Guadalupe Centers Charter Schools

A program of Guadalupe Centers Inc.
Sponsored by the University of Central Missouri

2019-2020
Elementary Student - Parent Handbook

5123 E. Truman Rd
Kansas City, Missouri 64127
http://guadalupecenters.org/about-guadalupe-education-centers/
Board Policy

The Policies and procedures outlined in this Handbook reflect District information and processes. Guadalupe Educational Systems policies and procedures are subject to change in accordance with revisions to federal and state law and procedures adopted by the Board of Directors of Guadalupe Educational System. Should you have questions, and to be certain that you are the most up to date information, please consult your building-level administrator or reference the Guadalupe Educational System Board Policies on the District's website.

District Values

Community-Focused

- We continually seek ways to communicate with, collaborate with, and seek feedback from stakeholders in the community.
- We celebrate cultural diversity and experiences.
- We provide service opportunities based on community needs.
- We understand and embrace the cultures of our students.

Mission Driven

- We seek ways to engage students in their learning.
- We let our mission drive our daily work.
- We communicate our mission completely. We understand our why.
- We provide students with rigorous learning opportunities that are developmentally appropriate.

Student Centered

- We use meaningful data to drive instruction and decision making.
- We build meaningful relationships with students.
- We meet students where they are support student growth.
- We create opportunities for students to have a voice in their learning experiences.

Continuous Improvement

- We continuously evaluate data so that we give purposeful feedback and take appropriate action.
- We give and receive caring, direct feedback.
- We are self-motivated. We actively seek out new learning opportunities and feedback.

Relationship Driven

- We create a positive culture by developing relationships built on respect, trust, and support.
- We actively listen when communicating.
- We assume the best in others and their intentions.
Mission

To educate and empower our school community by providing rigorous and engaging academic and cultural experiences.

Vision

Students prepared to positively impact their community.

GCES Value Statement: Guadalupe Centers Elementary School is dedicated to using data to provide purposeful feedback for growth. We work to establish meaningful relationships built on respect and trust that celebrate cultural diversity.

GCES CORE VALUES:

S-Service
T-Trust
R-Resilience
O-Optimism
N-Nerve
G-Gratitude
# 2019-2020 School Calendar

**Guadalupe Centers Educational System and Charter Schools**

<table>
<thead>
<tr>
<th>Month</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>9-12 New Teacher Academy, 13-16 New/Returning Teacher Academy, 20 Half-Day / First Day of School</td>
</tr>
<tr>
<td>September</td>
<td>2 No School / Labor Day, 20 No School / Prof. Development</td>
</tr>
<tr>
<td>October</td>
<td>23 Half-Day / Parent Teacher Conferences, 24 No School / Parent Teacher Conferences, 25 No School</td>
</tr>
<tr>
<td>November</td>
<td>27-29 No School / Thanksgiving Break</td>
</tr>
<tr>
<td>December</td>
<td>23-31 No School / Winter Break</td>
</tr>
<tr>
<td>January</td>
<td>1-3 No School / Winter Break, 6 No School / Prof. Development-Work Day, 7 Student Return</td>
</tr>
<tr>
<td>February</td>
<td>12 Half-Day / Parent Teacher Conferences, 13 No School / Parent Teacher Conferences, 14 No School</td>
</tr>
<tr>
<td>March</td>
<td>17 No School / President's Day</td>
</tr>
<tr>
<td>April</td>
<td>16-20 No School / Spring Break</td>
</tr>
<tr>
<td>May</td>
<td>25 No School / Memorial Day, 28 Half-Day / Last Day of School, 29 Work Day</td>
</tr>
</tbody>
</table>

**End Of Quarter**
- 1st- October 18 (62 Days)
- 2nd- December 20 (40 Days)
- 3rd- March 13 (45 Days)
- 4th- May 28 (47 Days)
Elementary Bell Schedule

7:30-2:35 Monday, Tuesday, Thursday, Friday

7:30-12:29 Wednesday ONLY

Breakfast: 7:05-7:25 AM

**Students are required to come to school with a book bag and their academic planners (planners grades 3-5).**

SCHOOL SECURITY

We have two security officers that are in the building daily, to help monitor activities and provide security. He/She is present during arrival and dismissal times and are continuously walking throughout the building, as well as the perimeter of the building, to make sure it is safe for all students and staff.

VISITORS

To ensure the safety of all students and staff everyone should cooperate to make the school a safe place. Parents and patrons are encouraged to visit. All visitors, including all GCI and GES staff members are required to report to the main office upon entering the building. All visitors will sign in and wear a “Visitor’s Badge” from the office. Visitors will sign out in the office and return the “Visitor’s Badge”.

STUDENT ARRIVAL AND DISMISSAL

- Arriving: Except in an emergency, no student may be on campus prior to 7:05 a.m.

- Leaving prior to the end of the day: If a student must leave prior to the end of the day, the student will be counted absent for the time that is missed. A student who must leave will only be released to a parent/guardian that is listed in our system as an emergency contact, through the GCES office.

USE OF SECURITY CAMERAS

There are security cameras in use in a number of locations throughout the district. The cameras are intended to be used for security purposes by administration. However, information obtained via a security camera may also be used for the purpose of discipline proceedings. Due to the use of security cameras, students are not allowed to wear hoods over their head inside district facilities.

VALUABLE AND PERSONAL BELONGINGS

Valuables, large amounts of cash, cell phones, electronic music players, games, and toys are to be left at home. Some games, electronic music players, and toys might be used in clubs, but the teacher will inform the parents and students when this will take place.

HOMELESS, MIGRANT, AND ENGLISH LANGUAGE LEARNERS

The district is committed to providing equal access for all eligible homeless, migrant and English Language Learners to a free and appropriate education in the same manner as is provided to other district students. If you have questions or need further information, please contact your school.
SCHOOL CLOSING/INCLEMENT WEATHER

Weather may be of such a nature that the district chooses to postpone opening (i.e., 1 or 2 hour delay), release early, or cancel classes for the day. Many information sources are available to ensure that parents receive updated notification. The decision to postpone or cancel school is generally made prior to 6:30 a.m. Once the decision is made, notification will be available from the following sources:

- Local radio and television stations
- School Messenger (i.e., automated phone call, text message and/or email to home or cell phone when activated)
- FACEBOOK/INSTAGRAM
- Guadalupe Centers School District Website (www.guadalupecenters.org)

It is the parent’s responsibility to assure that their student(s) knows where to go if an emergency arises and school is dismissed early. This especially includes situations where no adults will be at home.

