

Global Education Academy Middle School



Parent/Student Handbook

(Revised 05/04/2015)

Global Education Academy Middle School

Dear Parents and Guardians,

We welcome you and your family to Global Education Academy Middle School. We are anticipating a wonderful and successful 2014-2015 school year.

This document will prepare you for any issues that might arise throughout the school year, ranging from how to support your child/children to understanding school rules.

The goal of the Global Education Academy Middle School is to provide parents with a choice in their children's education. Because parents have a right to choose whether or not to enroll at Global Education Academy Middle School, enrollment into the school is conditional on the understanding, accepting, signing and adhering to the Global Education Academy Middle School Parent Handbook policies. All concerns or questions regarding the Global Education Academy Middle School Parent Handbook should be directed to the Principal and/or the School Advisory Board.

Table of Contents

CHAPTER 1: GLOBAL EDUCATION ACADEMY MIDDLE SCHOOL

1.0 MISSION OF GLOBAL EDUCATION ACADEMY MIDDLE SCHOOL	2
1.1 VISION OF GLOBAL EDUCATION ACADEMY MIDDLE SCHOOL	2
Academic Development	2
High Qualified Teachers and Paraprofessionals	2
Parental and Community Involvement	2
Respect and Diversity	2
1.2 WHAT IS A CHARTER SCHOOL?	3
1.3 HISTORY OF GLOBAL EDUCATION ACADEMY MIDDLE SCHOOL	3
1.4 WHAT DOES THE CHARTER SCHOOL STATUS MEAN FOR GEAMS	3
Autonomy	3
Accountability	3
1.5 HOW IS GLOBAL EDUCATION ACADEMY DIFFERENT FROM TRADITIONAL SCHOOLS?	4
1.6 CURRICULUM AND INSTRUCTIONAL METHODS TO ENSURE THAT STANDARDS ARE MET	4
Meeting State Standards	4
Rigorous, Standards-Based Curriculum Outline	4
GEAMS Educational Philosophy	4
Responsive Standards-Based Classrooms and School	4-5
1.7 GLOBAL'S CORE PRACTICE BENCHMARKS	5
Learning Activities	5
Active Pedagogy	5
Culture and Character	5
Leadership and School Improvement	5
Structures	5
1.8 GOVERNANCE STRUCTURE OF GLOBAL EDUCATION ACADEMY MIDDLE SCHOOL	5-6
Board of Directors	6
Site-Based Advisory Council	6
Global Education Academy Middle School Organizational Chart	6
1.9 SCHOOL INFORMATION AND PROCEDURES	7
School's Daily Schedule	7
First Day of Admittance	7
Emergency Cards	7
Arrival	8
Dismissal	8
Emergency Release from School	8
Leaving the School during the Day	8
Meal Program	8
Meal Program	8
Visiting the School	9
After-School Enrichment Program	9
Field Trips	9
Text Books/ School Materials	9
Student Telephone Use	9
No Pets on Campus	9
Lost and Found	9-10
Non-School Related Property	10

Celebrating Birthdays at GEAMS	10
Parking	10
Substitute Teachers	10
School's Uniform Policy	10
1.10 STANDARDIZED TESTING	10
Smarter Balance Test	10
California English Language Development Test (CEDLT)	11
1.11 SPECIAL EDUCATION	11
Special Education	11
CHAPTER 2: STATE AND FEDERAL MANDATES	
2.0 CHILD ABUSE REPORTING POLICY	12
2.1 NON-DISCRIMINATION STATEMENT	12
Sexual Harassment Policy	13-14
Federal and State Laws Affecting Family Educational Rights and Privacy	14-15
Parent's Right to Know	15
Special Education (CRU) Parent Resource Network(PRN)	15
Students with Disabilities/Section 504	16
Title IX and Students	16-17
CHAPTER 3: HOME/SCHOOL COLLABORATION	
3.0 PROVIDING SUPPORT	17
I. PARENTS AGREE TO PROVIDE HOME AND ACADEMIC SUPPORT	17
Homework Policy	17
When Homework will be Assigned	18
How Homework will be Assigned	18
Problems with Homework	18-19
Recommended Homework Per day	19
Homework Supplies	19
II. PARENTS AGREE TO PROVIDE SCHOOL SUPPORT	20
School's Absence Policy	20
Excused Absences	20
Unexcused Absences	20
Unexcused Absences Consequences Chart	21
School's Tardy Policy	21
Excused Tardiness	21
Unexcused Tardiness	21
Unexcused Tardiness Consequences Chart	21
Recognition and Awards	22
Truancy	22
Student Discipline Policy	22
School Discipline	22
Acceptable Behavior Expectations	23
Unacceptable Behavior	23
Expectations	23
Consequences	24
Weapons Zero Tolerance Policy	24
Examples of Inappropriate Behavior	24-25
Office Referrals	25
Classroom Formal Observation Time	25
Grounds for Suspension or Expulsion	25-29

Class Suspension	29
School Suspension	29-31
Recommendations for Expulsion	31
Appeals of Disciplinary Action	31
Expulsion Hearing	31-32
Suspension Appeals	32-33
Expulsion Appeal	33
Readmission	33
Implementation	33
Procedures for Hearing Rights of Students	33
School Support	34
Parent Support	34
Uniform Policy	35

III. PARENT AGREE TO PARTICIPATE

Orientation Meeting	36
Parent Meetings	36
Parent Volunteer Policy	36-37

CHAPTER 4: HEALTH

4.1 LUNCH AND SNACKS	38
4.2 STUDENT HEALTH	38-41

CHAPTER 5: COMMUNICATION 42-44

5.1 HOME AND SCHOOL COMMUNICATION
5.2 EFFECTIVE WAYS TO COMMUNICATE

Appendix: IMPORTANT SCHOOL INFORMATION

GEAMS School Calendar 2014-2015
Bell Schedule

CHAPTER 1: GLOBAL EDUCATION ACADEMY MIDDLE SCHOOL

1.0 MISSION OF GLOBAL EDUCATION ACADEMY MIDDLE SCHOOL

The mission of Global Education Academy Middle School (GEA Middle School) is to create a safe and challenging learning environment that emphasizes global awareness and leadership. We are committed to providing students with a wide variety of linguistic and cultural experiences that give students the opportunity to develop a true understanding and respect for all people.

1.1 VISION OF GLOBAL EDUCATION ACADEMY MIDDLE SCHOOL

Global Education Academy Middle School will develop citizens of the world who are successful leaders, not only in their local communities, but in the international community as well. Through a balanced curriculum that addresses academic, linguistic, social, physical, and emotional development, Global Education students will close the achievement gap.

Academics Development

The skills students develop at GEA Middle School will allow them to be successful leaders who: are able to communicate in a multi-cultural /lingual environment, can bridge gaps between people of various cultural and socioeconomic backgrounds, have the technology to succeed in today's technologically advanced society, and have the ability to critically analyze and solve problems facing their communities and the world.

Highly Qualified Teachers and Paraprofessionals

All teachers and paraprofessionals will actively help to promote the curricular philosophy, instructional program and the school community's guiding principles.

Parental and Community Involvement

Parents and the community are integral to the success of any child's academic endeavors, and as such must be included in all key aspects of the student's learning.

Respect and Diversity

GEA Middle School goals are to provide a wide variety of linguistic and cultural experiences that give students an understanding and respect for all people.

1.2 WHAT IS A CHARTER SCHOOL?

The Global Education Academy Middle School was established by the Los Angeles Board of Education and the State of California as a public school under the Charter Schools Act of 1992.

A charter school is a public school that was approved by the State of California to have special freedoms and programs. Charter schools can be independent from normal school district and state regulations. The State of California established charter school legislation with the intent of giving public schools more autonomy in exchange for increased student achievement.

Charter schools must be authorized by the State of Board of Education, which must approve the charter school's petition for charter status.

1.3 HISTORY OF GLOBAL EDUCATION ACADEMY Middle School

Global Education Academy Middle School was founded by Global Education Collaborative, with the support of the Los Angeles Unified School District, the Los Angeles County Office of Education, and many teachers, parents and community members.

1.4 WHAT DOES THE CHARTER SCHOOL STATUS MEAN FOR GLOBAL EDUCATION ACADEMY MIDDLE SCHOOL?

Autonomy

As a charter school, Global Education Academy Middle School was granted many freedoms by the Los Angeles Unified School District (LAUSD) and the State to implement an effective educational program. The School has decision-making authority on-site and the freedom to create policy without having to obtain approval of the LAUSD. The School is also exempt from certain education code requirements, including the state Field Act as it relates to school building standards and minimum school day requirements.

Accountability

The State of California and the LAUSD are responsible for holding Global Education Academy Middle School accountable for meeting the goals as outlined in the charter petition. These goals include increasing student test scores and maintaining a high degree of parent involvement. If the School does not meet these goals, the LAUSD may not renew the school's charter petition, which would force the school to close.

