



Family Handbook

2019-2020 School Year

Gestalt Community Schools

2650 Thousand Oaks Blvd, Suite 1400

Memphis, TN 38118

901-213-5161

www.gestaltcs.org

A Message from the CEO

Dear Parent Partner,

It is my honor and privilege to serve as the CEO of Gestalt Community Schools, the home of Power Center Academy. Our five schools serve more than 2,500 families, and we have proudly graduated more than 650 scholars with five consecutive years of 100% college acceptance.

We don't take your selection of Power Center Academy for granted. Our families have many choices, and we are honored that you chose our schools. In turn for your confidence in us, we promise the following commitments to your family:

- Provide a high-quality educational experience.
- Offer frequent communication on your child's academic progress.
- Tailor instruction based on your child's needs.
- Integrate community resources and partnerships to improve our schools and community.
- Prepare your child to be college, community, and career-ready.
- Treat your child as if he or she were our own.

In addition to our commitments, we want to build and strengthen a collaborative atmosphere that is dedicated to working in the best interest of our scholars. It takes more than our teachers, school leaders and staff to accomplish this - we need you as a partner. Your partnership is vital to a successful school year. We are better together.

Sincerely,



Yetta Lewis
Chief Executive Officer

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Gestalt Community Schools Overview

Gestalt Community Schools (GCS) is a system of K-12 college-preparatory charter schools in targeted Tennessee communities. GCS schools provide strong academic outcomes for our scholars through initiatives that include meaningful community involvement. GCS catalyzes community leadership to help revitalize the neighborhood as we operate our schools in the community. Instead of debating whether education impacts the community or vice versa, GCS believes that the most effective method to support student achievement is through an integration of education and community (a true "gestalt").

Mission

Gestalt Community Schools (GCS) is a charter management organization that serves K-12 scholars. GCS leverages community assets to empower citizens who will be college-ready, career-ready and community-ready.

Vision

Building better communities through education.

Our Values

| | |
|--|---|
|  ACHIEVEMENT We strive for excellence in the classroom and in the community. |  COMMUNITY Collaboration is key to personal growth and neighborhood revitalization. Partnerships allow us to serve at a greater capacity for maximum impact. |
|  HUMILITY We are accountable to our scholars, peers, and neighborhoods in which we serve, because the work we do serves a larger purpose. |  INNOVATION We strive to evolve faster than the world around us. We can only be our best if we are willing to reevaluate and refine what we do. |
|  ZEAL Our drive for success is derived from the compassion for the community we serve. | |

Our Schools

| School | Address & Phone Number | Principal |
|---|---|--|
| Power Center Academy Elementary School: Hickory Hill | 3540 S. Mendenhall Mall Memphis, TN 38115 901-310-2999 Grades: K-5 | Ashley Moses K-2 Lower School Principal amoses@powercenteracademy.org Emily Powell 3-5 Upper School Principal epowell1@powercenteracademy.org |
| Power Center Academy Elementary School: Southeast | 8220 E. Shelby Drive Memphis, TN 38125 901-352-6226 Grades: K-2 | Dorcas Kennebrew Principal dkennebrew@powercenteracademy.org |
| Power Center Academy Middle School: Hickory Hill | 5449 Winchester Road Memphis, TN 38115 901-333-6874 Grades: 6-8 | Michelle Jones-Wright Principal mwright@powercenteracademy.org |
| Power Center Academy Middle School: Southeast | 8216 E. Shelby Drive Memphis, TN 38125 901-203-0494 Grades: 6-8 | Angela Joyner Principal ajoyner@powercenteracademy.org |
| Power Center Academy High School: Hickory Hill | 9 th Grade Academy 5353 S. Mendenhall Mall Memphis, TN 38115 10 th - 12 th Campus 5390 S. Mendenhall Mall Memphis, TN 38115 901-310-1331 Grades: 9-12 | Antonio Ryan Principal aryan@powercenteracademy.org |

The Power House Pledge

This is our house, the Power House.
In our house, we power-up our minds with knowledge.
We power-up each other with encouragement.
We power-up our community by giving back.

PCA is a Power House!

Where we learn to think globally and act locally.

School Colors

Our school colors are navy blue, white, and gray.

Mascots

Grades K-5 are the Squires.

Grades 6-12 are the Knights.



School Schedules

| Schools | Arrival | Dismissal |
|------------------------------|--|-------------------------------|
| PCA Elementary: Hickory Hill | Grades: K-2: 8:00 AM Grades: 3-5: 8:10 AM | 3:15 PM 3:30 PM |
| PCA Elementary: Southeast | 7:45 AM | 3:45 PM |
| PCA Middle: Hickory Hill | Grade 6: 7:00 AM Grade 7: 7:15 AM Grade 8: 7:30 AM | 3:30 PM 3:45 PM 4:00 PM |
| PCA Middle: Southeast | 7:00 AM | 4:00 PM |
| PCA High: Hickory Hill | Grades 9-10: 6:45 AM Grades 11-12: 7:45 AM | 3:55 PM 4:15 PM |

Parents, please do not arrive too early. We are prepared to accept parents five (5) minutes before arrival and dismissal. If you arrive early, we will ask you to do one of the following:

- Loop back around the traffic circle.
- Leave the traffic circle and park your vehicle.
- Return at the designated pick-up time.

Attendance Policy

Research provides evidence that scholars with good attendance also perform well in school. Regular attendance also includes punctuality (tardy). Scholars should be present and prepared for learning each day. The Tennessee State Compulsory Attendance Law (T.C.A. §49-6-3001 and T.C.A. §49-6-2007) requires that pupils of legal age attend school (ages of six and seventeen years, both inclusive) unless special circumstances arise which temporarily or permanently excuse the scholar from attendance. This also applies to five (5) year old scholars who have attended school for six (6) weeks. By state law, the scholar's school year shall consist of a minimum of 180 instructional days exclusive of all vacations, as approved by the GCS Board of Education (T.C.A. §49-6-3004). The annual calendar is divided into two semesters.

Reason for Excused Absences:

- Personal illness of the scholar. A parent conference will be required to justify excused absences after the accumulation of ten (10) days of absences during a school year and is considered truant. The attendance policy will be followed accordingly.
- Hospitalization of the scholar. A required physician verification may be needed to justify absences after the accumulation of 10 days.

- Death or serious illness in the immediate family
- Recognized religious holidays
- Subpoena for court appearance
- Approved school sponsored activities
- Extenuating circumstances for which the scholar has no control as approved by the principal
- One-day absence when the parent/guardian or custodian is deployed for military service and one-day absence when the parent/guardian or custodian returns from military service.