DRESS CODE POLICY

❖ Occasionally, the school may use dress down days as an incentive for students, otherwise students should follow the dress code below daily.

Uniforms consist of the following:

ELEMENTARY

- REQUIRED ITEMS
  - Guadalupe Centers Elementary Polo: Students must wear a tucked-in GCES polo. GCES polos can be purchased on our online store http://bit.ly/GESuniforms
  - Pants, Shorts, OR Skorts: Students must wear tan/black pants, tan /black shorts, or a tan/black skirt. Skirts should be no shorter than two inches above the knee.
  - Socks & Shoes: Students must wear socks and closed-toed shoes that can be used during PE/recess.

- ACCESSORIES
  - Caps, bandanas, hats and sunglasses are prohibited.
  - Accessories will be taken if they cause a distraction to learning.
  - No sweat pants, no leggings, no jeans, no sports shorts, no jumpers.
  - No non-uniform pullovers or hoodies. Students may wear black or white long sleeved shirts under uniform polo. Students may also wear open front sweaters or jackets as needed.
Dress Code Policy Violations:

Dress code violations that cannot be corrected immediately will require parents to bring a uniform to school. These situations will be reviewed on a case by case basis. Multiple violations may result in a required meeting with administration. If uniform assistance is needed, please contact Lorena Patino, Parent Liaison.

**Bullying-Online Reporting SPRIGEO**

Hello Parents,

We recognize that creating a safe learning environment is a critical part of helping each child achieve academic success. This year we will introduce Sprigeo, a new online system that students can use to report bullying incidents and school safety threats. Sprigeo will give your child another medium for communicating with our school administration when bullying or school safety incidents occur. All information sent through the Sprigeo system goes directly to school administrators through a secure online connection.

How does the Sprigeo system work?

Students can access the reporting form directly through a link on our school web site or they may go to the Sprigeo.com web site. After completing the reporting form and clicking the “submit” button, the report details are sent in a secure email to our school administrators. Over 90% of students include their name when using the Sprigeo system.

Does the school receive false reports?

Over 95% of reports sent through the Sprigeo system have been confirmed as authentic requests for help with a bullying incident or school safety threat. Unlike text messages or Facebook posts that can be shared among students, all Sprigeo reports are viewable only by school administrators, minimizing the impact one student has to falsely accuse or abuse another student.

Why is there a need for an online reporting system?

The number one reason why children do not report bullying or abuse is the fear of retaliation from their peers. The Sprigeo reporting form can be accessed from the privacy of a home computer or other Internet equipped device, eliminating the possibility of being identified by another student.
NOTICE OF NON-DISCRIMINATION

Applications for admission and employment, students, parents, and employees with Guadalupe Centers Charter School are hereby notified that this institution does not discriminate on the basis of race, color, national origin, sex, age or disability in admission or access to, or treatment of employment in its programs and activities.

PUBLIC NOTICE

All responsible public agencies are required to locate, evaluate, and identify children with disabilities who are under the jurisdiction of the agency, regardless of the severity of the disability, highly mobile children, such as migrant and homeless children, children who are wards of the state, and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade. Guadalupe Centers Charter School District assures that it will provide a free, appropriate public education (FAPE) to all eligible children with disabilities between the ages of 3 and 21 under its jurisdiction. Disabilities include autism, deaf/blindness, emotional disorders, hearing impairment and deafness, mental retardation/intellectual disability, multiple disabilities, orthopedic impairment, other health impairments, specific learning disabilities, speech or language impairment, traumatic brain injury, visual impairment/blindness and young child with a developmental delay.

Guadalupe Centers Charter School District assures that it will provide information and referral services necessary to assist the State in the implementation of early intervention services for infants and toddlers eligible for the Missouri First Steps program.

Guadalupe Centers Charter School District assures that personally identifiable information collected, used, or maintained by the agency for the purposes of identification, evaluation, placement or provision of FAPE of children with disabilities may be inspected and/or reviewed by their parents/guardians. Parents/guardians may request amendment to the educational record if the parent/guardian believes the record is inaccurate, misleading, or violates the privacy or other rights of their child. Parents have the right to file complaints with the U.S. Department of Education or the Missouri Department of Elementary and Secondary Education concerning alleged failures by the district to meet the requirements of the Family Educational Rights and Privacy Act (FERPA).

Guadalupe Centers Charter School District has developed a Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency’s policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency’s assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan may be reviewed at Guadalupe Center, Inc.- Administrative Building located at 1015 Avenida Cesar E. Chavez Kansas City, MO 64108. The Administrative Building is open Monday through Friday between 8:30 A.M. through 5:00 P.M.
This notice will be provided in native languages as appropriate. This also serves as a Public Notice for all students who qualify under Section 504 of the Rehabilitation Act of 1973.

PARENT’S RIGHT-TO-KNOW

For Advising Parents of the Right to Know Information about a Teacher’s Qualifications as Required by NCLB [Section 1111(6) (A) ESEA.] Guidance C-6

At Guadalupe Centers Charter School, we are very proud of our teachers and feel they are ready for the coming school year and are prepared to give your child a high-quality education. As a Title I school, we must meet federal rules related to teacher qualifications as defined in No Child Left Behind. These rules allow you to learn more about your child’s teachers’ training and credentials. We are glad to provide this information to you. At any time, you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching,
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional’s qualifications.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals are highly skilled.