1.5 HOW IS GLOBAL EDUCATION ACADEMY MIDDLE SCHOOL DIFFERENT FROM TRADITIONAL SCHOOLS?

Our entire learning community is organized to send the message that effort is expected and that tough problems yield to sustained work. High minimum standards are set and assessments are geared to the standards. All students are taught a rigorous curriculum, matched to the standards, along with as much time and expert instruction as they need to meet or exceed expectations. The daily schedule will encompass blocked time, teacher/student individual conferences, and team teaching. GEA Middle School will provide for all learners, including gifted, special education students, English Language Learners and at-risk students, by:

- Creating an environment that is responsive to the different learners;
- Assessing each learner's knowledge, understanding, and interest;
- Integrating the intellectual process including both cognitive and affective abilities;
- Differentiating and individualizing the curriculum to meet each learner's needs;
- Evaluating both learning and teaching, and reflecting on the information obtained to adapt the learning plan and improve the program.

1.6 CURRICULUM AND INSTRUCTIONAL METHODS

Meeting State Standards

GEA Middle School will assure that students meet or exceed the state standards where they have been established.

Rigorous, Standards-Based Curriculum Outline

GEA Middle School will implement a research-based curriculum that is aligned to standards in all areas of instruction and follows the guidelines of the California Board of Education, the California Department of Education, NCLB other relevant legislation, and appropriate policies of the District. State-adopted instructional materials and assessments as well as research-based instructional methods will be chosen to assure success.

GEA MIDDLE SCHOOL's Educational Philosophy

GEA Middle School intends to educate students in such a way as to increase their commitment to academic excellence through stimulating, challenging, rigorous academic curriculum.

In addition, students at GEA Middle School will be encouraged to apply their learning to explore problems within their own cultural and linguistic community as well as embrace the wider, global community.

Responsive Standards-Based Classrooms and School

GEA Middle School's focus will be to develop leadership skills among its students in a respectful accepting environment. Students will learn to solve academic and social problems in a rigorous standards- driven academic curriculum. This will be found in the classroom, the school environment, in lesson activities and in students work.

1.7 GLOBAL'S CORE PRACTICE BENCHMARKS

Learning Activities

- a. Implementing clear challenging learning activities school-wide;
- b. Designing compelling topics and guiding questions;
- c. Designing project-based activities;
- d. Incorporating fieldtrips, local expertise, and service learning;
- e. Producing and presenting high quality student work.
- f. Incorporating real-world projects in the local community

Active Pedagogy

- a. Using effective instructional practices school-wide;
- b. Teaching reading across the disciplines;
- c. Teaching writing across the disciplines;
- d. Teaching inquiry-based math, science, social studies, physical education;
- e. Learning in and through the Arts;
- g. Using effective assessment practices.

Culture and Character

- a. Building school culture and fostering character;
- b. Ensuring equity and high expectations;
- c. Fostering a safe, respectful, and orderly community;
- d. Promoting adventure and fitness;
- f. Developing a professional community;
- g. Engaging families and the local community in the life of the school.

Leadership and School Improvement

- a. Providing leadership in curriculum, instruction, and school culture;
- b. Sharing leadership and building partnerships;
- c. Using multiple sources of data to improve student achievement.

Structures

- a. Designing time for student and adult learning;
- b. Creating structures for becoming well acquainted with students.

1.8 GOVERNANCE STRUCTURE OF GLOBAL EDUCATION ACADEMY MIDDLE SCHOOL

The School is governed by a non-profit board of directors, whose major roles and responsibilities include, but not limited to, establishing and approving all major educational and operational policies, approving all major contracts, approving the

School's annual budget, overseeing the school's fiscal affairs, meeting corporate requirements and selecting and evaluating the administrative staff.

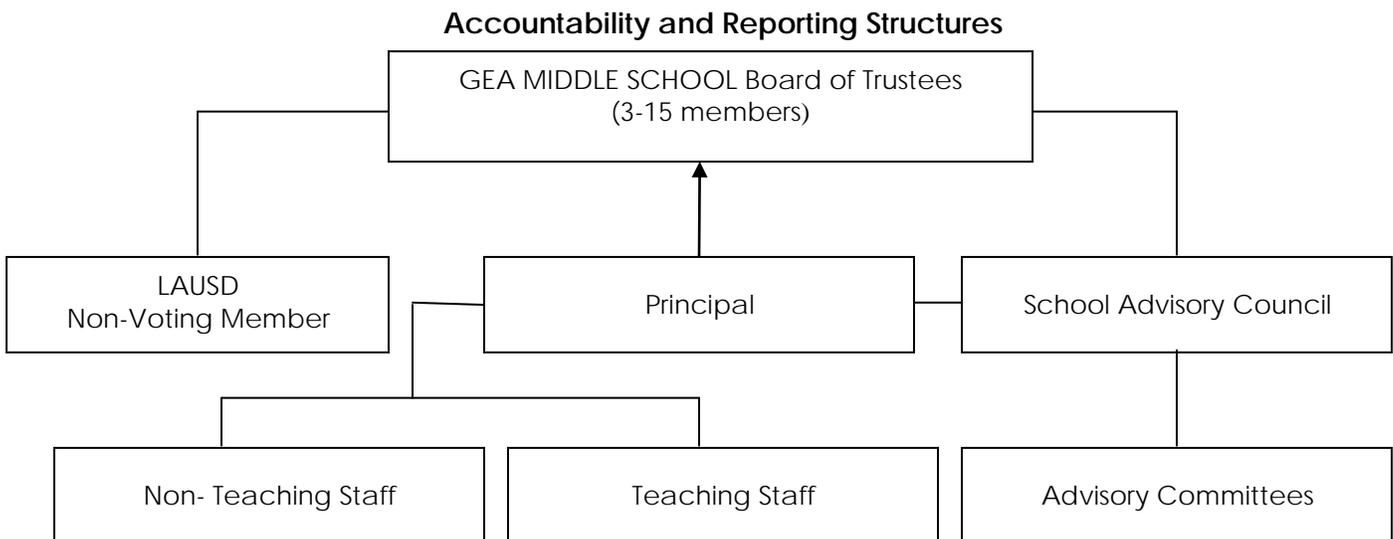
Board of Directors

The Board of Directors meets monthly. Dates and times will be published in the school's monthly newsletter, and on the school's website. The Board will allocate the first portion of each meeting for public speakers (parents, students, and community members) to address the Board. People are invited to address the Board with relevant school issues. Public speakers must register to speak by the end of the business day before the Board meeting. Speakers register with the office in person, by phone, or through written communication.

Site-Based Advisory Council

Global Education Academy Middle School has an on-site governance board, the Site-based Advisory Council, consisting of the principal, parents, teachers, classified staff representation, and local community members and a non-voting ex officio representative from LAUSD. The Site-based Advisory Council provides suggestions and recommendations to the Principal and Executive Director on issues including, but not limited to, budgeting, curriculum, school policies, school/community participation, and the general direction of Global Education Academy Middle School..

GLOBAL EDUCATION ACADEMY MIDDLE SCHOOL ORGANIZATIONAL CHART



1.9 SCHOOL INFORMATION AND PROCEDURES

School's Daily Schedule (M, W, Th, F)

Teacher Hours:	7:30 – 4:00
Student hours:	8:00 – 3:30
Period 1	8:00am-9:00am
Homeroom	9:00am-9:20am
Passing Period	9:20am-9:25am
Period 2	9:25am-10:25am
snack	10:25am-10:40am
Passing Period	10:40am-10:45am
Period 3	10:45am-11:45am
Passing Period	11:45am-11:50am
Period 4	11:50am-12:50pm
Lunch	12:50pm-1:20pm
Passing Period	1:20pm-1:25pm
Period 5	1:25pm-2:25pm
Passing Period	2:25pm-2:30pm
Period 6	2:30pm-3:30pm

Tuesday Schedule (T)

Teacher Hours:	7:30 – 4:00
Student hours:	8:00 – 2:30

Minimum Day Schedule

Teacher Hours:	7:30 – 4:00
Student hours:	8:00 – 12:35

First Day of Admittance

Often the first day of school can be stressful for both students and parents. We want to encourage the independence of each child, but at the same time we do not want to ignore the emotions of the child. We encourage you to do everything possible to help your child feel comfortable in his/her new environment, but also to recognize that sometimes the best thing for you to do is to leave and allow the classroom teacher and other students to begin the inclusion process.

Emergency Cards

Every family will need to fill out 2 new emergency cards every new school year before classes begin. These must be turned into the main office. Please fill out a new emergency card immediately if any of the following information changes:

- Home address
- Home telephone number

- Cell phone number
- Work phone number
- Doctor's phone number
- People who are authorized to be contacted in case of an emergency
- People authorized to pick up your child from school

Arrival

Students can arrive as early as 7:00 am. Morning supervision is provided. Please make sure that your child/children enter the school grounds safely. Remind your child/children to remain in supervised areas and not to run in the hallway.

Dismissal

The instructional day ends at 3:30 p.m. At dismissal time, students must be picked up on time, or stay for the After-School Enrichment Programs.

Emergency Release from School

In case of an emergency, during the school day your child will only be released into the custody of those people who you have previously identified on the emergency card. (proof of identity will be required)

Those **NOT** identified on the emergency card can only pick up a child if the parent or guardian has sent a hand written and signed note to the school notifying the school of this person's identity and proof of identification is provided and GEA Middle School staff will call your house to verify. **NO EXCEPTIONS**

Leaving the School during the Day

If you must pick your child up early for an appointment during the day, please send a note to the classroom teacher or notify the office. When picking up students early, the parent or authorized adult will be asked to complete an early dismissal form and the office will notify the classroom to send the student to the office for departure. Parents are not allowed to enter the classroom before the class has been dismissed without prior approval from the teacher or the office.