A **written notice** (including scholar’s name, date and parent signature) explaining the absence **is required** when a scholar returns to school. A written statement within **two (2)** school days of the scholar’s return to school shall be required from the parent or guardian explaining the reason for **each** absence. A doctor’s notice or court notices are required for **3 or more consecutive days of** absences from school. *If necessary, verification is required from an official source to justify absences. All absences other than those outlined above shall be considered unexcused.*

Tardiness

Scholars are considered tardy if they arrive after morning meeting and announcements or designated time by each respective school. Scholars who are tardy must provide a reason for the tardiness. In addition to late morning arrival, scholars who are withdrawn from school prior to dismissal are also considered absent from their afternoon classes.

| LATE ARRIVAL/ EARLY DISMISSAL | ACTION |
|---|--|
| 5 -10 tardy entries and/or early dismissal within a grading period. | A meeting with principal or principal’s designee to develop an attendance plan. |
| 11-15 tardy entries and/or early dismissals within a school year. | A mandatory parent meeting with a school administrator. Potential discipline actions can range from suspension from school organizations, athletics and after-school detention. |
| 16-20 tardy entries and/or early dismissals within a school year. | A mandatory parent meeting with a school administrator. Potential disciplinary actions ranging from after-school detention and Saturday detention. The scholar is not eligible to participate in any school activities or organizations. |
| 20+ tardy entries and/or early dismissals within a school year. | The accumulation of tardies of 20+ over a school year, the school will then follow the attendance policy. Tardy entries can lead to a truancy infraction. Please see the attendance policy on the previous page. The scholar is not eligible to participate in any school activities or organizations. |

Truancy

If a scholar receives **five (5) or more unexcused absences** during the school year without adequate excuse, the school’s designee shall notify the parents that the scholar is required to attend school. If within **3 days** of receiving the notice, the parent has failed to comply, the principal or designee should issue a mandatory parent conference. If the parent fails to comply to the mandatory parent conference within **two days**, the principal or principal’s designee shall notify the GCS Designee. The GCS Designee will investigate and determine if a call shall be made to the Department of Children Services and/or local law enforcement of this fact. Legal action may be taken against the parent as provided by T.C.A. § 49-6-3007. Except as otherwise provided by law, a child may be truant under the law who is less than six (6) years of age, provided that a child may be withdrawn six (6) weeks of initial enrollment without penalty.

| Unexcused Absences | Response and Action <i>Every absence receives a Swift K-12 call. All notification of truancy should be noted in PowerSchool on Truancy page.</i> |
|---------------------------|--|
| 1 absence | A Swift K-12 report is generated and unsuccessfully delivered calls will be made by the school secretary. |
| 2 absences | A phone call reminder is made by the school secretary (or principal's designee) responsible for attendance (or principal's designee) and is documented in PowerSchool. |
| 3-4 absences | 3-Day Alert letter, which includes scholar’s current absences and tardies as well as attendance best practices, is generated in Power School by the school secretary. |
| 5+ absences | 5-Day Notification letter with reference to the truancy laws and consequences of noncompliance. Parents must attend a meeting with school’s designee to develop a school attendance plan (1). Scholar Attendance Review Team (SART) is held on a specified day at each school. All attendance records are held at the school level. Report to SCS representative. Designated secretary sets meeting aligned to designated AIP meeting days set by the Dean of Scholar. |
| 10-14 absences | 10-Day Action letter with reference to the truancy laws and consequences of noncompliance. GCS designee will be notified. A member of Attendance Review Committee (ARC) makes the Department of Children Services call for noncompliance and document the call in PowerSchool on the Truancy page. A report is sent to SCS representative. |
| 15+ absences | All unexcused absences over 15 school days and/or noncompliance with the attendance plan and updates, the case will be sent to Memphis City District Court via GCS Truancy Coordinator. Scholars are not eligible to participate in any school athletic teams, organizations or field trips. School’s secretary responsible for attendance must submit all supporting documents to GCS designee by Friday of each week to initiate the proceedings by every Wednesday. |
| 45+ absences | Scholar is eligible for retention to current grade. Memphis City District Court will take further legal action. Director of Academic Operation and Support will update the school’s principals and designees. Scholars are not eligible to participate in any school athletic teams, organizations or field trips. |

Homebound and Hospitalized Scholars

- Scholars with an illness, injury or pregnancy that is expected to cause the scholars to be absent for more than two consecutive weeks should be placed on homebound status and provided homebound services.
- Homebound scholars shall receive at least three hours of direct instruction in a home or hospital setting per week.
- Homebound scholars receiving special education services shall receive direct instruction based on the number of hours determined by the scholar's IEP.
- An IEP team may return a homebound or hospitalized student to the regular classroom on a gradual basis.
- The scholar should be marked as homebound until that student is in the regular classroom for at least 50 percent of the scheduled school day, at which time the homebound student is removed from the homebound/hospitalized census.
- At the beginning of the homebound period, the appropriate staff shall enter the start date and the estimated date of return. When the student returns, the estimated date of return shall be changed to the actual date.
- Homebound scholars shall not be dropped and re-entered, but shall remain enrolled and be counted present and coded "HB" in the student management system.
- Homebound/hospitalized scholars are to be included in the regular-grade level count.
- Scholars with disabilities who are placed on homebound should also be included in the Option 10 (EasyIEP) count using a date range identifying the homebound period.
- An IEP Team may return a homebound or hospitalized scholar to the regular classroom on a gradual basis. The scholar is marked as homebound until the scholar is in the regular classroom for at least half of the scheduled school day, at which time the scholar is removed from the homebound/hospitalized census.

Appointments

Parents, please work with the school to schedule all doctor's appointments after school, on the weekends or during holiday breaks. If you have to schedule an appointment during the school day, the lunch and enrichment periods are ideal. Scholars can return back to school after appointments with a doctor's note.

Make-Up Work Policy

Scholars are able to make up work if they have an excused absence from the class. The teacher will provide make-up work upon the scholar's return. Make-up work must be turned in 3 days upon return to school. This includes those students who were suspended from school. Scholars who are serving a suspension should refer to their Schoology web page resources to complete daily assignments. Suspended scholars should submit all teacher assignments and electronic web assignments upon returning to school. It is each scholar's responsibility to complete and turn in his or her missed assignments.

Withdrawal Policy

All withdrawals are handled at the end of the school week. Withdrawals occur on **Fridays between 9:00 am and 11:00 am.** The school principal must be given a 24-hour notification by a legal parent or guardian prior to withdrawal procedures. Scholars can only withdraw through the main office. Scholars must return all textbooks and computers, as well as pay any remaining fees to the school before a request for withdrawal can be completed. Parents are required to submit the name and address of the transferring school at the time of withdrawal.

Community Service Program

Our goal is to leave our community better than we found it. Our scholars have to commit to engaging in the following community service hours.

| Grade Level | Total Hours Required Each Year |
|---------------|---|
| Elementary | At least two school sponsored group community service events per year |
| Middle School | 10 hours per year |
| High School | 10 hours per year |

Individual scholar community service hours are logged into PowerSchool. Community Service documentation forms must be submitted to the main office. In addition, scholars are required to complete service-learning projects prior to graduation. Scholars will receive opportunities to engage in community service via clubs, organizations and individual initiatives.