If you have any questions about your child’s assignment to a teacher or paraprofessional, please contact the school’s Principal.
PARENT INVOLVEMENT POLICY

The Board recognizes the positive effects of parents/families’ involvement in the education of their children. The Board is committed to strong parent/family involvement in working collaboratively with district staff as knowledgeable partners in educating district students. In order to implement the Board’s commitment to parent/family involvement in education, the Superintendent will appoint a committee of parents, staff and community representatives to serve as the School’s Parent Involvement Committee. The Committee’s responsibilities will include recommendations for program development, parent/staff training and program evaluation. The evaluation will include identifying barriers by parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, are migrants or are of any racial or ethnic background. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies. Program evaluation reports will be prepared and submitted to the Superintendent annually.
Missouri Department of Elementary and Secondary Education
Every Student Succeeds Act of 2015 (ESSA)
COMPLAINT PROCEDURES

This guide explains how to file a complaint about any of the programs1 that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA).2

| Missouri Department of Elementary and Secondary Education |
| Complaint Procedures for ESSA Programs |
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| 1. What is a complaint under ESSA? |
| 2. Who may file a complaint? |
| 3. How can a complaint be filed? |

| Complaints filed with LEA |
| 4. How will a complaint filed with the LEA be investigated? |
| 5. What happens if a complaint is not resolved at the local level (LEA)? |

| Complaints filed with the Department |
| 6. How can a complaint be filed with the Department? |
| 7. How will a complaint filed with the Department be investigated? |
| 8. How are complaints related to equitable services to nonpublic school children handled differently? |

| Appeals |
| 9. How will appeals to the Department be investigated? |
| 10. What happens if the complaint is not resolved at the state level (the Department)? |

1 Awareness include Title I, Title II, Title III, Title IV, Title V.
2 In accordance with ESSA §1002(c)(7)(B)(ii), Rev. 8/31/17.
ACADEMIC AND GRADING INFORMATION
GRADING

STANDARDS BASED GRADING

Scoring Guidelines:

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<tr>
<th>Score</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>Exceeding expectations</td>
</tr>
<tr>
<td>3</td>
<td>Meeting expectations</td>
</tr>
<tr>
<td>2</td>
<td>Approaching expectations</td>
</tr>
<tr>
<td>1</td>
<td>Not meeting expectations</td>
</tr>
</tbody>
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Remedial Tutoring

- Students who are below basic in any core content area are expected to attend after school tutoring, if requested by a teacher or an administrator. Attendance is required for funding purposes. Tutoring will take place on Tuesdays from 2:50-4:20. A late bus will be provided for transportation home.

Summer School for Students Scoring Below Basic

- Elementary students who score below basic in reading &/or math will be required to attend summer school.

Homework/Skill Practice (Elementary Policy)

Homework/skill practice may be sent home nightly inside of a homework folder. Students in grades 3-5 will be issued an individual student planner for communication between the teacher and parent. When homework is assigned, we encourage parents to go through the assignment with their child and check the work. In the primary grades, we do not consider parent help on homework cheating; instead, we consider parental help on homework a key component of academic success. Parents should feel free to mark incorrect work and go over it again with their child. This shows our students how much their parents value academic success and also offers them additional academic tutoring. Parents should not write answers for their child unless the teacher has specifically requested this. The homework should be returned to school within the homework folder.

Students are required to read 20 minutes every night. Every student should have a reading log to log all hours.
ACTIVITIES & ATHLETIC INFORMATION
**Participation in clubs & after-school activities:**

A student who wishes to participate in after school activities must be in good standing. Students who are not in good academic standing, have committed a serious discipline violation or are on Behavior Contracts, or those who have exceeded six absences are not eligible to participate in after school activities until sufficient progress has been made as determined by the principal or his/her designee. All students, regardless of race, color, sex, ancestry, religion or disability are welcome to and encouraged to participate in after school clubs & activities sponsored by Guadalupe Centers Elementary. Participation is voluntary and a privilege, not a right.

A $5 participation fee will be collected from all students participating in clubs.

The majority of activities will take place after school on Thursdays from 2:50-4:20. There will be a late bus on Thursday for Thursday clubs only. In the event that a club meets on days other than Thursdays, parents will be responsible to pick their child up promptly at 4:20. Failure to pick students up on time may result in dismissal from club/after school activity.
ATTENDANCE & TARDIES
SCHOOL WITHDRAWAL

Statute 167.031, RSMo, states that students must regularly attend school until age 17 or they have successfully completed sixteen credits towards a high school diploma. Students choosing to withdraw from Guadalupe Centers must meet these requirements, complete a withdrawal form, return any school items, and pay any fines or assessments owed. If a student does not meet these requirements, the parent must complete the withdrawal form; in addition, the name of the school the student is transferring to must be provided at the time of the withdrawal.

STUDENT ABSENCES

As directed by the Board, the following procedures will be used to implement the district’s attendance policy.

Definitions

Attendance - A student is considered to be in attendance if the student is physically present in a class; participating in a district-sponsored or district-approved activity; participating in a class through alternative methods or media as allowed by Board policy; receiving homebound services; or receiving services at another location pursuant to law or by arrangement of the district.

Parent - A parent, guardian or person acting as a parent in the absence of the parent or guardian if the student is under 18. If the student is 18 or otherwise emancipated, the student will serve as the parent for purposes of this procedure.

Tardy - A student is tardy if the student arrives after the expected time. Tardiness will be counted as an absence in situations where the student arrives too late to have meaningful participation in the class, lesson or activity.

Truancy - A student is truant if the student is absent from school without the knowledge and consent of the parents and the administration. A student is also considered truant if the student leaves school without the consent of the principal or accumulates excessive unjustifiable absences, even with parental consent. Truancy is a type of unexcused absence.

PROCEDURES FOR EXCESSIVE ABSENCES/TARDIES

When students must be absent, parents are to call the school office by 9:30 a.m. Our direct attendance line is (816) 702-7428. Our school encourages parents to schedule doctors & dental appointments outside of school hours. For the sake of the child’s health and the sake of others, children should not come to school when they are ill. Those who show signs of illness will be sent home. Any pupil not in the classroom by 7:30 will be considered tardy. Students who arrive late shall have an adult come into the office with them and sign them in. (When a school bus is late, children are not counted tardy.)

Student attendance will be calculated on a per minute basis. 396 minutes equals one full day. (6.6 hrs). Student attendance will be tracked by the district student information
system and recorded daily until four days of absent minutes are accumulated (1,584 min (26.4 hrs), at which time a student will be placed on an attendance contract. Parent/guardians will be required to visit the school and sign the attendance contract.

Students who have accumulated 3 days of absences prior to the end of the 1st semester will be monitored for the remainder of the school year. Students who have not reached the 3 day benchmark at semester will start over second semester.