Meal Program

GEA Middle School notifies parents and guardians that the state provides free, or reduced priced, nutritionally adequate meals for children based on the family income. Meal applications are available in the office.

Meal Application

Every family must fill out a meal application and return it to the office before classes begin. After processing the form, parents will be informed if their child is eligible for a free, reduced or full price meal. Lunch is served between 12:05am and 12:45 pm. Food may not be taken out of the eating area unless special arrangements have been made. Students are not allowed to leave the GEA Middle School campus for lunch.

Visiting the School

Parents are encouraged to make regular visits at GEA Middle School. In order to monitor traffic and promote safety at the school, all visitors to GEA Middle School campus must check in at the school's main office to receive a Visitor's Pass. Upon leaving the GEA Middle School campus, visitors must return to the main office to sign out and return the Visitor's Pass.

After-School Enrichment Program

The After-School Program begins at 3:30p.m. and continues until 6:30 pm. This program is designed for families that are interested in extended care. All students are encouraged to participate in the program. The After School Program will have its own sign-in/out policy. Some after school activities include homework assistance, board games, sports, study hall, arts & crafts, and general outdoor games and activities. Parents interested in participating in the program need to sign-up at the beginning of the school year and must agree to the terms of the program. Each family is required to fill out an After-School Agreement in order for their child/children to participate in the After-School Program.

Field Trips

Field trips are a great way to complement your child's learning. They offer an opportunity to experience something that may be new and exciting. In order to participate on a field trip, all students must have a completed permission slip with a parent signature in two (2) spaces. Field trip slips will be sent home before the trip and must be filled out by a parent or legal guardian. Volunteer chaperones must be approved by the teacher before the trip, be 21 years of age or older, and are not allowed to bring other children on the trip.

Text Books/ School Materials/School Property/Computers/Library Books

Students will be issued books and materials necessary for classroom instruction. These books become the responsibility of the student and the parents or guardians. Any damaged or lost books must be replaced by the parents or guardians.

Student Telephone Use /Cell phone

The office phone is for use in an emergency only. Leaving lunch or money at home or arranging for a ride does not constitute an emergency. However, if there is a special need or problem, permission to use the phone may be granted from an administrator only. Students will not be called out of class to receive telephone calls. Emergency phone messages will be delivered to a student's class. Students are not allowed to use cell-phones during school hours, including after school.

No Pets on Campus

Pets are not allowed on campus at anytime.

Lost and Found

Any items found on school campus should be taken to the Lost and Found in the Main Office. The item(s) found on campus belong to someone else and not to the person who found it. Check for any lost items in the MAIN OFFICE. The lost and found will be cleaned out every 2 weeks. Items not claimed will be donated or discarded. All items brought to school should be clearly labeled with the child's name.

Non-School Related Property

Personal property not related to the school's programs is NOT to be brought to school and may be confiscated by staff. Examples are walkmans, CD's, cellular phones, pagers, card collections, marbles, toys, portable sound systems, video game systems, video games, etc. If you are not sure about any other items, please ask. GEA Middle School is not responsible for the above-mentioned personal property and other similar items brought on campus. **Any items lost or stolen will not be investigated.** Confiscated personal properties may require a parent to come in for conference and retrieval.

Celebrating Birthdays at GEA Middle School

If you would like to celebrate your child's birthday during school, please contact your child's teacher in advance to make arrangements. If you are planning to have a birthday party at home, please make arrangements outside of school.

Parking

We would like to maximize the amount of outside space for our students. Therefore, please use street parking when visiting the school.

Substitute Teachers

In the event that a teacher is absent, every effort will be made to find a substitute teacher. If a substitute teacher is not available, the students will be disbursed to other classrooms for the day.

School's Uniform Policy

All students attending GEA Middle School will be required to wear a school uniform during school hours.

1.10 STANDARDIZED TESTING

Smarter Balanced Assessment

A mandatory comprehensive on-line assessment system aligned to the Common core State Standards (CCSS). It includes computer adaptive assessments and performance tasks administered in the last 12 weeks of the school year in grades 3-8 and 11 for English language arts (ELA)/literacy and mathematics.

California English Language Development Test (CELDT)

The California English Language Development Test will be administered to all English language learners on an annual basis and will be used to determine progress through

the ELD levels leading to proficiency in speaking, listening, reading and writing. The results will be compared to student performance assignments to achieve a consistent evaluation of student progress and will be used by GEA Middle School instructors in determining the best course of instruction for students, as well as for making a determination of readiness for re-classification.

These tests are administered in the fall; usually beginning early September. The tests are administered over a two-week period. More information regarding standardized testing will be provided to parents throughout the year.

You can help by making sure your child/children:

- Has a good night's rest
- Gets to school on time
- Eats a healthy breakfast
- Avoids absences
- Understands the test (you can talk to your child about the test)

1.11 SPECIAL EDUCATION

Special Education

GEA Middle School will implement programs and services, including providing related services, required by the IEPs of the students enrolled at GEA Middle School.

GEA Middle School will be responsible for the development of assessment plans for students with suspected disabilities or, in the alternative, providing appropriate written notices to parents when a request for assessment is denied. GEA Middle School will make decisions regarding eligibility, goals, programs placement, and exit from special education by consensus of the student's IEP team.

CHAPTER 2: STATE AND FEDERAL MANDATES

2.0 CHILD ABUSE REPORTING POLICY

State law requires all school employees to report suspected cases of child abuse. Employees of the school are not allowed to call or contact parents to investigate this matter. The law specifically states that all investigations shall be conducted with appropriate agencies' personnel. All staff will abide by the State law and District policy in reporting these cases.

2.1 NON-DISCRIMINATION STATEMENT

Global Education Academy Middle School is committed to providing a working and learning environment that is free from discrimination and harassment based on an individual's sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or any other basis protected by federal, state, local law, ordinance, or regulation. Harassment under Title IX (sex), Title VI (race, color, or national origin), and Section 504 and Title II of the ADA (mental or physical disability) is a form of unlawful discrimination that will not be tolerated by Global Education Academy Middle School. Harassment is intimidation or abusive behavior toward a student/employee that creates a hostile environment, and that can result in disciplinary action against the offending student or employee. Harassing conduct can take many forms, including verbal acts and name-calling, graphic and written statements, or conduct that is physically threatening or humiliating.

This non-discrimination policy covers admissions or access to, or treatment or employment in, Global's programs and activities. The lack of English language skills will not be a barrier to admission to or participation in Global's programs or activities.

Additional information prohibiting other forms of unlawful discrimination/harassment, inappropriate behavior, and/or hate crimes may be found in other Global policies that are available at the school. It is the intent of Global Education Academy Middle School that all such policies be read consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities.

Any inquiries regarding this non-discrimination policy or the filing of discrimination/harassment complaints may be directed to the Executive Director.

Sexual Harassment Policy

Global Education Academy Middle School is committed to maintaining a working and learning environment that is free from sexual harassment. Sexual harassment of or by employees or students is a form of gender discrimination in that it constitutes differential treatment on the basis of sex, sexual orientation, or gender, and, for that reason, is a violation of state and federal laws and a violation of this policy.

Global Education Academy Middle School considers sexual harassment to be a major offense which can result in disciplinary action to the offending employee or the suspension or expulsion of the offending student.

Any student or employee of Global Education Academy Middle School who believes that she or he has been a victim of sexual harassment shall bring the problem to the attention of the school Principal so that appropriate action may be taken to resolve the problem. Students may also bring the problem to the attention of any teacher, understanding that the teacher will report it to the Principal. GEA prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Any such complaint is further advised that civil law remedies may also be available to them. Complaints will be promptly investigated in a way that respects the privacy of the parties concerned.

The California Education Code Section 212.5 defines sexual harassment as any unwelcome sexual advances, requests for sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress;
- Submission to, or rejection of the conduct by the individual is used as the basis of employment or academic decisions affecting the individual;
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment;
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decisions affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Sexual harassment may include, but is not limited to:

- Unwelcome verbal conduct such as suggestive, derogatory comments, sexual innuendoes, slurs, or unwanted sexual advances, invitations, or comments; pestering for dates; making threats; or spreading rumors about or rating others as to sexual activity or performance;
- Unwelcome visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; graffiti of a sexual

nature; or use of obscene gestures;

- Unwelcome physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement, assault; or interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender; job or academic standing or to avoid other loss, and offers of benefits in return for sexual favors.

Federal and State Laws Affecting Family Educational Rights and Privacy

The privacy of school records is protected by federal and state laws which cover nearly every type of pupil record maintained by local schools or school district central offices. Such records might include information about attendance, health, grades, behavior, athletic ability, or activities in class. The law generally prohibits the release of pupil records information without written consent of the parent, or adult student (18 years or older). Records or information maintained by any school official exclusively for personal reference or use are not considered pupil records and are not subject to Federal and State privacy laws. Unless otherwise prohibited by law, any natural parent, adopted parent, or legal guardian may have access to and review the pupil records of their child. Also, students who are 16 years and older (or have completed the 10th grade) have the right to access their records. School and District employees and officials who have a legitimate educational interest have a right to access pupil record information without the consent of the parent or student. A "legitimate educational interest" is defined as a need for the employee/official to access pupil record information in order to perform his/her job duties. In general, other individuals or agencies may be authorized to access, review and /or obtain pupil records by court order, parent/guardian consent, or by statute.