Food Delivery Services

Parents and scholars are not allowed to use food delivery services such as pizza, Uber Eats, Grub Hub, and etc. during the school day. Please do not send any delivery service to the schools. Our schools will be phasing in a new nutritional services provider this year to provide our scholars with more choices.

Uniform Policy

Uniforms must be purchased from our approved uniform vendor **Cole's Screen Printing**. (colesprinting.com, 901-207-1362, 3541 Riverdale, Suite 101)

| Grade Level | Girls | Boys |
|---|---|--|
| <p style="text-align: center;">K-3</p> | <p>Monday through Thursday</p> <ul style="list-style-type: none"> • Blue Cardigan with PCA logo • Plaid Jumper • White Peter Pan Collar Shirt • Cross Tie • White, navy, or gray socks or tights • Black flat shoes or saddle shoes (no athletic shoes or flip flops) • Earrings should be no larger than the size of a quarter. <p>Friday On Fridays, scholars are allowed to wear the following:</p> <ul style="list-style-type: none"> • Navy Polo Dress • Cardigan can still be worn. • Black flat shoes or saddle shoes (no athletic shoes or flip flops) | <p>Monday through Thursday</p> <ul style="list-style-type: none"> • Blue Cardigan with PCA logo • Gray Pants • White Oxford Shirt • Striped Tie • White, navy, or gray socks or tights • Black flat shoes or saddle shoes (no athletic shoes or flip flops) <p>Friday On Fridays, scholars are allowed to wear the following:</p> <ul style="list-style-type: none"> • Navy Polo Shirt • Cardigan can still be worn. • Black flat shoes or saddle shoes (no athletic shoes or flip flops) |
| <p style="text-align: center;">4-5</p> | <p>Monday through Thursday</p> <ul style="list-style-type: none"> • Blue Cardigan with PCA logo • Plaid Skirt- This can be phased in if the jumper still fits your scholar. • White Peter Pan Collar Shirt • Cross Tie • White, navy, or gray socks or tights • Black flat shoes or saddle shoes (no athletic shoes or flip flops) • Earrings should be no larger than the size of a quarter. <p>Friday On Fridays, scholars are allowed to wear the following:</p> <ul style="list-style-type: none"> • PCA Navy Polo Shirt • Cardigan can still be worn. • Black flat shoes or saddle shoes (no athletic shoes or flip flops) | <p>Monday through Thursday</p> <ul style="list-style-type: none"> • Blue Cardigan with PCA logo • Gray Pants • White Oxford Shirt • Striped Tie • White, navy, or gray socks or tights • Black flat shoes or saddle shoes (no athletic shoes or flip flops) <p>Friday On Fridays, scholars are allowed to wear the following:</p> <ul style="list-style-type: none"> • PCA Navy Polo Shirt • Cardigan can still be worn. • Black flat shoes or saddle shoes (no athletic shoes or flip flops) |

| | | |
|--|---|---|
| <p style="text-align: center;">6-11</p> | <p>Monday through Thursday</p> <ul style="list-style-type: none"> • Blue Blazer with PCA logo • Optional: Sweater Vest to wear under the blazer • Gray Skirt • White Oxford Shirt • Cross Tie • White, navy, or gray socks or tights • Black flat shoes or saddle shoes (no athletic shoes or flip flops) • Earrings should be no larger than the size of a quarter. <p>Friday On Fridays, scholars are allowed to wear the following:</p> <ul style="list-style-type: none"> • White Polo Shirt • Blue Blazer are not required. • Regular uniform bottom and shoes | <p>Monday through Thursday</p> <ul style="list-style-type: none"> • Blue Blazer with PCA logo • Optional: Sweater Vest to wear under the blazer • Gray Pants • White Oxford Shirt • Striped Tie or Bow Tie • White, navy, or gray socks • Black loafers or oxfords shoes or saddle shoes (no athletic shoes or flip flops) <p>Friday On Fridays, scholars are allowed to wear the following:</p> <ul style="list-style-type: none"> • White Polo Shirt • Blue Blazer are not required. • Regular uniform bottom and shoes |
| <p style="text-align: center;">Seniors: Class of 2020</p> | <p>Monday through Thursday The class of 2020 is the last class to wear the gray blazer and navy skirt.</p> <ul style="list-style-type: none"> • Gray Blazer or Senior Cardigan • Navy Skirt • Cross Tie • Black flat shoes or saddle shoes (no athletic shoes or flip flops) • Earrings should be no larger than the size of a quarter. <p>If the uniform does not fit, then we ask for parents to purchase the 6-11 grade uniforms.</p> <p>Friday On Fridays, scholars are allowed to wear the following:</p> <ul style="list-style-type: none"> • White Polo Shirt • Blue Blazer are not required. • Regular uniform bottom and shoes | <p>Monday through Thursday The class of 2020 is the last class to wear the gray blazer and navy skirt.</p> <ul style="list-style-type: none"> • Gray Blazer or Senior Cardigan • Navy Pants • Striped Tie or Bow Tier • Black flat shoes or saddle shoes (no athletic shoes or flip flops) <p>If the uniform does not fit, then we ask for parents to purchase the 6-11 grade uniforms.</p> <p>Friday On Fridays, scholars are allowed to wear the following:</p> <ul style="list-style-type: none"> • White Polo Shirt • Blue Blazer are not required. • Regular uniform bottom and shoes |

Transfer Policy

Gestalt Community Schools shall offer student transfers that provide options for parents/legal guardians/custodians and to enhance the educational environment and overall school community at individual schools.

The feasibility of allowing transfers into schools within the District, at a minimum, shall consider the educational capacity of the school including space allocation for specialty programs, staffing, general program offerings, and crowding/overcrowding. Gestalt Community Schools shall also review transfer trends to prevent unintended effects such as inequities, disparities, and instability/underutilization in certain schools or attendance zones.

The school system shall consider student transfers according to the provisions outlined below:

Mid-Year Transfers

Most schools see a natural attrition of scholars throughout each school year. Families see changes in their living situations for various reasons, and for that, Gestalt Community Schools allows new and current scholar families to apply for those openings as they arise.

Scholars inside and outside of the Gestalt network shall complete an online application for his or her desired school to then be placed on a waitlist for new openings. Each opening is presented to families on a first come, first serve basis dependent upon a scholar's waitlisted number.

Current network scholars will work with the Office of Enrollment to complete the internal transfer process, which includes a mandatory exit interview between the scholar guardian and current school's leader or administrator prior to the completion of transfer. Scholar families have 24 hours to schedule an exit interview from the transfer offer.

External scholars will be contacted by the school office manager with an offer for the enrollment opening. Families have 24 hours to complete the online registration forms to confirm their intent to enroll, and have 48 hours to bring in required documents to the school campus.

Priority Transfers

Gestalt Community Schools may expedite student transfers if required by law or determined necessary by the school system (e.g., special education services, safety, adjustment, psychological, or medical needs of a student).

