consequences as a result of violating such items will result in an automatic 10 days Out of School Suspension with a referral to the Superintendent's Office for a possible long term suspension or expulsion. Some violations will result in a report being filed with the police.

SCHOOL HANDBOOK ITEMS: School Dress Code, Restrooms, Lockers (under school control at all times, do not share), Personal Property, Visitors, Leaving School Early, Cafeteria, Student Driving Privileges.

MISCELLANEOUS: Expected Behavior at Activities.

I understand that the above information may not be all inclusive of my responsibility as a member of the Grandview C-4 School District.

Student Name: _____

Printed Name: _____

Date: _____