Directory information is routine information maintained by school districts about students. It is this special category of pupil record information that does not require the same level of confidential treatment as pupil record information. Under the law, a school district may identify certain categories of information as directory information and may provide directory information to certain individuals, officials and organizations identified by the district as those who have a legitimate need to know. Parents and/or adult students have the right to limit or deny the release of any portion of directory information. Additionally, parents and/or adult students may deny the release of directory information to any designated recipient.

Any and all of the following items of directory information relating to a pupil may be released to a designated recipient unless a written request is on file to withhold its release as indicated in the Information Release Form submitted to the school.

- Name

- Address
- Telephone
- Date of birth
- Dates of attendance
- Previous school(s) attended

Parents' Right to Know

The No Child Left Behind Act (NCLB) requires that, upon request, parents be notified of the professional qualifications of their child's teacher in core academic subjects. This information includes:

- the type of credential the teacher holds,
- the teacher's college degree(s) and major(s).

A parent may also request information regarding the professional qualifications of a teacher assistant who provides services to his/her child.

Additionally, schools must provide timely notice to the parents of a child who has been assigned to, or has been taught in, a core academic subject for four or more consecutive weeks by a teacher who does not meet the NCLB teacher requirements.

Special Education: Complaint Response Unit (CRU)/Parent Resource Network (PRN)

The Complaint Response Unit (CRU)/Parent Resource Network (PRN) is staffed by parents of students with disabilities. This Unit provides information and training for parents of students with disabilities related to the District's special education policies and procedures, the Modified Consent Decree, and the District's special education programs. The CRU/PRN was established to respond to concerns of parents of students with disabilities. The CRU/PRN gives the District an opportunity to provide lawful responses to parent complaints without the need for parents to resort to external complaint and due process mechanisms. Complaint means the allegation of a perceived violation of the Individuals with Disabilities Education Act (IDEA) and implementing regulations, the California State Education Code related to special education and implementing regulations, or the District's Special Education Policies and Procedures Manual. Lawful response means that a parent is provided with a written response that satisfies the District's legal obligations and may be one of the following: (1) a remedy and, where appropriate, the date by which the remedy shall be implemented; (2) information that an appropriate referral has been made; (3) suggested action the complainant may wish to take; or (4) a determination that the complaint has been investigated and determined to be unfounded. For information or assistance, please contact a parent facilitator at (800) 933-8133.

Student with Disabilities Under Section 504

Section 504 of the Rehabilitation Act of 1973 (Section 504) is a federal civil rights law that prohibits discrimination against individuals with disabilities in programs and activities that receive financial assistance from the U.S. Department of Education. Discrimination/harassment in any form toward individuals on the basis of their actual or perceived disability is unacceptable and will not be tolerated. The school will promptly investigate any complaints of disability-based discrimination/harassment and take reasonable actions to stop future incidents of discrimination/harassment.

Section 504 also requires that students with disabilities be provided a free and appropriate public education (FAPE), a program designed to meet the educational needs of students with disabilities as adequately as the educational needs of students without disabilities. For students who are not eligible for special education services, but meet the federal definition of disabled under Section 504, a Section 504 Plan is developed which indicates the accommodations, supplementary aids and/or services that will be provided to assist the student in accessing the general education program. Parents or guardians must be notified in writing of any school decisions regarding the identification, evaluation, and/or educational placement of their student and their right to participate in and/or appeal these decisions under Section 504.

Title IX and Students

Federal law, Title IX, State law and school policy prohibit anyone from discriminating against any student on the basis of actual or perceived sex, sexual orientation, and gender (including gender identity, marital status, pregnancy, childbirth or related medical condition). Male and female students have the right to equal learning opportunities in their schools and must be treated the same in all activities and programs, including:

Athletics

The classes they can take

The way they are treated in the classroom

The kind of counseling they are given

The extracurricular activities in which they can participate

The honors, special awards, scholarships and graduation activities in which they can participate

Students who feel that their rights are being violated have the right to take action and should not be afraid of trying to correct a situation by speaking to a school administrator, counselor, or trusted adult at school, or filing a complaint (see Uniform

Complaint Procedures). Students are encouraged whenever possible to try to resolve their complaints directly at the school site. Any student who believes he or she is being discriminated against in violation of Title IX has the right to file a complaint.

CHAPTER 3: Home/School Collaboration

3.0 PROVIDING SUPPORT

This section outlines ways that parents agree to participate and provide support.

Parents Agree to:

I. Provide Home and Academic Support by:

- a) Assisting and Monitoring Schoolwork and Homework Assignments
- b) Ensuring That their Child/Children Are “Ready to Learn”
- c) Following Through with School Recommendations

II. Provide School Support by:

- a) Ensuring That their Child/Children Arrive at School on Time and Adhere to the School’s Absence Policy/Tardy Policy
- b) Supporting and Adhering to the School’s Discipline Policy
- c) Adhering to the School’s Uniform Policy

III. Participate by:

- a) Attending and Participating at Parent Meetings
- b) Supporting the School’s Parent Volunteer Policy

I. Parent’s Agree to Provide Home and Academic Support By:

- a) Assisting and Monitoring Schoolwork and Homework Assignments

Homework Policy

Homework is assigned in all grades to reinforce those skills taught during the school day. A copy of the homework policy is included below. We seek your cooperation.

The staff of GEA Middle School believes that homework is an integral part of our instructional program. It is a valuable extension of our classroom teaching and should reinforce, extend or enrich the concepts that our students have been taught in class.

Students will be expected to turn in all homework assignments in a neat and legible manner. You can help your son/daughter by being aware of what type of work is being sent home and by looking over the assignments when completed.

When Homework will be Assigned

Homework will be assigned **5 days a week**. Students will either receive a weekly homework schedule or will be responsible for recording their own daily homework assignments.

How Homework will be Assigned

Each student should attempt to complete their homework independently, but may need assistance. If a child needs assistance, **please do not do the homework for him/her**. As a parent, please guide your children, allowing them every opportunity to do their own work.

Problems with Homework

If you notice that your child's homework is consistently too difficult, please let the teacher know. Homework should be challenging, but not impossible! If you are unable to assist your child with homework, make sure to seek out alternative support for your child through after school or tutorial programs. If there is a problem with having the appropriate supplies at home, contact your child's teacher.

Parents/guardians are responsible for ensuring that the student completes his/her homework and turns it in to the teacher. Parents/guardians must stay in frequent communication with teachers to ensure that students are successfully completing their homework. Teachers have different systems for tracking homework; parents should feel free to contact the teacher for additional information.

We have attempted to establish guidelines regarding frequency of homework, expected time for completion and degree of parental supervision needed. We also recognize the need for some flexibility due to individual differences and circumstances that may affect children.

Recommended Homework per Day

<u>Grade Levels</u>	<u>Minimum Frequency Per Week</u>	<u>Possible Amount of Time Required</u>
6	Monday - Friday	1 – 2 hours
7	Monday - Friday	1 – 2 hours
8	Monday - Friday	1.5 – 2.5 hours

As suggested in the above chart, assignments should generally require from one to two and a half hours to be completed. The assigned subjects will be left up to the discretion of the teacher. Students not returning an assignment, for some reason other than absence, will be held accountable and may be expected to do their work either

some time during the school day, or possibly after school. Please send a note of explanation if your child was unable to complete an assignment due to some reason beyond his/her control.

Homework Supplies

Having the proper equipment and supplies will make starting and completing assignments easier. You and your child will avoid a lot of frustration if you have the items and materials listed below.

You and your child are required to have at home the materials necessary to complete homework assignments:

- sharpened pencils/ pens
- glue
- calculator
- ruler
- crayons and markers
- scissors
- notebook paper
- dictionary
- tape

Looking over your child's schoolwork and homework gives you an opportunity to learn what is happening at school and to spend quality time with your child. Here are some tips to make the most of this experience:

- Sit down with your child and give him/her your full attention. Turn off the television and do not allow interruptions during this special time.
- Establishing a regular quiet place and time for homework can help your child/children develop good study habits that can last a lifetime.
- Ask your child to tell you about the work as he/she shows you school papers. Ask your child to point out his/her favorite and least liked kinds of schoolwork.
- Ask your child to show you what was most and least difficult for him/her. Do not expect your child's work to be perfect. Making errors is part of learning. If you emphasize your child's errors, he/she may discard less-than-perfect papers and be reluctant to share schoolwork with you.
- Let your child choose a few samples of his/her schoolwork to display on a bulletin board or the refrigerator, or to paste in a scrapbook. An inexpensive photo album with clear "magnetic" pages works well for this. If you have faraway friends and relatives, have your child select a sample of his/her schoolwork to mail to them. Sending samples of schoolwork is a quick and easy way to stay in touch with long-distance relatives. And it helps your child take pride in his/her work.

Going over schoolwork and homework with your child demonstrates that you think school is important and that you value your child's efforts at school.

I. Parent's Agree to Provide Home and Academic Support By:
b) Ensuring That Your Child/Children are "Ready to Learn"

Your child's success at GEA Middle School begins with you! This section explains ways in which you can support your child/children with his/her growth and achievement.