Open Enrollment

The open enrollment period for all Gestalt Community Schools is from December 1st through January 31st. During this period, all current Gestalt scholars have the opportunity to apply for any school within the network for the next school year with priority of admission. Scholars will remain enrolled at his or her current Gestalt school until the completion of the current school year and transfer to the new school upon the start of our next school year. Scholars applying after the January 1 – January 31 open enrollment dates will be given a waitlist number, which allows scholars to enroll at his or her desired school on a first come, first serve basis alongside scholars currently outside of the Gestalt network.

Parents as Partners

GCS firmly believes that “It takes a community to raise a child,” and without cooperation and communication between a school and their parent community, we cannot fully support our children and their learning.

Parental Volunteer Policy

All GCS parents are requested to commit to at least five (5) hours of volunteer service to the school within one school year. Volunteer hours will be logged and awards will be given to the most active parents at the end of the school year.

Family Conferences and Data Meetings

Parents are **required** to attend all family conferences and data meetings. If a parent is not available to attend the sessions, they must send a representative to attend the meeting. The representative must be an adult over the age of 21. In some cases, the school principal may provide make-up sessions for parents. This is up to the discretion of the principal.

Parent Advisory Council (PAC)

Gestalt schools have active Parent Advisory Councils (PAC) that meet every month. The PAC consists of parent representatives from each grade level. Parent representatives will co-chair school-wide activities with a school staff member.

Parent Grievance

Gestalt Community Schools’ Board of Directors has the following Grievance Policy as a guide for parents and guardians to solve possible grievance issues in the most effective manner. This policy serves as a guideline, while the Gestalt Board of Directors has the final decision in all matters that take place under the direction of its schools. The following procedure will be followed whenever a parent/guardian has a particular grievance:

STEP 1: The parent/guardian is to set an appointment to meet with the teacher or staff member involved in the grievance. The teacher and/or the parent/guardian may request that the principal or his/her designee be present.

STEP 2: If the issue is not resolved, the parent/guardian may ask for a meeting with the principal.

STEP 3: If the issue remains unresolved, the parent/guardian is requested to write a letter or e-mail of grievance addressed to the Bobbie Turner, Chief Academic Officer of Gestalt Community Schools. A formal letter or e-mail should be sent to: email - info@gestaltcs.org, fax - 901-432-5443, mail - 2370 Thousand Oaks Blvd Ste 1400 Memphis, TN 38118.

STEP 4: If the issue still remains unresolved, the parent/guardian should present a formal letter to Gestalt Community Schools Chief Executive Officer, Yetta Lewis for a final decision. A formal letter or e-mail should be sent to: email - info@gestaltcs.org, fax - 901-432-5443, mail - 2370 Thousand Oaks Blvd Ste 1400 Memphis, TN 38118.

Computer and Tablet Policy

- Laptop should ALWAYS be carried in a case.
- Laptop should never be thrown, kicked, carried/handled in an inappropriate manner or stood on. HANDLE WITH CARE. Scholars are responsible for ANY and ALL damages.
- DESKTOP & INTERNET HOMEPAGE default settings should NOT be changed for ANY reason.
- Photos should not be taken WITHOUT your teacher's permission.
- Never allow another scholar to use your computer. You are responsible for your Laptop.
- ALWAYS remain on the website provided by your teacher.
- Music, DVDs or drives are NOT allowed unless directed by your teacher.
- Headphones are NOT allowed unless given permission by your teacher.
- DO NOT download or import any music or files WITHOUT your teacher's permission. This also includes importing music or files from a flash drive.
- DO NOT download ANY images or files to the desktop without your teacher's permission. All photos used for educational purposes should be saved on the computer.

Laptop and Tablet Warranty Information

Gestalt Community Schools (GCS) recognizes that with the implementation of the One to One Laptop/Tablet initiative, there is a need to protect the investment by both the School and the Student/Parent.

The following items are covered through the GCS Lenovo ADP Warranty Program:

- Mechanical breakdown
- Faulty construction
- Replacement parts necessary to repair the Laptop/Tablet or Laptop/Tablet replacement.
- Accidental damage
- Electrical surges
- Liquid spills occurring during normal use.

What is not covered:

- Cosmetic Damage
- Damage or Alteration from Intentional Misuse
- Improper maintenance by anyone other than the Tech Specialist
- Alternating product or identification labels
- Theft
- Loss
- Damage from Fire or Flood

The annual insurance premium is **\$45** per student. The insurance premium will be reduced to **\$15** for a family that meets our fee reduction eligibility requirements (See School Office Manager for details).

Sibling Pick-Up and Walkers

Gestalt Community Schools requires the older sibling to be 10 years old or older. Parents must confirm that they are not crossing any major roads or highway. Parents must review safety rules with their children prior to notifying the school of the siblings who will walk together.

Before and Aftercare (K-8 Only)

- Before care program-only fee: \$15.00 per week every week (sibling discount does not apply)
- Aftercare program-only fee: \$40.00 per week every week (\$5 discount per additional sibling)
- Before & Aftercare fee: \$50.00 per week every week (\$5 discount per additional sibling)

Drop in (for scholars not registered for the Before care or Aftercare program)

- Drop-in Before care program: \$25 per week, pay as needed (no sibling discount)
- Drop-in Aftercare program: \$50 per week, pay as needed (no sibling discount)

Late Pickup: **\$15 per day for all scholars not picked up by end of dismissal. Payments due within 2 school days or late fees will be assessed.**

Late payment fee: **\$5.00 per day.**

Late Afterschool program pick-up fee: **\$1.00 per minute per child after 6:00pm. Payments due within 2 school days or late fees will be assessed.**

Bullying, Cyberbullying, Harassment, and Intimidation

Gestalt Community Schools aims to maintain a safe, diverse, and inclusive environment. Any reports or incidents involving bullying, harassment, and intimidation will be address immediately through a comprehensive investigation within 48 hours of the report. Investigation may result in additional counseling support, interventions, and suspension. Dean of Scholars facilitate the investigation process at the school level, and the Scholar Support team supervises this process at the network level.

How are bullying and cyberbullying defined in Tennessee anti-bullying laws and regulations?

Tennessee anti-bullying laws and regulations include the following definitions of harassment, intimidation or bullying and cyberbullying:

“Harassment, intimidation or bullying” means any act that substantially interferes with a student's educational benefits, opportunities or performance; and:

(A) If the act takes place on school grounds, at any school-sponsored activity, on school-provided equipment or transportation or at any official school bus stop, the act has the effect of:

- (i) Physically harming a student or damaging a student's property;
- (ii) Knowingly placing a student or students in reasonable fear of physical harm to the student or damage to the student's property;
- (iii) Causing emotional distress to a student or students; or
- (iv) Creating a hostile educational environment; or

(B) If the act takes place off school property or outside of a school-sponsored activity, it is directed specifically at a student or students and has the effect of creating a hostile educational environment or otherwise creating a substantial disruption to the education environment or learning process. "Cyber-bullying" means bullying undertaken through the use of electronic devices. Tenn. Code Ann. § 49-6-4502 (2011)

Grading Policy

GCS scholars are proficient at 75% or above. Scholars are encouraged to secure 75% or high mastery in the first semester and 75% or high master in the second semester.

| Letter Grade | % | GPA | Explanation | Proficiency Level |
|--------------|------------|-----|---------------|-------------------|
| A | 93 | 4 | Excellent | Advanced |
| B | 85 | 3 | Very Good | Proficient |
| C | 75 | 2 | Average | Proficient |
| D | 70 | 1 | Below Average | Basic |
| F | 69 - below | 0 | Failure | Below Basic |

*Kindergarten scale is slightly different. Please refer to the orientation documents.