Lack of regular student attendance may result in referral to the Division of Children’s Services. Cooperative measures agreed upon by school and parents/guardians are the most productive approach to student attendance matters. Student attendance records will be maintained on a district level and will transfer with the student to any other school. Any student who breaks an attendance contract, meaning they continue to have unexcused absences after the contract is signed, run the risk of losing their enrollment space for the next school year and will be required to apply online. Students who have a history of chronic absences may be placed on an attendance contract at the beginning of the school year. If attendance does not improve, an additional referral will be made to Division of Children’s Services. Through principal discretion, an attendance contract may not be initiated due to extenuating circumstances, including but not limited to death in the family, long-term medically documented illness, etc.
CITIZENSHIP/CONDUCT EXPECTATIONS
**BIST (Behavior Intervention Support Team)**

Guadalupe Centers Elementary School is a BIST school. BIST is a system of tracking and managing student behavior, which is based on:

1. **Grace**—unconditional acceptance of students, but not negative behavior.
2. **Accountability**—allowing students to accept responsibility for themselves and their actions.

We have a school-wide behavior management system in place. We have steps that all staff members take in order to help our students with their behaviors in school.

- **Step # 1- Non-verbal warning**
- **Step # 2- Verbal warning**
- **Step # 3- Safe Seat**
- **Step # 4- Buddy Room**
- **Step # 5- Focus Room**
- **Step # 6- Office (Referral)**

**BIST- Behavior Intervention Support Team**—The BIST model utilizes four steps so educators, parents, and mentors have the ability to know when and how to intervene. This structured support enables youth to gain new skills and participate more fully in their homes, schools, and communities. These steps create a consistent, supervised, safe environment in order to teach and protect all students.

1. **Early Intervention**
2. **Caring Confrontation**
3. **Protective Planning**
4. **Outlasting**

**Safe Seat:** A seat in the classroom away from other students to help the student regroup, process with the adult, and join the class.

**Buddy Room:** A seat in another teacher’s classroom to help a student regroup, complete a think sheet, and process with the adult so they may return to the classroom safe seat.

**Focus Room:** A place in the school where students can go to practice replacement skills, stop acting out, calm down, prepare an apology, and create a plan to make better choices for themselves.

**Think Sheet:** A tool that the student completes to help him/her take ownership of the problem, partner with adults, and create a plan to be successful.

**Processing:** Questions the adult asks the student so he/she may take ownership, practice skills, and create a plan to make better choices.

**Target Behavior Sheet:** A daily visual of goals the student is working on to help him/her problem solve.
Triage: Daily "check in" with an adult to practice replacement skills, assess emotions, establish focus about what it means to have a successful day, and formulate solutions if problems occur.

Class Meeting: Weekly meetings facilitated by the adult to help students solve problems, plan events and maintain a positive classroom community.

Goals for Life: Goals that we help students obtain so that they may have the life they want and deserve. Goals for Life are based on the following beliefs:

- I can make good choices even if I am mad.
- I can be okay even if others are not okay.
- I can do something even if I don't want to (or even if it's hard)

GCCS STUDENT CODE OF CONDUCT
(Board Policies Section 2600)

While there are many factors which affect the learning environment, most problems result from inappropriate behavior. The following explanation of the discipline system has been designed to inform parents and students about school policies, procedures and expectations. It must be recognized by schools and home alike that the conduct of the student in school is ultimately the responsibility of the parent.

Scope of Authority
The provisions of the Student Code of Conduct apply in all situations in which students are involved including:
1. Activities on school property;
2. Travel on school buses, or in any vehicle when that vehicle is used to transport students for the school;
3. Off-site school sponsored activities;
4. Waiting for or riding on school-provided transportation, waiting for or riding on public transportation to and from school; and
5. Off-campus misconduct, which is not school-related and which adversely affects the educational climate, will also be subject restorative practices and disciplinary consequences.

The Role of Parents and Students
In uniformly implementing the Student Code of Conduct, the School Board believes that the students and their parents must play key roles:

The Parent/Guardian shall:
- Establish and maintain, in the home, a positive attitude toward education.
- Show an active interest in his/her child’s schoolwork and progress through regular communication with the school.
- Assist his/her child in being neat, dressed in school uniform, and well groomed.
- Ensure his/her child attends school regularly and on time.
- Report and explain to the school any absence or late arrival.
- Cooperate and assist school personnel in developing a plan when his/her child is involved in a disciplinary matter.
- Become familiar with the Parent/Student Handbook, the school and classroom rules, and encourage and assist his/her child in adhering to them, in class, at school, on the bus, and at school activities.
- Be available to talk or meet with the school staff about class work, discipline, and other matters that may arise.
- Attend a conference at the school with the teacher(s) if his/her child receives an “F” in any academic subject or unsatisfactory conduct reports.
- Attend his/her child’s school activities.

The Student shall:
- Come to school every day.
- Attend all classes and be on time.
- Come prepared for class with assigned work and appropriate materials.
- Account for his/her own work.
- Be neat, clean, appropriately dressed, and well groomed.
- Conduct himself/herself in a safe and responsible manner.
- Show respect for all individuals and property.
- Seek help from school personnel when having school or personal problems.
- Follow the rules and regulations established by the school, the classroom teacher, and the Discipline Plan.
- Assume responsibility for his/her actions.

**Student’s Responsibility for Items in Their Possession**
Students are responsible for any contraband found in their possession. Contraband is defined as drugs, weapons, alcohol, and/or other materials deemed illegal or unauthorized under Missouri and federal law, School Board policy, or the student code of conduct. Items are deemed to be within a student’s possession if the items are found in any of the following places: student’s clothing (e.g., pockets, jackets, shoes, socks, etc.), purse/book bag, desk, locker and/or student’s automobile located on school property. It is each student’s responsibility to check his/her personal belongings for possible contraband before entering onto school property, on any school bus going to or returning from school, in any vehicle when that vehicle is used to transport students for the school, and during school-sponsored activities.

**Notice Provisions, Requirements, and Definitions Under The Missouri Safe Schools Act**
The provisions of the Missouri Safe Schools Act will be followed by all relevant school personnel. Alta Vista reserves the right to suspend or expel a student who causes the school to be a target of violence or to be unsafe because of their presence at the school.