It is very important that all students come to school ready to learn. As agreed upon at the August Parent Meeting, children who are ready to learn come to school:

- On time
- Rested
- Fed
- In Uniform
- With good hygiene (hair washed and combed, teeth brushed, overall clean and neat appearance, proper use of deodorant)

I. Parent's Agree to Provide Home and Academic Support By:
c) Following Through with School Recommended Actions

At different times throughout the year, staff at GEA Middle School may make recommendations regarding the welfare of your child. These recommendations are made with careful thought, and with the best interests of the child in mind. For example, the teacher may notice that your child is squinting at the chalkboard, and would therefore recommend your child's vision be tested.

It is imperative that you take these recommendations seriously and follow them to the best of your ability. Any difficulty in following through with the recommendations should be communicated to the school as soon as possible.

II. Parents Agree to Provide School Support By:
a) Ensuring that Your Child/Children Arrive at School on Time and Adheres to the School's Absence and Tardy Policy

SCHOOL'S ABSENCE POLICY

Excused Absences

Excused absences are absences where a student has medical, legal, dental appointments or a death in the family. All absences require appropriate documentation, i.e., note from doctor or medical facility, court documents, etc.

Unexcused Absences

There will be a limit to the number of unexcused absences allowed in a school year. A child is considered absent when he/she is not in school.

Unexcused Absences Consequence Chart

Unexcused Absences	Consequences
6 Days	Official Notice sent home
12 Days	Official Notice sent home and an intervention conference with the Teacher, Parent/Guardian and an Administrator
17 Days	Possible dismissal from Global Education Academy Middle School. Parent may request to be placed back on the waiting list and are eligible to return to GEA Middle School the next school year, as space is available

SCHOOL'S TARDY POLICY

Excused Tardiness

Tardiness is excused if a student has a medical, dental, legal appointment or there has been a death in the family. All excused tardies require appropriate documentation, i.e., note from doctor or medical facility, court documents, etc.

Unexcused Tardiness

There will be a limit to the number of unexcused tardiness allowed in a school year. A child is considered tardy when he/she is late (after 8:00 am.) to school or class.

Unexcused Tardiness Consequence Chart

Unexcused Tardiness	Consequences
1-3 Times	Official Notice sent home and continuing teacher discretion
4-6 Times	Official Notice sent home and an intervention conference w/teacher, parent/guardian, and an administrator
7-9 Times	Official Notice sent home and the teacher and an administrator determine consequence

Although a tardy has been excused, it is important for Home and School to communicate and support the student in making up missed assignments. All students are expected to arrive to school on time. School begins at 8:00am. Whenever a child enters a classroom late, it disrupts the entire class. Please try to avoid this.

Parents retain due process and appeals rights for dismissals/expulsions resulting from non-compliance with the absence and tardiness policies. Copies of the appeal process are available in the school's office.

Recognition and Awards

Each month, the class with the best attendance and tardy rates for the previous month will receive special recognition. Awards and individual recognition will be provided to students who have not been tardy or absent for the previous month. Other incentives for being on time will also be provided. At the end of the school year, students who have perfect attendance and punctuality will receive a special award and be invited to a special party and/or event.

Truancy

Education Code 48260 states that any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is truant and shall be reported to the school's Attendance Supervisor.

II. Parents Agree to Provide School Support By:

b) Supporting and Adhering to the School's Discipline Policy

STUDENT DISCIPLINE POLICY

School Discipline

Our goal is to provide an atmosphere and learning environment that is safe, supportive and nurturing for each student. All students have a right to learn while attending a safe school. As such, discipline is a necessary part of school life and good discipline is based on an agreement between the school and parents about what is expected of their children.

There are strict behavior expectations, which include no hitting, kicking, biting, scratching and/or fighting. Also, appropriate language must be used at all the times. Respect when speaking to teachers, students and any adult is mandatory.

The goals of our discipline policy are to:

- Promote self-discipline and proper regard for authority among students
- Encourage good behavior and respect for others
- Ensure students' standard of behavior is acceptable
- Regulate students' conduct

Each classroom will develop and implement a specific management plan with clear expectations and consequences. The plan is taught to students and communicated to parents in mailings and discussed during conferences. Students and parents can

expect consistent enforcement of the discipline policy and fair administration of consequences for failure to follow the acceptable behavior expectations.

Acceptable Behavior Expectations

How Students Will Treat Others:

- Students will treat all children and adults with respect and kindness
- Students will use words that are helpful, courteous and kind
- Students will treat other people's things with care

How Students Will Behave:

- Students will make sure all their schoolwork, homework and projects are completed
- Students will respect school property by taking care of books
- Students will come to school on time
- Students will greet visitors in a friendly way
- Students will offer to help those who need it or request it
- Students will take pride in their appearance. They will wear school uniforms daily
- Students will eat only in the designated areas

How Students Will Seek Help:

Students will seek help from an adult if he/she is presented with a difficult situation or if they witness to or are a victim of a threatening or violent act such as fighting or threatening physical harm.

Unacceptable Behavior

Behavior Students Will Avoid:

- Students will not tease, call names, bully, or use swear words
- Students will never threaten to hurt anyone, even when joking
- Students will not start fights
- Students will not leave school before dismissal without being signed out by a parent, legal guardian, or other designated person (with written approval by legal guardian).
- Students will not wear sandals, open back, open toe, or platform shoes
- Students will not chew gum, eat candy, or bring soda in cans or glass bottles
- Students will not bring beepers, cell phones, oversized or large amounts of jewelry, radios, electronic games, or trading cards to school
- Students will never bring any type of weapon to school; real or toy replicas

Expectations

Respect, responsibility, safety, and quality will characterize all behavior, relationships, and work habits. Parents and teachers will inform, teach, and reinforce the expectations to our children at home and in the classroom respectively.

Consequences

The teacher has primary responsibility for determining and implementing appropriate rewards and consequences for acceptable and unacceptable behavior. Students who violate the acceptable behavior expectations are subject, but not limited to:

- Verbal warning
- Loss of privileges
- A notice to parents
- Conference with student/parent
- Suspension/Expulsion

The consequences listed above are not necessarily all inclusive.

Weapons Zero Tolerance Policy

Under no circumstances will violence on campus be tolerated: acts of intimidation, extortion, harassment or physical attacks on students, school personnel, or other authorized persons on campus will not be condoned or excused. A child possessing any weapon (including toy replicas), or any object that can be used as a weapon, may be suspended and/or recommended for expulsion.

Not following the Acceptable Behavior Expectations may require the School to administer appropriate consequences to help maintain a safe environment and to effectively discipline students.

To create a productive and safe learning environment for all learners, it is also important to have clear policies and consequences for behavior that is not consistent with good citizenship or interferes with the creation of a positive and safe learning environment. Students who do not direct adequate effort to learning or do not follow the rules must be disciplined.

Examples of Inappropriate Behavior Include:

Chewing gum in school
Disobedience
Eating in class
Hitting
Inappropriate touching
Littering
Lying
Misusing school equipment
Not following directions
Play fighting
Play wrestling
Pushing
Rude talk
Running in class and hallways
Speaking out

Spitting
Tripping
Teasing

Each teacher will discuss the above behaviors together with their class and agree upon appropriate consequences, which may differ slightly from class to class. One consequence that can be administered by the teacher is an Office Referral.

Office Referrals

Teachers will follow the school-wide discipline plan with respect to referring a student to the office for administrative intervention. If this happens, the student will be sent to the office with an office referral. Depending upon the specific circumstances surrounding the student's behavior, a student may remain at the office for a short "time out" period, or may need to stay longer. Additionally, the parent or guardian may be notified to immediately pick up the student and the student may remain in the office or benched until he/she is picked-up. In school detentions may take place at the principal's discretion. After the third referral, the following actions may be taken:

The student's parent/ guardian will be called and informed of the policy violation(s). A date will be set for the parent/ guardian to come to the school for a mandatory conference and a time set for their classroom sit-in time. The student may not return to school until the parent/ guardian come for a conference and/or complete the required classroom sit-in time. The fourth office referral can result in a suspension.

Classroom Formal Observation Time

After an office referral, the student's parent or guardian may be required to come to school and sit in the classroom with the student. They must do this for a minimum of one hour. Depending upon the severity of the student's behavior, a longer period of time may be required. If for some reason the parent or guardian is not cooperative with this process, then the student may be suspended at home and may then be considered for expulsion.

Grounds for Suspension or Expulsion

GEA Middle School will adhere to California Education Code 48900 et seq. A pupil shall not be suspended from school or recommended for expulsion, unless the principal of the enrolled determines that the pupil has:

- (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- (3) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil has obtained written permission to possess the item from a

certificated school employee, which is concurred in by the principal or the designee of the principal.

- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind (applicable to first offense only).
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Had unlawful possession of, or unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm.
- (n) Committed or attempted to commit a sexual assault, committed a sexual battery, or committed sexual harassment.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (applicable to first offense only).
- (q) Engaged in, or attempted to engage in, hazing as defined in Section 32050.
- (s) Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only).
- (t) Engaged in harassment, threats, or intimidation directed against school district personnel or pupils.
- (u) Made terroristic threats against school officials, school property, or both.

A pupil may not be suspended for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

- (1) While on school grounds.
- (2) While going to or coming from school.
- (3) During the lunch period whether on or off the campus.
- (4) During, or while going to or coming from, a school sponsored activity.