Grades will be reported on report cards and transcript records using numerical values as indicated below:

| | | |
|---|-------|----------|
| A | | 93-100 |
| B | | 85-92 |
| C | | 75-84 |
| D | | 70-74 |
| F | | Below 70 |

Grades reported at the end of each nine-week period will be determined by the average of classwork, participation, homework, projects and assessments submitted by scholars. A minimum of sixteen grades for the nine-week period will be recorded for each subject. Fifty percent of the twelve grades will be earned and recorded by the interim of the nine-week term. This will allow teachers the basis for the grades at the end of the grading period. Teachers will assess all student assignments and weigh the value of grades accounted for various assignments within the nine-week term in computing the term grade. This procedure will enable teachers to allow for individual student differences in the grading process. The administration will inform parents about TN assessments and all decisions made by the Tennessee Department of Education regarding accountability of testing for scholars.

Grading Weighting

As parents review final grades on report cards, please note that the final grade is a composite of several graded items under the following weighted criteria.

| Kindergarten- 2nd Grades | Percentage of Overall Grade |
|--|------------------------------------|
| Grading Item | |
| Weekly Quizzes or/and Assessments | 25% |
| Classwork, Notebook Checks, and Cornell Notes | 30% |
| Projects, Labs, and Reports | 25% |
| Homework | 10% |
| Active Classroom Participation, Discussion Blogs, Effort, and Agenda books | 10% |

| Third through Twelfth Grades | Percentage of Overall Grade |
|--|------------------------------------|
| Grading Item | |
| Weekly Quizzes or/and Assessments | 30% |
| Classwork, Notebook Checks, and Cornell Notes | 25% |
| Projects, Labs, and Reports | 20% |
| Homework | 10% |
| Active Classroom Participation, Discussion Blogs, Effort, and Agenda books | 10% |

Citizenship and Conduct

In addition to scholars operating at a high level of proficiency, conduct and citizenship is very important. GCS expects scholars to work hard and to be kind towards their peers, teachers and administration. GCS scholars do the right thing because it is the right thing to do. Our scholars act appropriately, even when others are not observing their actions.

| | Explanation | Additional Criteria |
|---|-------------------|---|
| E | Excellent | 0-2 negative behavior logs and no office referrals |
| S | Satisfactory | 3-5 negative behavior logs with no office referrals |
| N | Needs Improvement | 6-7 negative behavior logs |
| U | Unsatisfactory | 8+ negative behavior logs |

Conduct logs from all teachers will be reviewed before a scholar's final conduct is assigned. Scholars who have three (3) or more behavior logs within one teacher's class will be required to attend a parent/teacher conference.

Intervention

The school is responsible for ensuring that scholars who are experiencing academic difficulties are identified by their teachers and reported to the principal as early in the school year as possible. The school is also responsible for ensuring that appropriate intervention services and programs are used to assist scholars in reaching academic benchmarks. Academic interventions will be required for scholars who:

- are at risk of failing the current school year;
- are not meeting State standards for grade level performance;
- are one or more years behind grade level in a course or grade; and
- are performing at the level to meet the College Readiness Benchmarks

Schools will notify students and their parents of the scholars' academic progress and advise them of recommended intervention opportunities. Intervention services and programs may include, but are not limited to:

- additional structured instruction outside the standard school day (structured before, after school, and week-end instruction);
- computer-based individualized instruction;
- a summer or extended year program;
- one-to-one, small group, or subject-specific tutoring programs;
- an intervention program during the next school year;
- Course Recovery classes.

Promotion and Course Recovery

Scholars receiving all final grades of 70% or higher will be promoted to the next grade. Please note that attendance factors into your scholar's promotion. Please see the truancy policy.

Retention and Summer School

- Grades 1-8 scholars earning less than 70% in reading and mathematics will be retained to his or her current grade.
- Kindergarten scholars who earn less than 39% average in reading and mathematics are retained to his or her current grade.
- Grades 9-12 scholars earning less than 70% in any course must attend summer school to acquire course credit. Scholars can only take up to two courses in summer school. Summer school is not leveraged for early graduation.

PLEASE NOTE THAT SUMMER SCHOOL IS NOT PROMOTIONAL FOR RETAINED SCHOLARS.

GCS summer school is required for the following scholars:

- Kindergarten scholars who earn less than 39% average in reading and/or mathematics are required to attend summer school (below basic based upon kindergarten grading scale).
- Grades 1-8 scholars who earn less than 70% average in reading and/or mathematics are required to attend summer school.
- Grades 9-12 scholars who earn less than 70% average in reading, mathematics, science and/or social studies. Please note that high school seniors can only take two courses during the summer program.
- Grades K-9 scholars whose reading and/or mathematics NWEA RIT Spring Scores fall in the lower quartile.

Code of Honor

The GCS Code of Honor must be upheld and signed by each scholar. The code focuses on respect and personal accountability.

As a GCS Scholar, I pledge the following:

- I will ensure that the work I submit is my own.
- I will not provide unauthorized academic assistance to another scholar.
- I will always respect my property and the property of others.
- I will only use the Internet and other reference materials as resources, and I will not duplicate and submit those resources as my own.
- I will return any items that I find to the owner or to a school staff member.

A GCS scholar never cheats, steals or disrespects others. This code governs GCS scholars at throughout the school day.

Cellular and Communication Devices Policy

All K-8 scholars are required to check-in any personal cellular or communication device upon arrival to school personnel and are permitted to check-out the device upon dismissal. Scholars are not permitted to carry their cellular device throughout the school day.

Grade 9-12 scholars are **banned** from possessing any type of phone or personal communication device that is **turned on or in visible/audible** use at any time during the regular school day. For the purpose of this policy, possession means being found in any article of clothing, purse, book bag, carry bag, or in any location on school property other than the approved storage location as written and approved by school officials. Scholars who wish to carry a cell phone with them to and from school must keep the device turned off and stored (e.g., kept in the scholar's assigned locker, automobile, or other school approved location at all times during the entire school day), unless otherwise determined by the principal. The school **is not responsible** for any loss or theft of the device while on school property.

Failure to comply with the cellular device policy will result in the following:

- 1st Offense: Administrative Warning - Parent will be notified and the device will be returned at the end of the school day to the parent after dismissal.
- 2nd Offense: Parent will be notified and administration will hold the device for 48 hours; device will be returned to parent or guardian. Scholar will receive an afterschool or Saturday reflection.
- 3rd Offense: One-Day Suspension – Parent will be notified and scholar will receive a one (1) day suspension with a mandatory parent conference. The device will be returned within a 10-day period.
- 4th Offense: 3-5-Day Suspension-Parent will be notified and scholar will receive a one 3 to 5-day suspension with a mandatory parent conference. The scholar's device privileges will be revoked.
- The school or network does not take responsibility for confiscated items and will not compensate the owner for any lost, stolen, or damaged confiscated items while in the custody of the school or network personnel.