**Student Code of Conduct Levels and Infractions**
Guadalupe Centers Schools’ Student Code of Conduct includes a wide range of offenses which have been classified into four levels- Level 1 (least serious offenses), Level 2, Level 3, and Level 4 (most serious offenses).
### Level 1
- Cell Phones, Earbuds, Headphones in class
- Disruptive Behavior in the Classroom or During School Activity
- Disruptive Behavior on school bus or at school bus stop
- Eating/Drinking outside of cafeteria
- Excessive Tardies
- Boisterous or Unruly Behavior
- Unprepared for class (no school supplies, chromebook not charged, no gym clothes)
- Sleeping in Class
- Dress code violation (that cannot be corrected immediately)
- Failure to clean up after self
- Out of Class Without a Pass
- Other

### Possible Actions Taken Grades K - 5
**First Offense**
- Parent/Guardian contact
- Conference with Student
- Buddy Room
- Focus Room
- In-school suspension

**Second Offense**
- Parent/Guardian contact
- Focus Room
- In-school suspension

**Third Offense**
- In-school suspension and parent/guardian contact
- Behavior Support Plan
- A third offense may be treated as Continuous Misconduct

### Possible Actions Taken Grades 6 - 12
**First Offense**
- Parent/Guardian contact
- Conference with Student
- Buddy Room
- In-school suspension
- Detention
- For cell phones, earbuds, headphones in class, teacher will confiscate and return at the end of class

**Second Offense**
- Parent/Guardian Contact
- In-school suspension
- Detention
- For cell phones, earbuds, headphones in class, teacher will confiscate and turn into front office; cell phone will be returned only to a parent or guardian.

**Third Offense**
- In-school suspension and parent/guardian contact
- Detention
- Behavior Support Plan

### Definition of Level 1 Offenses (only those that may need clarification are listed below):
- **Boisterous or Rowdy Behavior** - Behaving in such a way as could reasonably cause injury to a student, teacher or other staff member (i.e., running through the halls, horse playing, wrestling, inappropriate use of equipment or materials, etc.). *Note: Any serious physical injury, which results from a student’s dangerous behavior, will be considered an assault and may result in Level 4 consequences.
- **Disruptive Behavior in the Classroom or During School Activity** - Intentional acts or conduct in the classroom, school building or upon school grounds that disrupts the educational process (i.e., talking, making noises, getting out of seat without permission, etc.).
- **Disruptive behavior on school bus or at school bus stop** - Intentional acts or conduct on the school bus or at a school bus stop that disrupts the educational process. The maximum consequences possible is loss of riding privileges for one (1) year.
- **Dress code violation (that cannot be corrected immediately)** - Student is wearing articles of clothing that are not permitted (i.e. hoodies, joggers/leggings, hats) but has access to the proper uniform top or bottom in their possession.
- **Truancy** - Absence from school without the knowledge and consent of parents/guardians and the school administration; excessive non-justifiable absences, even with the consent of parents/guardians; arriving after the expected time for class or school begins as determined by the district.
## Level 2

- Academic Dishonesty
- Defiance of Authority / Insubordination
- Dress Code Violation that Cannot be Corrected Immediately
- Forgery
- Gambling
- Horseplay
- Inciting to Fight
- Misuse of School Equipment
- Possession and or Use of Tobacco Products
- Tampering with Safety Equipment
- Skipping Class, Mandatory Tutoring, Detention, or Leaving School Without Permission
- Use of Foul Language or Profanity
- Inappropriate Public Display of Affection
- Possession of Incendiary Devices
- Other

### Possible Actions Taken

#### Grades K - 5

**First Offense**
- Parent/Guardian contact
- Conference with Student
- Buddy Room
- Focus Room
- In-school suspension

**Second Offense**
- Parent/Guardian Contact
- Focus Room
- In-school suspension
- Behavior Support Plan

**Third Offense**
- In-school suspension and parent/guardian Contact
- Out of School Suspension

#### Grades 6 - 12

**First Offense**
- Parent/Guardian contact
- Conference with Student
- Buddy Room
- Focus Room
- In-school suspension

**Second Offense**
- Parent/Guardian Contact
- Detention
- In-school suspension
- Behavior Support Plan

**Third Offense**
- Detention
- In-school suspension and parent/guardian contact
- Out of school Suspension

### Definition of Level 2 Offenses:

- **Academic Dishonesty** - Cheating on tests, copying assignments or papers, etc. Academic dishonesty may include, but is not limited to, plagiarism, claiming credit for another person’s work; cheating on tests, assignments, projects or similar activities; fabrication of facts, sources or other supporting materials; unauthorized collaboration, facilitation of academic dishonesty and other misconduct related to academics.

- **Defiance of Authority/Insubordination** - Refusal to follow directions from school personnel or comply with classroom or school rules.

- **Dress Code Violation that Cannot be Corrected Immediately** - Student comes to school without proper uniform top or bottom.

- **Forgery** - Making, completing, altering, or authenticating any written document so that it purports to have been made by another party. *Note: The offense includes, but is not limited to, signing a parent and/or guardian, teacher, or school personnel’s signature on documents.*

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

- **Horseplay** - Pushing and shoving, grabbing another’s clothes, tripping, playing tricks on another.

- **Inciting to Fight** - The intentional promotion or advocacy of student misconduct by another student for the purpose of substantially disrupting any school function or classroom. If a student utilizes social media to promote or incite a fight (i.e., videotaping fights and posting the videos on the web), can be included as a participant in violation of an offense that may include inciting to fight, fighting, or bullying.