As used in this section, 'school property' includes, but is not limited to, electronic files and databases.

The principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.

It is important to note that the list above includes acts that can be categorized according to severity. Each category and required response is described below.

Category A: Mandatory Expellable Offenses with No Principal Discretion

According to California law, the principal must recommend expulsion when a student commits one of the following on campus or at a school-sponsored event off campus:

1. Possessing, selling or furnishing a firearm
2. Brandishing a knife at another person
3. Unlawfully selling a controlled substance
4. Committing or attempting to commit a sexual assault or committing a sexual battery
5. Possession of an explosive device

Category B: Offenses Subject to Limited Principal Discretion

The principal shall recommend student expulsion if he or she determines that the student committed one or more of the following acts at school or at a school activity off school grounds unless the principal also determines that expulsion is inappropriate due to the particular circumstances:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of a knife or other dangerous object of no reasonable use to the pupil
3. Unlawful possession of any controlled substance, except for the first offence for possession of not more than one ounce of marijuana.
4. Robbery or extortion.
5. Assault or battery upon any school employee.

Category C: Offenses Subject to Broad Principal Discretion

The principal has maximum discretion to recommend or not recommend expulsion when he or she determines that a student has committed any of the following offenses at any time, including, but not limited, while on school grounds; while going to or coming from school; during the lunch period, whether on or off campus; and during, or while going to or coming from, a school-sponsored activity.

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except in self-defense.
3. Possessed not more than one ounce of marijuana (applicable to the first offense only) or possessed alcohol.
4. Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material represented as a controlled substance, alcoholic beverage, or intoxicant.
5. Caused or attempted to cause damage to school or private property.
6. Stole or attempted to steal school property or private property.
7. Possessed or used tobacco or any tobacco products.
8. Committed an obscene act or engaged in habitual profanity or vulgarity.
9. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
10. Disrupted school activities or willfully defied the valid authority of school personnel engaged in the performance of their duties.
11. Knowingly received stolen school or private property.
12. Possessed an imitation firearm. —Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude it is a firearm.
13. Harassed, threatened, or intimidated a pupil who is complaining witness or witness in a school disciplinary proceeding.
14. Committed sexual harassment.
15. Intentionally engaged in harassment, threats, or intimidation against school district personnel or pupils.
16. Intentionally engaged in harassment, threats, or intimidation against school district personnel or pupils.
17. Made terroristic threats against school officials or school property, or both.
18. Offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
19. Engaged in, or attempted to engage in, hazing.
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

For offenses listed above that provide some measure of discretion, Education Code Sections 48915(b) and (e) require that in addition to the finding that the student committed the offense, the governing board, to expel, must also make one of the following findings:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Class Suspension

A student may be suspended from one or more classes. A student suspended from all of his or her classes may remain in school during the period of suspension provided he or she is appropriately supervised.

A teacher who suspends a student from his or her class must immediately report the suspension to the principal (or the principal's designee) and send the student to the office. The student may only be kept out of class for the balance of the day and for the following meeting of the class. A teacher-initiated suspension is only applicable to the class in which the student has engaged in misconduct.

During the period of suspension, a student may not be returned to the class from which he or she was suspended without the concurrence of the principal and the teacher who imposed the suspension. The suspended student cannot be placed in another regular class during the period of suspension. If the student is assigned to more than one class per day, the student may attend the classes from which he or she is not suspended.

A teacher may require the student to complete all tests and assignments the student missed during the period of suspension.

School Suspension

When suspension from school is imposed, the principal or principal's designee must conduct an informal conference with the student to notify him or her of the reasons for suspension and to give the student the opportunity to explain his or her actions. The principal must make a reasonable effort to inform the parent or guardian immediately of the suspension. The school must also notify the parent or guardian in writing of the suspension and advise the parent or guardian of the student's right to appeal.

Unless the principal determines that the presence of the suspended student constitutes a clear and present danger to the lives, safety or health of students or school personnel, a pre-suspension conference must be held with the student. That conference should also include the student's parents, if possible, to discuss the suspension. The conference should take place before the suspension is imposed, if possible. However, if a pre-suspension conference is not possible, suspension may be imposed without a conference. The student is required to return to school at the conclusion of the suspension, even if the parent has failed to attend the conference.

The length of any single student suspension may not exceed 5 school days. The length of suspension may not exceed a period of 20 days in any school year unless the student is transferred to another school or program for adjustment purposes, in which case the number of days of suspension may be increased by 10, making the total number of suspension days from school in any school year 30. The number of days a student receiving special education services can be suspended shall not exceed ten days in one school year.

GEA Middle School may extend the student suspension beyond five consecutive days in instances where the student is being recommended for expulsion. This recommendation, made by the principal subsequent to a meeting with the student and parent, can only occur during the initial 5-day suspension if the presence of the student at school would cause a danger to persons or property, or a threat of disrupting the instructional process. The maximum time for an extended suspension is until the Board takes final action on the expulsion recommendation.

All reasonable arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. The teacher of the student will provide the parent with a listing of all classroom and homework assignments and a brief explanation thereof. The parent may return all assignments to the teacher for grading. If there is a test that will be missed, a copy of the test may be sent home, at the teacher's discretion, subsequent to testing at the school site. The test will be scored but not used to calculate final grades. The parent will acknowledge receipt in writing of all homework and class assignments and any other relevant texts and/or materials that the student will be using at home. If the student or parent has questions regarding the assignments, the teacher will provide phone assistance to the student, not to exceed normal working hours of the teacher, and not to interfere with instruction time.

If the student is suspended or expelled for any of the offenses listed below, the principal or the principal's designee must notify the school police or local law enforcement authority:

- Assault with a deadly weapon (California Penal Code Section 245).
- Possession or sale of narcotics or a controlled substance or sale or delivery of a substance represented as alcohol, a controlled substance, or an intoxicant (E.C. Sections 48900[c] and [d]).
- Possession of a firearm(s) at a public school (California Penal Code Section 626.9).
- Possession of dirk, dagger, ice pick, knife having a fixed blade longer than 21/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser or stun gun, BB or pellet or other type of air gun, or spot marker upon the grounds of any school within a K-12 school district (California Penal Code Section 626.10).

In such cases, the school administrator must complete a Crime Reporting Form for certain incidents of student misconduct involving a crime.

Recommendations for Expulsion

Student will be recommend for expulsion if the school principal finds that in addition to the expellable offense the student allegedly committed at least one of the following findings may also be substantiated:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others
- Due to the nature of the violation, state law stipulates mandatory expulsion.

APPEALS OF DISCIPLINARY ACTION

Expulsion Hearing

Students recommended for expulsion have an expulsion hearing. The hearing will be held within 5 days after the principal determines that the student committed an act subject to expulsion has occurred. The hearing will be presided over by an administrative hearing panel appointed by the Board. The panel thus appointed will consist of three public school employees not employed by GEA Middle School.

Written notice of the hearing will be forwarded by the principal to the student and the student's parent/guardian at least 5 calendar days before the date of the hearing. The notice will include:

- The date and place of the hearing;
- A statement of the specific facts, charges, and offense upon which the proposed expulsion is based;
- A copy of the Global Education Academy's disciplinary rules which relate to the alleged violation; and
- The opportunity for the student or the student's parent/guardian to appear in person at the hearing.
- The opportunity for student or student's parent/guardian to hire and be represented by an attorney at the hearing, to cross-examine witnesses and to inspect and question evidentiary documents, and to present evidence on behalf of the student.
- A description of how the recommendation for the expulsion hearing was reached.

At the hearing, all panel members and others present will be introduced by the panel chair. The panel chair will invite the principal to recite evidence and rationale leading

to the recommendation for expulsion. The principal will also be able to present witnesses to corroborate written statements and other evidentiary pieces after which parents and/or designated representatives will have the opportunity to cross-examine. After the presentation by the principal, the parent and/or parent representative will have the opportunity to present witnesses and evidence. The principal will also have the opportunity to cross-examine these witnesses. During the process of presenting evidence by the principal and parent/representative, any member of the panel may ask questions. At the conclusion of case presentations, if there are no more questions from the panel, the panel will hold a closed session to discuss the evidence and come to a recommendation.

If the panel recommends expulsion, a letter stating such with an explanation of the rationale shall be sent to the GEA Middle School Board. The Board will hold a special board meeting at which time the board will issue or deny an expulsion order. The rules for announcing and conducting this special meeting will follow protocol established by the Brown Act. Because of the confidential nature of such a special meeting, it will be held in closed session. A record of the hearing will be made in accordance with the Brown Act concerning treatment of confidential information.

In all cases whether the board adopts or rejects the recommendation of the panel, the board will provide findings based on substantial evidence.

If the board rules in favor of expulsion, expulsion is immediate, and the parents will be notified in person, via phone, and written notice. Written notice will be sent by the principal within 10 school days to the parent/guardian of any student who is to be expelled. This notice will include the following:

- (a) The specific offense(s) committed by the student
- (b) The effective date of the expulsion order
- (c) Notice of the student or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Global Education Academy.
- (d) The basis upon which the hearing panel made the determination regarding expulsion.
- (e) Reinstatement eligibility review date.
- (f) A copy of the rehabilitation plan.
- (g) The type of educational placement during the period of expulsion.
- (h) Notice of appeal rights/procedures.