***Please Note:** Continuous disregard for the school cell phone and electronic device policy after the 3rd offense will follow the school's code of conduct for repeated offenses and may result in a 3 – 5 day out of school suspension (OSS) in conjunction with confiscating the device for at least, but not limited, to a week.

Code of Conduct

The GCS network uses Response to Instruction and Intervention- Behavior (RTI²-B) framework to provide supports for our scholars. Scholars are encouraged to exhibit positive behavior. Scholars are expected to learn to monitor their own behavior and actions. As a part of the RTI²-B framework, data is collected on individual scholar behavior, appropriate behavior is acknowledged and celebrated, and frameworks for school-wide accountability are provided to all stakeholders. Please note that the below conduct charts are recommended consequences. It doesn't cover all consequences. The school administration has the authority to determine the final consequences.

Primary (Grades: K-5)

| Stages | Frequent Behaviors | Interventions | Strategies (Not exhaustive list) |
|--------------------------|---|--|---|
| Classroom-Managed | | | |
| 1 | Name calling Teasing or Taunting Inappropriate Language/Interaction Inappropriate use of electronics Being in unauthorized area without permission Violation of school cell phone or electronic device policy Continuous talking after repeated redirection Continuously blurting out during class Getting out of seat without permission Not following adult requests Cheating or plagiarism Crying with intent to disturb Vulgar/profane language/gestures Providing false statements Threatening Gestures- no intent to harm Inappropriate bathroom behavior Unauthorized possession of medication | For Stage 1 Behaviors, Follow Progressive Accountability steps 1-4 <ol style="list-style-type: none"> 1. Global Behavior Monitoring Reminder: Teacher reminds class and sets expectation that the clip chart will be used to monitor behavior. 2. Private Redirect: Give a private, verbal redirection to a scholar in a way that supports positive scholar-teacher relationship. 3. Visual Cue: Teacher gives visual cue regarding behavior using the classroom clip chart. 4. "What's Up?": Teacher gives visual choice board to share perspective | Change to physical environment <ul style="list-style-type: none"> Seat in area free from distraction Close Proximity to teacher Removal of triggers Reteach behavioral expectations Provide short breaks Provide choice <ul style="list-style-type: none"> Utilize safe space to provide opportunity to reset |

| | | | |
|---|--|---|--|
| <p style="text-align: center; font-size: 2em; font-weight: bold;">2</p> | <p>Repeated Stage 1 behaviors Inappropriate sexual contact: minor contact of a sexual nature, such as touching over clothing Inappropriate Physical Contact with other scholars: pushing, bumping or horseplay Property Misuse Elopement</p> | <p>For Stage 2 Behaviors, Follow Progressive Accountability steps 5-8</p> <ol style="list-style-type: none"> 1. Provide Extended Reflection Time 2. Behavior Intervention for repeated behaviors: Tier I CICO (notification to parent, counselor, and dean) 3. Make Scholar Support Team Referral to the School Counselor for repeated behaviors. <p>Note: Three or more incidents of a Stage 1 may constitute a pattern.</p> | <p>Parent Phone Call Referral to Reflection during School (Lunch or Recess) Create Behavior Log in PowerSchool to Identify and track Behavior/ Intervention Re-Teach Behavioral Expectations (Individual or Classroom-Wide) Removal of Privileges Provide choice Provide short breaks Utilize safe space within classroom to provide opportunity for reset</p> |
| <p style="text-align: center; font-size: 2em; font-weight: bold;">3</p> | <p>Repeated Stage 2 behaviors Fighting: mutual fighting or instigated fighting with no injury. Founded Bullying/cyberbullying Possession of stolen property Theft and/or Vandalism under \$500 Trespassing on school grounds Inappropriate Physical Contact Toward School Staff Inappropriate Sexual Behavior (does not include sexual harassment or assault) Possession of other weapons Possession of non-lethal firearm or replica of gun Verbal or non-verbal threats toward school staff Gang Affiliation display Violation of Bus Code of Conduct per PCAES Handbook</p> | <ol style="list-style-type: none"> 1. Restorative Conference 2. Refer Scholar to School Counselor upon re-entry to community 3. Solution Focused Process in Collaborative Circles 4. Make Scholar Support Team Referral to the School Counselor for repeated behaviors 5. Tier II Behavior Intervention for repeated behaviors, if applicable- School Counselor <p>Note: Three or more incidents of a Stage 2 may constitute a pattern and indicate a need for a referral to scholar support.</p> | <p>Provide an administrative referral to the Dean of Students (School Leader in the absence of a dean). School counselor will conduct a threat assessment to explore intent (weapon possession) Mandatory Administrative Conference Referral to Collaborative Circle Individual Scholar Safety Plan Individual Counseling Group Counseling Peer Mediation Functional Behavior Assessment Referral to Outside Agency Note: Founded/Bullying or cyberbullying as identified in outcome of bullying/harassment investigation protocol</p> |

| Administrative-Managed | | | |
|-------------------------------|--|--|--|
| 4 | <p>Repeated Stage 3 behaviors</p> <p>Fighting: Instigating a non-reciprocal fight with injury. Mutual fighting with injury. Inappropriate physical contact which results in serious, bodily injury to school staff</p> <p>Reporting a false emergency (fire alarm, bomb threat, school shooting, calling 911)</p> <p>Discrimination/harassment based on sexual, ability, racial, ethnic, religious orientation</p> <p>Gang activities</p> <p>Use of non-lethal firearm, replica firearm, or other weapon causing bodily harm</p> | <ol style="list-style-type: none"> 1. Restorative Conference 2. Refer Scholar to School Counselor upon re-entry to community 3. Solution Focused Process in Collaborative Circles 4. Make Scholar Support Team Referral to the School Counselor for repeated behaviors 5. Tier II/III Behavior Intervention for repeated behaviors, if applicable- School Counselor <p>Note: Three or more incidents of a Stage 3 may constitute a pattern and necessary referral.</p> | <p>Host a parent and administrator mandatory conference. Intervention Plan and/or Safety Plan Make a referral to School Counselor or Social Worker. Conflict Resolution where appropriate Out of school suspension within a range of 1 to 10 days</p> |
| 5 | <p>Repeated Stage 4 Behaviors</p> <p>Possession of drugs or drug paraphernalia</p> <p>Possession of explosives, firearms</p> | <p><u>Repeated Stage 4</u></p> <ol style="list-style-type: none"> 1. Restorative Conference 2. Make Scholar Support Team Referral to the School Counselor for repeated behaviors 3. Tier III Behavior Intervention or referral to external resource for repeated behaviors, if applicable. <p>If 1-3, have been completed, refer scholar to Disciplinary Review Board</p> | <p>Out of school suspension 11-180 school days pending expulsion. Contact Local law enforcement Referral to Disciplinary Review Board (Chief Academic Officer & Scholar Support Team)</p> <p><u>Drugs, Explosives, Firearms:</u> Referral to Disciplinary Review Board</p> |