- **Misuse of School Equipment** - The willful or intentional misuse of any school owned equipment that results in damage school equipment.
- **Possession and or Use of Tobacco Products**- The use in any manner or possession in any form or manner of tobacco or tobacco products while on or upon school premises, including, but not limited to smoking, chewing, or inhaling tobacco.
- **Tampering with Safety Equipment**- The intentional activation of fire alarms or like warning devices and safety equipment.
- **Skipping Class, Mandatory Tutoring, Detention, or Leaving School Without Permission**- The unauthorized absence from school, mandatory tutoring, detention, or leaving school ground during the designated school day without obtaining consent of the proper school authority.
- **Use of Foul Language or Profanity**- The use of any language, acts, unwelcome remarks or expressions, names or slurs or any other behavior including obscene gestures, which are offensive to modesty or decency. Any slurs, innuendoes or other verbal conduct reflecting on an individual’s sex, race, religion, color, national origin, ancestry, age, disability or sexual orientation that have the purpose or effect of creating an intimidating, hostile, or offensive educational environment.
- **Inappropriate Public Display of Affection**- Lewd and/or inappropriate behaviors between students such as kissing, touching, overly affectionate hugging, or other acts of physical intimacy.
- **Possession of Incendiary Devices**- The possession of any combustible or explosive substance or device(s), including fireworks, is forbidden.

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<td>- Parent/Guardian Contact&lt;br&gt;- In school suspension&lt;br&gt;- Out of school suspension&lt;br&gt;- Behavior Contract&lt;br&gt;- Restitution (where appropriate)&lt;br&gt;- For Drug/Alcohol Related Activity: Up to 10 days suspension; Referral to Professional Counseling or Substance Abuse Counseling</td>
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<td>Bullying</td>
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<td>Drug/Alcohol Related Activity</td>
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<td>Possession/Use of a Toxic Substance</td>
<td>- Parent/Guardian Contact&lt;br&gt;- In-school suspension&lt;br&gt;- Out of school suspension&lt;br&gt;- Suspension of computer privileges&lt;br&gt;- Restitution (where appropriate)&lt;br&gt;- Behavior Contract</td>
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<td>Hate Related Conduct</td>
<td>- Parent/Guardian Contact&lt;br&gt;- In-school suspension&lt;br&gt;- Out of school suspension&lt;br&gt;- Suspension of computer privileges&lt;br&gt;- Restitution (where appropriate)&lt;br&gt;- Behavior Contract</td>
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<td>Sexual Harassment</td>
<td>- Parent/Guardian Contact&lt;br&gt;- In-school suspension&lt;br&gt;- Out of school suspension&lt;br&gt;- Suspension of computer privileges&lt;br&gt;- Restitution (where appropriate)&lt;br&gt;- Behavior Contract</td>
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<td>Stealing</td>
<td>- Parent/Guardian Contact&lt;br&gt;- In-school suspension&lt;br&gt;- Out of school suspension&lt;br&gt;- Suspension of computer privileges&lt;br&gt;- Restitution (where appropriate)&lt;br&gt;- Behavior Contract</td>
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<td>Threatening Another Student or Staff Member</td>
<td>- Parent/Guardian Contact&lt;br&gt;- In-school suspension&lt;br&gt;- Out of school suspension&lt;br&gt;- Suspension of computer privileges&lt;br&gt;- Restitution (where appropriate)&lt;br&gt;- Behavior Contract</td>
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<td>Vandalism</td>
<td>- Parent/Guardian Contact&lt;br&gt;- In-school suspension&lt;br&gt;- Out of school suspension&lt;br&gt;- Suspension of computer privileges&lt;br&gt;- Restitution (where appropriate)&lt;br&gt;- Behavior Contract</td>
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<td>Gross Disrespect/Verbal Abuse of Student or Staff</td>
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<td>Sexual Misconduct</td>
<td>- Parent/Guardian Contact&lt;br&gt;- In-school suspension&lt;br&gt;- Out of school suspension&lt;br&gt;- Suspension of computer privileges&lt;br&gt;- Restitution (where appropriate)&lt;br&gt;- Behavior Contract</td>
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<td>Possession, exhibition, and or distribution of obscene material</td>
<td>- Parent/Guardian Contact&lt;br&gt;- In-school suspension&lt;br&gt;- Out of school suspension&lt;br&gt;- Suspension of computer privileges&lt;br&gt;- Restitution (where appropriate)&lt;br&gt;- Behavior Contract</td>
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<td>Misuse of computer or violation of network practices</td>
<td>- Parent/Guardian Contact&lt;br&gt;- In-school suspension&lt;br&gt;- Out of school suspension&lt;br&gt;- Suspension of computer privileges&lt;br&gt;- Restitution (where appropriate)&lt;br&gt;- Behavior Contract</td>
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<td>Continuous Misconduct</td>
<td>- Parent/Guardian Contact&lt;br&gt;- In-school suspension&lt;br&gt;- Out of school suspension&lt;br&gt;- Suspension of computer privileges&lt;br&gt;- Restitution (where appropriate)&lt;br&gt;- Behavior Contract</td>
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<td>Receiving stolen property</td>
<td>- Parent/Guardian Contact&lt;br&gt;- In-school suspension&lt;br&gt;- Out of school suspension&lt;br&gt;- Suspension of computer privileges&lt;br&gt;- Restitution (where appropriate)&lt;br&gt;- Behavior Contract</td>
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<td>Sexting and or possession of sexually explicit, vulgar, or violent material</td>
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<td>Conspiracy to commit a Level 3 offense</td>
<td>- Parent/Guardian Contact&lt;br&gt;- In-school suspension&lt;br&gt;- Out of school suspension&lt;br&gt;- Suspension of computer privileges&lt;br&gt;- Restitution (where appropriate)&lt;br&gt;- Behavior Contract</td>
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<td>Other</td>
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**Level 3**

- Fighting
- Bullying
- Drug/Alcohol Related Activity
- Possession/Use of a Toxic Substance
- False Reports/Bomb Threats
- Hate Related Conduct
- Sexual Harassment
- Stealing
- Threatening Another Student or Staff Member
- Vandalism
- Gross Disrespect/Verbal Abuse of Student or Staff
- Sexual Misconduct
- Possession, exhibition, and or distribution of obscene material
- Misuse of computer or violation of network practices
- Continuous Misconduct
- Receiving stolen property
- Sexting and or possession of sexually explicit, vulgar, or violent material
- Conspiracy to commit a Level 3 offense
- Other

**Possible Actions Taken (Grades K - 5)**

- First Offense
  - Parent/Guardian Contact
  - In-school suspension
  - Out of school suspension
  - Suspension of computer privileges
  - Restitution (where appropriate)
  - Behavior Support Plan