Suspension Appeals

A suspension appeal will be heard by the principal initially if said suspension was initiated by a teacher, and if the principal denies the appeal, or if the suspension was initiated by the principal, the parent can appeal to the Board directly in writing. Upon receipt of the written appeal, the Board will decide if they will hear the appeal or if it will be heard by a panel designated by the board that shall exclude the principal. The appeals panel will be composed of two teachers and one parent representative from

the school site council. An appeal will not reinstate the student in school for the day(s) to be suspended but the Board or panel may elect to remove the suspension from the student's records.

Procedures for conducting the appeals hearing in front of the Board or Board designated panel will follow procedures outlined above for expulsion hearings. Notice of Board or Board designated panel decision will be provided to the parent within 10 days of the appeals meeting.

Expulsion Appeal

Students who are recommended for expulsion by the board panel, may address the Board before the decision to expel is made. If that student is expelled, that student may appeal to the charter authorizer, Los Angeles Unified School District or the Los Angeles County Office of Education following procedures outlined by LAUSD.

Readmission

The decision to readmit a student or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of GEA Middle School's Board and the student and parents/ guardian. To determine whether the student has successfully completed the rehabilitation plan, and to determine whether the student poses a threat to others or will be disruptive to the school environment. The student's readmission is also contingent upon the capacity of GEA Middle School at the time the student seeks readmission.

Implementation

Fair and consistent judgment and decision-making by all staff is crucial to the enforcement of the discipline policy. Therefore, all staff will be evaluated regularly in relation to their roles in the implementation of the discipline policy.

Procedures for Ensuring Rights of Students

The suspension and expulsion policies outlined in this document are intended to make clear the policies and procedures for disciplinary action. The disciplinary policies set out in this document ensure the following:

- a) Students and their parents/guardians are given clear and consistent school disciplinary policies upon enrollment;
- b) Students and their parents/guardians are informed of pending disciplinary actions in a timely manner and the nature of the offence is clearly stated;
- c) Students and their parents//guardians have opportunities to be present at any meetings and/or proceedings regarding disciplinary action;
- d) Students and their parents/guardians may appeal disciplinary decisions;
- e) Students are assisted in finding appropriate education placement in the event of expulsion;
- f) The safety of students, staff and visitors to the school is assured and;
- g) The policies serve the best interests of the school's pupils and their parents/guardians.

SCHOOL SUPPORT

Student Support Team

The Student Support Team may consist of the following members:

- Parent or guardian of student referred
- The teacher of student referred
- An Administrator
- A Counselor, psychologist, or specialist
- A Student (when appropriate)

This team will be responsible for the following actions:

- Develop a "Support Plan"
- Meet one month following first meeting to check progress of Support Plan
- Make any necessary changes to Support Plan to ensure greater success
- Document all meetings, discussions and progress of the student

A Support Plan may assist by developing the following:

- Summary of demonstrated behaviors by student that necessitates this degree of support;
- Summary of any actions already taken by teacher, parent, or other staff to address the needs of the student;
- Description of new actions to be taken in order to address the specific situation;
- **One-page agreement, to be agreed upon and signed by all concerned parties.**

Some possible support actions are:

- Daily, weekly, or monthly contract;
- Restriction from before or after school activities;
- Family and/or student counseling;
- Half day schedule;
- Journaling.

Parent Support

Parents and home life are an important influence in shaping the character and attitudes of students. There are many ways that parents can work with the school to improve behavior, both at home and school. Some tips that might be helpful include:

- Modeling and teaching good manners at home.
- Talking to your child/children about behavior reports and providing an incentive.
- Seriously addressing problem behaviors that are reported by the school.
- Take time to discuss the importance of discipline with your child/children.
- Support the school's policy in discussions with your child.

II. Parents Agree to Provide School Support By:

c) Adhering to the School's Uniform Policy

Uniform Policy

Uniforms promote a team theme and the idea that the mind and body are more important than clothes. Evidence suggests that uniform policies, if applied fairly, instill a sense of unity, pride, and discipline while reducing jealousy and peer pressure.

Acceptable Boy's Uniforms

Tan (cotton twill) pants
Tan shorts
Burgundy button down shirt with collar
Burgundy blue polo shirt with logo
Burgundy sweater or jacket
Enclosed shoes with flat, rubber soles
White Socks

Acceptable Girl's Uniforms

Tan pleated skirt with shorts underneath
Tan shorts/skirts
Tan long pants
Burgundy blouse
Burgundy polo shirt
Burgundy sweater or jacket
Enclosed shoes with flat, rubber soles
White socks

Unacceptable Uniform Attire for Boy's and Girl's

NO offensive logos, language, and insignia
NO halter-tops;
NO attire exposing midriffs;
NO cut-off tops;
NO sweats;
NO jeans;
NO platform shoes;
NO open toe shoes;
NO baseball caps;
NO bandanas;

Out of Uniform Notice

Parents will receive "Out of Uniform Notice" if the student is not adhering to the uniform policy. The notice should be returned to the school's office with the parent's signature.

Penalty for Non-Compliance

On the third notice for non-compliance in one school year, a school representative will initiate a telephone conference with the student's parent. The goal of the

conference will be to resolve the issue of uniform non-compliance.

On the fourth non-compliance notice in one school year, the student will be sent home and not allowed to return until a formal conference takes place between the student, parent, and an administrator.

III. Parents are encouraged to Participate By:

a) Attending and Participating at Parent Meetings

Orientation Meeting

Parents/ guardians are encouraged to attend an orientation meeting to learn about the educational program offered at the school. Those students whose parent/guardian has attended an orientation will also receive a Parents Handbook to ensure that information regarding the school's educational focus, student expectations, and key policies and procedures are conveyed and understood. Parent Handbooks for families unable to attend orientations will be made available.

Parents/ guardians of admitted students will be encouraged to attend a welcome meeting. Parents/guardians will sign an agreement with the school stating their understanding of GEA Middle School academic policy, student behavior policy, attendance policy, suspension/expulsion policy, and parent involvement opportunities.

Parent Meetings

The school's staff and parents will meet regularly. The meetings will take place 4 times or more per year. **It is critical** that all parents attend these meetings. These meetings are an important time for parents and staff members to communicate and plan with each other. At each meeting, time is set aside for: announcements and updates. Please remember to sign-in at all parent meetings.

III. Parents are encouraged to Participate By:

b) Volunteering at school

Our goal is to create the strongest possible partnership between home and school with the ultimate goal of increasing student achievement.

The intent of parents/guardians volunteering is promote a high level of awareness and involvement in the education of their child/children. Parents can decide according to their strengths or interests how they would like to volunteer. Not all volunteering has to take place at the school site, or during school hours.

Some Examples of Volunteer Opportunities:

- Student yard supervision before or after school;
- Helping serve lunch;
- Helping with After -School classes;
- Representing the school at functions;
- Participating on school governance;
- Participating in personal development, parent training classes and Workshops;
- Teaching an enrichment class or assisting in the classroom under the supervision of a certificated employee.

School Governance/Representation

Participation in governance meetings is encouraged. You may have the option of representing the School at official functions.

Enrichment Program

Enrichment classes are a perfect way for parents to volunteer and to share an area of interest or expertise. Anyone who is interested in teaching a class they feel will complement the students' overall education is invited to contact the Principal.

Personal Development

Throughout the school year the school may offer educational opportunities solely for the continuing education of the parents. Such opportunities may include classes on parenting, computers, open communication, and domestic violence. Working to improve yourself - learning something new, reading, or studying - sets a good example for your child/children.

Volunteer Requirements

Volunteers may serve as non-teaching aides under the immediate supervision and direction of certificated personnel to perform non-instructional work that assists certificated personnel in the performance of teaching and administrative responsibilities. Volunteers are not to be left alone with students nor are they allowed to supervise students outside the presence of a certificated employee.

All individuals volunteering where children are present must have a valid TB test and Live Scan background clearance on file. For further on volunteer policy requirements see the Fingerprinting and Live Scan Policy adopted by the Board on December 3, 2013 and included as attachment.

Remember that each family member must sign-in and out when volunteering.

School's Commitment

- Post volunteer opportunities;
- Post a weekly sign-up sheet for permanent volunteer activities;
- Create a reserve list for special projects—filing, photocopying, making phone calls, etc.

CHAPTER 4: HEALTH

4.1 LUNCH AND SNACKS

School Breakfast/Lunch

GEA Middle School will provide well-balanced hot lunches to students. The cost is based on parent income. Some students may qualify for free or reduced lunch. Participation in our lunch program is optional. Parents may choose to provide their children with a well-balanced sack lunch. Eating candy or other high sugar foods is discouraged at school and should not be packed in lunches. We also request parents not to pack foods that need heating or refrigeration.

Snack Policy

If you choose to send a snack with your child, GEA Middle School encourages you to send a healthy. A healthy snack will be provided in the After School Program.

Sugar, high fat and salty snacks are not nutritious and make it hard for children looking for energy to sustain them until lunch.

The following are suggested healthy snacks:

Fruit, vegetables, sandwiches, crackers, whole grain bread, (real) fruit juice, water, pretzels, granola bars, & nuts.

The following snacks are **NOT** allowed; these items may be confiscated by the staff who may return the confiscated food item to the student at the end of the school day to take home. Prohibited food items are as follows:

Candy, gum, chocolate, sunflower seeds with shells, potato chips & soda.