*** Code of Conduct applies to all Power Center Academy Elementary campus locations and properties (e.g. public-school system buses, parking lots, playgrounds, school fields trips, athletic events, clubs, after-care). After-care transportation is covered under a memorandum of understanding that supersedes the code of conduct whereas behaviors are addressed in accordance to the after-care's policies and procedures.*

Secondary Grades: 6-12

| Stages | Frequent Behaviors | Recommended Consequences |
|-------------------------------|---|---|
| Classroom-Managed | | |
| 1 | Tardy Out of Uniform Intentional disturbance in class Not observing Study Zone transition Incomplete classwork and homework Not using the High Five +1 or SLANT Not prepared for class | <ol style="list-style-type: none"> 1. Give a private verbal redirection to a scholar. 2. Provide scholar second verbal redirect with a student reflection form. 3. Provide scholar with a detention and a phone call to a parent. <p>All steps 2-6 are logged in PowerSchool.</p> |
| 2 | Repeated Stage 1 Engaging in name calling (Please note that repeated name calling is considered bullying and should be escalated to stage 4.) Verbal argument with another scholar Possession of cell phones during instruction Being in an unauthorized area without permission Talking and low-level insubordination (rolling eyes and other defiant body language) Unauthorized use of computer | <ol style="list-style-type: none"> 4. Give scholar a second detention and host a face-to-face parent meeting. 5. Provide an office referral after steps 1-4 are completed or if the scholar escalates the behavior to stages 3-5. 6. Make a referral to the counselor for repeated behavior that is not in stages 3-5. |
| Administrative-Managed | | |
| 3 | Repeated Stage 2 behaviors Cutting Class and/or Leaving Campus Open or continued defiant attitude or willful disobedience toward a member of school staff Cheating and Plagiarism Vulgar and profane language Immoral/disreputable or rude remarks or non-verbal action to staff member or fellow student Inappropriate use of electronic media, including, but not limited to, all calls (land line, cellular or computer generated), instant messaging, text messaging, audio recording devices, iPod, MP3s or any type of electronic music or entertainment device, and cameras and camera phones Providing false statements Fighting no injury Theft under \$500 | <p>Host a parent and administrator mandatory conference. Create a Probation and Intervention Plan. Make a referral to School Counselor or Social Worker. Hold a Saturday Detention Session. Administer an Overnight Suspension. Administer a 1-2 Days Suspension. Administer a 3-5 Days Suspension for repeated infraction.</p> |
| 4 | Repeated stage 3 behaviors Bullying, intimidation, and harassment (Cyber included) Physical or verbal intimidation or threats to other students, including hazing Threatening bodily harm to another student, including transmitting by an electronic device any communication containing a credible threat to cause bodily injury or death to a student Possession of mace or disabling sprays Fighting with injury School Property damage and vandalism (non-gang related) Sexual, racial, ethnic, or religious harassment/discrimination Possession of alcohol and tobacco Gang activities – threatening and intimidating in nature Possession of drug paraphernalia Inciting a riot Inappropriate touch or activity of a sexual nature Unauthorized use of computer with pornographic content Theft at or above \$500 | <p>Administer a 3-5 Days Suspension for repeated infractions. Administer a 5-10 Days Suspension. Administer an 11+ Expulsion (Repeated offense). Local law enforcement will be involved.</p> |

| | | |
|----------|--|---|
| 5 | <p>Aggravated assault resulting in serious bodily injury upon any teacher, principal, administrator, school resource officer, or any other school employee</p> <p>Unlawful possession, sale, or evidence of use of drugs/narcotics at school or at a school-sponsored activity or field trip</p> <p>Unauthorized possession of a firearm or weapon on school property or at a school sponsored activity</p> | <p>Administer 180-Day Expulsion with Discipline Hearing at Gestalt’s Central Office.</p> <p>Local law enforcement will be involved.</p> |
|----------|--|---|

Progressive Accountability

Progressive Accountability steps directly employ equitable discipline practices for all scholars regardless of race, gender, and disability status. This aim is supported by multi-disciplinary interventions curated in an integrated prevention and response model. Progressive Accountability is grounded by the following beliefs:

- Student behavior is a physical manifestation of skill deficits and not a representation of the will of the student.
- Teacher response to student behavior is a crucial component in social skill building.
- Multiple disciplines must be consulted and embedded in practice to support the functionality of the classroom intervention. These disciplines include human lifespan and development, teacher strategies, behavior analysis, special education, education law and policy, discipline approaches, and adolescent group and individual counseling treatment approaches.

K-5 Progressive Accountability

| <h1>Progressive Accountability - ES</h1> <p>Log Steps 4-9</p> | |
|---|---|
| 1 | Global Behavior Monitoring Reminder: Teacher reminds class and sets expectation that the clip chart will be used to monitor behavior. |
| 2 | Private Redirect: Give a private, verbal redirection to a scholar in a way that supports positive scholar-teacher relationship. |
| 3 | Visual Cue: Teacher gives visual cue regarding behavior using the classroom clip chart. |
| 4 | "What's Up?": Teacher gives scholar an opportunity to reflect and share perspective. |
| 5 | Referral to Lunch/Recess Reflection & Make Parent Contact |
| 6 | Behavior Intervention: Tier I CICO (notification to parent/counselor/dean) |
| 7 | Referral to Collaborative Circle: Log/Parent-- solution focused work sheet provided. |
| 8 | S-Team Referral: Make S-Team Referral to the School Counselor |
| 9 | Administrative Referral- Provide an administrative referral to the Dean of Students (School Leader in the absence of a dean). |

Grades 6-8 Progressive Accountability

Progressive Accountability - MS

| | |
|---|---|
| 1 | Private Redirect - Teacher gives a private redirect in a positive, scholar-centered manner. (Daily) |
| 2 | "What's Up?": Teacher gives scholar an opportunity to share perspective. (Daily-if not the same behavior) |
| 3 | Referral to After-school Reflection and phone call to parent. |
| 4 | Intervention: Teacher will facilitate Tier I CICO and sends notification to parent, counselor and dean). |
| 5 | Teacher makes referral to Collaborative Circle and phone call to parent. |
| 6 | Make a referral to Scholar Support Team for repeated behavioral infractions which are not in stages 3-5. |
| 7 | Provide an administrative referral to Dean of Scholars/Principal after steps 1- 4 are completed or if the scholar escalates the behavior to stages 3-5. |