- Second Offense
  - Parent/Guardian Contact
  - In-school suspension
  - Out of school suspension
  - Suspension of computer privileges
  - Restitution (where appropriate)
  - Behavior Contract

- Third Offense
  - Out of school suspension with possible further action
  - Discipline Hearing upon breaking Behavior Contract

**Possible Actions Taken (Grades 6 - 12)**

- First Offense
  - Parent/Guardian Contact
  - In school suspension
  - Out of school suspension
  - Behavior Contract
  - Restitution (where appropriate)
  - For Drug/Alcohol Related Activity: Up to 10 days suspension; Referral to Professional Counseling or Substance Abuse Counseling

- Second Offense
  - Parent/ Guardian contact and out of school suspension
  - Behavior Contract
  - Discipline Hearing due to broken Behavior Contract
  - For Drug/Alcohol Related Activity: Automatic 10 days suspension and referral to a discipline hearing; Referral to Professional Counseling or Substance Abuse Counseling

- Third Offense
  - Out of school suspension (10 days) with referral to Discipline Hearing and possible further action
**Definition of Level 3 Offenses:**

- **Fighting:** Mutual combat in which both parties have contributed to the conflict, either verbally or by physical action. If a student utilizes social media to promote or incite a fight, i.e., videotaping fights and posting the videos on the Internet, the student may be included as a participant in violation of an offense that may include inciting to fight, fighting or bullying.

- **Bullying:** Intimidation or harassment of a student or multiple students perpetuated by individuals or groups. The behavior is continuous or has the potential to be continuous. Bullying includes, but is not limited to, physical actions, including violence, gestures, theft or damaging property; oral or written taunts, including name-calling, put-downs, extortion, or threats; or threats of a retaliation for reporting such acts. Bullying may also include cyberbullying or cyber threats. Cyber bullying is sending or posting harmful or cruel text or images using the Internet or other digital communication devices. Cyber threats are online materials that threaten or raise concerns about violence against others, suicide or self-harm.

- **Drug/Alcohol Related Activity:** Possession of or use of drugs or alcohol at school, on school property or during a school activity. This includes coming to school under the influence of drugs or alcohol. Possession of drug paraphernalia or items used to pack, weigh, store, contain, conceal, inject, ingest, inhale, or otherwise introduce into the body a controlled substance.

- **Possession/Use of a Toxic Substance:** Possession or use of intoxicants, which cause a loss of control or inebriation (i.e., glue, solvent, aerosols and similar substances).

- **False Reports/Bomb Threats:** Making a false bomb report; alerting emergency personnel when no emergency exists.

- **Hate Related Conduct:** Intentional misconduct directed toward a selected person in part because of the student’s belief or perception regarding race, religion, color, disability, gender, sexual orientation, national origin or ancestry of that person the student.

- **Sexual Harassment:** Unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature when such conduct has the purpose or effect of unreasonably interfering with a student’s educational performance or creating an intimidating, hostile, or offensive educational environment. Examples of sexual harassment include, but are not limited to, sexual jokes, or comments; requests for sexual favors; and other unwelcome verbal conduct or a sexual nature. Sexual harassment also includes the misuse of social media in publishing or displaying any defamatory, racially offensive, abusive, obscene, profane, sexually oriented or threatening materials or messages either publicly or privately.

- **Stealing:** The unlawful theft or attempted theft of personal property of another with the intent to deprive the person of the property.

- **Misuse of Computer or Violation of Network Practices:** Any misuse or inappropriate network practices including, but not limited to, practices that do not conform to the District Internet Usage Policy. If utilizing social media in an unacceptable manner such as: invading the privacy of individuals, publishing or displaying any defamatory, racially offensive, abusive, obscene, profane, sexually oriented or threatening materials or messages either publicly or privately and using the district network for illegal, harassing, vandalizing, inappropriate or obscene activities.

- **Threatening Another Student or Staff Member:** Intentional verbal or physical threat to do harm to a student or staff member by a student who possesses an apparent ability to do so and in doing so creates a reasonable fear that violence may occur.

- **Vandalism:** The willful or malicious destruction and/or damage of school property or the property of another (i.e., damaging textbooks, lockers, equipment, walls, furniture, writing gang graffiti, etc.).

- **Gross Disrespect/Verbal Abuse of Student or Staff:** Any act of disrespect directed at a staff member which includes use of profane, vulgar or insulting remarks, gestures, or inappropriate comments that disrespect or is intended to disrespect such employee.

- **Sexual Misconduct:** An actual and intentional touching or fondling, which would constitute sexual contact regardless of whether the touching occurs through or under the clothing (i.e., putting hands underneath another’s clothing, etc.). This offense includes touching or fondling members of the same sex as well as members of the opposite sex. *Note: A student’s consent or voluntary participation in any form of sexual misconduct is irrelevant and all students found to have engaged in sexual misconduct will receive the same consequences.*
- **Possession, exhibition, and or distribution of obscene material** - Possessing, exhibiting, or distributing material, which offends a person’s common decency and morals.
- **Continuous Misconduct** - Persistent violations of the Student Code of Conduct where appropriate documentation of interventions utilized by school personnel has been presented. Three to five offenses will qualify as a continuous misconduct violation. Violations after the 5th offense may be referred to a Discipline Hearing.
- **Receiving stolen property** - Receiving or possessing property which has been stolen from another student and/or school personnel. *Note: This offense only applies to students who did not steal the property.
- **Sexting and or possession of sexually explicit, vulgar, or violent material** - Students may not possess or display, electronically or otherwise, sexually explicit, vulgar or violent material including, but not limited to, pornography or depictions of nudity, violence or explicit death or injury.
- **Conspiracy to commit a Level 3 offense** - An agreement, plan and/or concerted effort by two or more persons to commit a Class III offense.