4.2 STUDENT HEALTH

Hygiene

It is very important that your child/children come to school clean. This means that they brush their teeth everyday and bathe on a regular basis. With older students, body odor becomes an issue. Your children are very active, and we live in a warm environment. Please do not hesitate to provide antiperspirant/deodorant for your child. When children come to school unclean, others notice. This can lead to teasing and avoidance by other students. Please do everything possible to enable your child to have positive social relationships.

Sleep

It is very critical that your children get the appropriate amount of sleep. They are all growing and need to be well rested before they come to school. When a child is going through a growth spurt, they require more sleep than normal. Children

generally require anywhere from 8 to 12 hours of sleep nightly. Please help your child get the right amount of sleep.

Illness

If your child is ill, please call and inform the office. For your own child's protection and the protection of others please do not send him/her to school sick. If your child complains of feeling sick at school, depending on the severity, you may be contacted to pick him/her up. Please make an effort to get a copy of the homework your child missed during his/her absence.

Immunizations

All students will need to present a written immunization record provided by a physician or the health department prior to the first date of school. Immunizations must be up to date.

The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines must be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the school.

Please check with a doctor to make sure that your child/children have been vaccinated and are up to date with all of them. The school can provide you with a list of agencies that provide free vaccinations.

Tuberculosis Clearance

All new students entering grade 1-6 who have never attended any school in California, must present documentation of the results of a Mantoux test done at some previous time. Students entering at any grade level from any other California school (public, private, or parochial) are exempt from the requirement.

Health and Medical Conditions

The school office and designated administrator must be notified if a student with a medical or health condition requires accommodations at school in order to participate in the educational program. The school administrator will arrange to meet with the parent and necessary school staff to develop an accommodation plan for the student's medical condition. Students with diabetes, severe asthma, and severe allergies should have an accommodation plan at the school.

Medications at School

Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate forms authorizing school staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerator as needed for medications requiring refrigeration. Designated staff will log times for administering

medications for each student and will establish a timing system to ensure that medications are dispensed at the appropriate times. Designated staff will call student to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide parents with one week's notice to alert them that medications are needed.

All medication must be in the original container with the appropriate pharmacy label. Whenever possible, medication prescribed three times daily (antibiotics) should be given at home, i.e., at breakfast, after school, and at bedtime. No medication of any kind is to be put on or administered by a child or placed in lunch boxes, backpacks or pockets including: Tums, chap-sticks, or sunscreen.

Treatment and School Related Injuries

It is the policy of the school to treat minor injuries (scrapes, paper cuts, bumps, etc.) with ice packs, cold compresses, or band-aids as needed. Parents will be notified about minor injuries.

When confronted with more serious injuries/illnesses, school staff will contact parents, and, if appropriate, transport the student to the nearest hospital emergency department or call 911 for assistance.

It is the responsibility of the parents to update school medical and emergency information.

Communicable Disease

A student suspected of having a communicable disease will be excluded from school until guidelines for readmission are met.

Lice

Outbreaks of lice in Los Angeles are very common. The School follows the suggested preventative routines outlined by the Los Angeles County Health Department. These routines include periodic head checks and disinfecting of all necessary areas in the school. If you discover that anyone in your family has lice, please notify the school immediately. If it is discovered that your child has lice eggs and/or lice in his/her hair, they will be sent home. Your child may only return to class when he/she has been effectively treated, nits are gone, and the office inspects your child.

Ringworm

Ringworm is an infectious disease characterized by scaling or cracking of the skin. In severe cases, vesicular lesions appear on various parts of the body. Students with ringworm will be sent home and require a doctor's note indicating that the ringworm is not contagious and the student may be readmitted.

Chickenpox

An effort will be made to notify parents/guardians about school exposure to chickenpox. The parent/guardian of a student for whom chickenpox presents a particular hazard should contact the school to facilitate communication. Students at risk include those with conditions affecting the immune system and those receiving certain drugs for the treatment of leukemia or organ transplants.

Other Medical Conditions

A student returning to school with sutures, casts, crutches, brace(s), or a wheelchair must have a physician's written permission to attend school and must comply with any safety procedures required by the school administration.

A student returning to school following a serious or prolonged illness, injury, surgery, or other hospitalization, must have written permission by the health care provider to attend school, including any recommendations regarding physical activity.

An excuse (less than 10 weeks) from a physical education class may be granted to a student who is unable to participate in a regular or modified curriculum for a temporary period of time due to illness or injury. A parent's written request for an excuse will be accepted for up to 5 days; thereafter, a written request is needed from the student's health care provider.

A current Emergency Information Card must be on file at the school so that parents/guardians can be notified promptly in case of accident or illness involving their child.

Speech, Hearing, and Eye Examinations

It is recommended and strongly encouraged that parents arrange annual speech, hearing, and eye examinations.

Chronic Conditions

For your child's safety, the school must be aware of any special needs your child may have, such as asthma, allergies, or any other persistent medical conditions. You are required to notify the office and your child's teacher. Failure to notify the office and/or administration of such conditions will result in an unsatisfactory rating in the family evaluation.

CHAPTER 5: COMMUNICATION

5.1 HOME AND SCHOOL COMMUNICATION

It is very important that the communication between your home and the school is a continuous process. To stay informed of all meetings and events, please check the

monthly calendar or website on a regular basis. A monthly calendar and/or newsletter will be sent to you regularly.

5.2 EFFECTIVE WAYS TO COMMUNICATE

Communicating With a Teacher

You can contact a teacher by:

- Calling the school's main office and leaving a message for the teacher;
- Coming to the school's main office and leaving a message for the teacher;
- Writing a note to the teacher requesting a conference.
- Emailing the teacher at their school email address.

Communicating With the Principal

If you need to speak to the principal, please call the office. If someone is not available to speak to you immediately, please leave a message and someone will return your call. If you need to speak to someone about an issue that may take more than 5 minutes, please make an appointment with the appropriate person. This is the best way to ensure that you will receive undivided attention.

Communicating with Your Child During the Day

If you need to communicate with your child during school hours, call the office and leave a message for him/her. That message will be given to your child. A child will only be called to the phone if it is an emergency. Please make all car-pool or after school pick up arrangements with your child before school.

Communicating With Parents and Students

GEA Middle School will use a variety of methods to consult with students and parents. These include:

- **Student-Teacher Conferences:** Teachers will conference periodically with students about their progress at all grade levels. Teachers will provide oral and written feedback to students, in addition to soliciting their input on certain curricular matters when appropriate.
- **Parent-Teacher Conference:** Teachers will conference with parents at least twice per school year about the progress of their child at GEA Middle School. These conferences will include a review of the student's academic work as well as any other issues pertinent to overall success of the child at GEA. Parent-Teacher conference dates will be announced in the school year calendar. In order to get the most out of a formal conference, you should be on time and may want to:
 - 1) Take a moment to write down questions and concerns that you wish to discuss at the conference;

- 2) Take notes during the conference;
 - 3) Share any relevant information. If there are some stressful factors in your child's life, you may wish to mention them at the conference. It is helpful for a teacher to know what may be influencing a child's attitude, behavior, or performance;
- **Calls and Emails:** Teachers will provide parents with the school's main office number and his or her school email address.
 - **Newsletter and Announcements:** GEA Middle School will periodically publish a newsletter in a language readable to the parents, which explains upcoming events, general information, and policies of the school.
 - **Letters:** GEA Middle School will communicate certain matters with regards to its policies and practices via traditional letters sent to the homes of the students. This will supplement other forms of communication and consultation.
 - **Governance Structure:** The most obvious way that parents and students will be consulted is through its integrated governance structure of boards and committees designed to facilitate strong parent- school communications and decision making.

Parents in the Classroom

The involvement of parents in the classroom is greatly encouraged. There are two different ways parents can visit the classroom. One way is as an observer. The second way to participate in the classroom is as an instructional volunteer. Parents are welcome to request an observation period at anytime. However, since classroom observations can be disruptive to the learning environment, our teachers have the right to refuse unscheduled observation requests.

Classroom Observation

The best way to plan an observation is to follow these procedures:

- Schedule a date and time with the teacher by calling the office, and explain the purpose for the observation.

Note: Observation times may be limited to 20 minutes with prior appointment. During observations, teachers and support staff are not available for any one-on-one discussions or conferences. These meetings may be scheduled for a later time.

Instructional Volunteer (Current negative TB test result and LiveScan background clearance must be on file.)

In order to become an instructional volunteer, you must follow these procedures:

- Complete the recommended series of parent education workshops.
- Arrange with the classroom teacher the dates and times.
- Before entering the classroom, you must sign in with the office, display your visitor badge and follow visitation guidelines.
- When you are volunteering in the classroom, please remember that you are doing so under the direction of the teacher.
- Ask questions! If something is unclear, please ask for clarification.

- You must have a current TB test on file, as well as a Live Scan background clearance in school's office.

Expressing Concerns

If you have a concern regarding the performance of an employee, please speak with or write to the employee's supervisor. If the situation is not addressed in a manner that satisfies you, direct the concern in the same manner to the next level of the accountability structure.

Global Education Academy
2014-2015 School Calendar

It is evident to any visitor that GEA Middle School students are orderly, yet enthusiastic and respectful of one another and other cultures, active and curious children who are anxious to learn and acquire skills across the curriculum.