Grades 9-12 Progressive Accountability

Progressive Accountability - HS

| | |
|---|---|
| 1 | Give a private, verbal redirection to a scholar in a way that supports positive scholar-teacher relationship. |
| 2 | When a second redirection is needed, provide the scholar an opportunity to share his or her perspective with an in-class reflection. |
| 3 | Referral to After-school Reflection and phone call to parent. |
| 4 | Intervention: Teacher will facilitate Tier I CICO and sends notification to parent, counselor and dean). |
| 5 | Teacher makes referral to Collaborative Circle and phone call to parent. |
| 6 | Make a referral to Scholar Support Team for repeated behavioral infractions which are not in stages 3-5. |
| 7 | Provide an administrative referral to Dean of Scholars/Principal after steps 1- 4 are completed or if the scholar escalates the behavior to stages 3-5. |

Sports Team, Clubs, and Organizations

At Gestalt schools, academic progress is our priority. However, we understand that scholars also need a balance of extracurricular activities. Scholars engaging in extracurricular activities such as clubs, organizations and athletics must maintain a C or higher-grade average in all subjects. In addition, the scholar must maintain satisfactory conduct grades. If a GCS scholar's grades fall below a C average in any subject, the scholar will be placed on probation and faced with the possibility of removal from the organization or team. Scholars issued a suspension are not allowed to participate in any team or organization during the suspension period.

School Visits and Teacher Conferences

Visitors must report to the main receptionist station. All visitors must sign-in at the desk in order to receive a visitor's badge. School personnel must escort visitors throughout the building.

Parents or guardians who would like to visit their scholars' classes should follow the instructions below:

- Set an appointment at least 48 hours prior to the visit.
- Plan to visit at least two consecutive classes.
- Complete school classroom observation feedback form and return to the school principal.
- Refrain from conferencing with the teacher during instruction.
- Abstain from interacting with your scholar or other scholars during instruction.

Parents who would like to schedule a parent/teacher conference may do so by contacting the teacher directly via email. Teachers are available for conferences during their planning periods or afterschool. If a teacher does not respond within a 48-hour period, then a parent can contact the school administration for a follow-up meeting.

During the parent conference, we work in partnership with our parents to follow the protocol below:

- State the reason for conference.
- Provide opportunity for parent and teacher to respond to the problem.
- Establish a collaborative plan to solve the problem.
- Provide specific time to follow-up to monitor the effectiveness of the plan.

Bus Transportation

Bus transportation is provided with pick-up zones in Hickory Hill, Southwind, Cordova and White Haven. GCS partners with Durham Transportation.

Bus Behavior

- Scholars must have a parent or guardian at designated sites to receive them when dropped off.
- Scholars shall cooperate with the driver. Scholars shall be respectful and not use obscene and/or abusive language.
- Scholars shall not participate in excessive talking and unnecessary noise.
- Scholars shall not throw items on the bus or out of the windows.
- Scholars shall not fight or scuffle on the bus or at the bus stop.
- Scholars shall not deliberately stand on private property while waiting for the bus.
- Scholars shall not deliberately delay loading and unloading.
- Scholars shall stay seated and not turn around in seat.
- Scholars shall not use tobacco and/or drugs on the bus or at the bus stop.
- Scholars shall not extend hands, arms, or head out windows.
- Scholars shall not tamper with equipment or deliberately vandalize bus.
- Scholars shall not consume food or drink beverages on bus.

Safety

- Scholars shall stay off the parking lot while awaiting the arrival of the bus.
- Scholars shall not attempt to get on or off the bus until it has come to a complete stop.
- Scholars shall enter or leave the bus with the consent of the driver at the front door only, except in case of emergency.
- All parts of the body shall at all times be inside the bus windows.
- Scholars shall cross the street, if necessary, in front of the bus in sight and hearing of the driver, look both ways, proceed to cross when street is free from any danger after a signal for the driver or escort.

2019-2020 GCS School Calendar

| June '19 | | | | | | |
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| State Assessments | | | | | | |
| Dates: To Be Determined | | | | | | |
| NWEA MAP | | | | | | |
| Aug 19-23 Baseline | | | | | | |
| Dec 2-6 Mid-Year | | | | | | |
| Apr 6-9 End-Year | | | | | | |
| Quarter Exams | | | | | | |
| Quarter 1 October 7-11 | | | | | | |
| Quarter 2 December 16-20 | | | | | | |
| Quarter 3 March 9-13 | | | | | | |
| Quarter 4 May 11-15 | | | | | | |

| Professional Development | | |
|---------------------------|--------------------------------------|---------|
| May 28-31 | Leadership Seminar [New] | |
| July 9-10 | Leadership Seminar [All] | |
| July 15-19 | New Teacher Seminar | |
| July 22-25 | GCS Educators Conference | |
| July 26-31 | Administrative Days [School] | |
| Aug 28 | Administrative Day [Network] | |
| Sep 25 | Administrative Day [Network] | |
| Oct 23 | Administrative Day [Network] | |
| Jan 03 | Administrative Day [Network] | |
| Feb 17 | Administrative Day [School] | |
| Holidays & Breaks | | |
| Sept 2 | Labor Day | |
| Oct 14-18 | Fall Break | |
| Nov 11 | Veterans Day | |
| Nov 27-29 | Thanksgiving Break | |
| Dec 23-Jan 3 | Winter Break [Teachers return Jan 3] | |
| Jan 20 | MLK Jr. Day | |
| March 16-20 | Spring Break I | |
| April 10 | Spring Break II | |
| Grading Periods | | |
| 1st | August 1 to October 11 | |
| 2nd | October 21 to December 20 | |
| 3rd | January 6 to March 13 | |
| 4th | March 23 to May 22 | |
| 20 Day Attendance Periods | | |
| 1st | August 1 to August 29 | |
| 2nd | August 30 to September 30 | |
| 3rd | October 1 to November 5 | |
| 4th | November 6 to December 9 | |
| 5th | December 10 to January 21 | |
| 6th | January 22 to February 19 | |
| 7th | February 20 to March 25 | |
| 8th | March 26 to April 23 | |
| 9th | April 24 to May 22 | |
| Parent Meetings | | |
| Aug 12-16 | Family Back to School Events | |
| Sept 11 | Parent Data Meetings/Conferences | |
| Dec 04 | Parent Data Meetings/Conferences | |
| Feb 12 | Parent Data Meetings/Conferences | |
| April 29 | Parent Data Meetings/Conferences | |
| Semesters | | |
| Aug 1-Dec 20 | Semester 1 | 89 Days |
| Jan 6-May 22 | Semester 2 | 92 Days |
| Aimsweb Testing | | |
| Aug 12-23 | BESS Testing | |
| Dec 2-13 | BESS Testing | |
| May 4-22 | BESS Testing | |

| December '19 | | | | | | |
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| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |
| Progress/ Report Cards | | | | | | |
| Sep 06 Nov 01 | | | | | | |
| Nov 22 Jan 17 | | | | | | |
| Feb 07 Apr 03 | | | | | | |
| Apr 24 May 29 | | | | | | |
| Key | | | | | | |
| Professional Development | | | | | | |
| Holidays/Breaks | | | | | | |
| Progress/Report Cards | | | | | | |
| Quarter Exams | | | | | | |
| First Day of Semester | | | | | | |