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<td>Parent/Guardian Contact and out of school suspension up to 10 days with possible discipline hearing</td>
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<td>Behavior contract</td>
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<td>Possession and/or Use of a Weapon Other Than a Firearm</td>
<td>Out of school suspension of 10 days with referral to Discipline Hearing</td>
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<td>Possession and or use of a simulated weapon</td>
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<tr>
<td>Other</td>
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**Definition of Level 4 Offenses:**

- **Arson** - Starting a fire or causing an explosion with the intent to damage personal property and/or buildings (i.e., setting papers/books on fire, placing lighted matches or burning paper in trash can/container, exploding fireworks/bombs, setting property or building on fire, etc.).
- **Assault of Staff or Student** - An actual and intentional touching or striking of school personnel or another student against his/her will with the intent of causing serious physical harm, or an attempt to do the same, or placing a person in apprehension of immediate physical injury. *Note: This offense includes, but it not limited to, biting, spitting, kicking, pushing/throwing a student against a locker, wall or on the ground, cutting another student’s hair and/or putting bodily fluids on school personnel or another student.
- **Gang Related Activity** - As used herein, the phrase “gang-like activity” shall mean any conduct engaged in by a student 1) on behalf of any gang; 2) to perpetuate the existence of any gang; 3) to affect the common purpose and design of any gang; or 4) to represent a gang affiliation, loyalty or membership in any way while on school grounds or while attending a school function. These activities include recruiting students for membership in any gang and threatening or intimidating other students or school personnel to commit acts or omissions against his/her will in furtherance of the common purpose and design of any gang. For purpose of district policy, the term “gang” shall be defined as any ongoing organization, association or group of three (3) or more persons, whether formal or informal, having as one of its primary activities the commission of a criminal act, which has a common name or common identifying sign or symbol, whose members individually or collectively engage in or have engaged in a pattern of gang activity.
 Possession/Use of a Firearm- Possession and/or use of a firearm or gun of any kind that can be used to injure someone or place someone in fear or apprehension of bodily harm. As defined by the Gun Free Schools Act, a “firearm” shall mean:
  o any weapon that is designed or adapted to expel a projectile by the action of an explosive or other propellant;
  o the frame or receiver of any weapon described above;
  o any firearm muffler or firearm silencer;
  o any explosive, incendiary, or poison gas; or
  o any combination of parts either designed or intended for use in converting any device into any destructive device described above and from which a destructive device may readily be assembled.

 Possession and/or Use of a Weapon Other Than a Firearm- Possession and/or use of an instrument, device or projectile that could reasonably be used for attack or defense against another person; any instrument or device that could reasonably be used to threaten, intimidate, or inflict physical injury or harm to another person.

 Possession and/or use of a simulated weapon- The possession, concealment or display of a simulated weapon including, but not limited to, toy guns and/or cap guns that would put a reasonable person in fear or apprehension of harm.

 Possession/Use of Explosives- The carrying, concealing, use, or sale of a bomb, dynamite, or other deadly explosives. *Note: An "explosive" is defined as any explosive, incendiary or bomb or similar device designed or adapted for the purpose of causing death, serious physical injury or substantial property damage; any device designed or adapted for delivering or shooting a weapon (i.e. fireworks, gas bombs, smoke bombs, stink bombs, fire bombs, ammunition, etc.

 Possession of Drugs with Intent to Distribute- The possession of illegal drugs where the amount would be considered greater than that for personal use by virtue of the quantity, packaging or other circumstances which demonstrate intent or effort to sell/distribute.

 Unauthorized Entry- Students entering into the school or certain areas of the building without permission; allowing or assisting any individual(s) to enter a district facility other than through designated entrances or allowing unauthorized persons to enter a district facility through any entrance; and returning to school premises while serving a suspension. A district facility may include a school provided transportation vehicle.

 Conspiracy to commit a Level 4 offense- An agreement, plan, and/or concerted effort by two or more persons to commit a Class IV offense.

STUDENT CONDUCT AT SCHOOL AND ON BUSES

Policy 2610

The safety of students at school and their transportation to and from school is a responsibility which they and their parents/guardians share with school officials and bus drivers. Therefore, the rules of the student code of conduct will be issued to all students at the beginning of the school year and to new students upon enrolment.

ENFORCEMENT

Policy 2620

School principals are responsible for enforcing the policies contained herein and in the handbook for each school.

Teachers have the authority and responsibility to make and enforce necessary rules for internal governance in the classroom, subject to review by the School Principal. The Board expects each teacher to maintain a satisfactory standard of conduct in the classroom. All GCES staff are required to enforce policies, and procedures in a manner that is fair and developmentally appropriate and that considers the student and the individual circumstances involved.
All GCCS staff shall annually receive instruction related to the specific contents of this discipline policy and any interpretations necessary to implement the provisions of the policy in the course of their duties including, but not limited to, approved methods of dealing with acts of school violence, disciplining students with disabilities and instruction in the necessity and requirements for confidentiality.

**INVESTIGATION PROCESS** Policy 2630

When a violation of school rules is reported or suspected, the principal will determine whether an investigation is warranted and, if so, will instruct appropriate personnel to conduct an investigation. The investigation should include interviews with the alleged perpetrator(s), victim(s), identified witnesses, teacher(s), staff members and other who might have relevant information. Written statements should be obtained from all individuals who are interviewed. Video surveillance, if available, should be reviewed and secured. Any other physical or documentary evidence should be collected and preserved. School counselors, school social workers, school police and other support staff should be utilized for their expertise as determined by the circumstances of the matter. At an appropriate time during or after the investigation, the parent or guardian will be notified. However, if the incident involves an injury or similar situation, appropriate medical attention should be provided and the parent or guardian should be notified immediately.

**APPEAL PROCESS** Policy 2640

**Long-term suspension**: A student suspended (long-term) has the right to appeal his/her suspension. A request for appeal shall be made in writing and hand-delivered to the office of the superintendent (5123 E. Truman Rd, KCMo. 64127) within five school days from the date the suspension was issued and shall state with particularity the event(s) leading to the suspension and the reasons why the student should not be suspended. The failure to request an appeal within five school days from the date of suspension, shall result in a waiver of the right to appeal the suspension. A hearing before the board shall be held at the regularly scheduled board meeting or within 15 school days from receipt of the appeal by the student or his/her parent or guardian. The student may bring witnesses on his/her behalf. The board will deliberate upon conclusion of the hearing and return a decision no later than twenty-four hours from the date of the hearing.

**Expulsion**: Upon receipt of the superintendent’s recommendation for expulsion of a student, the board shall notify the student and parent/guardian of the superintendent’s recommendation and the date for an expulsion hearing. The board shall send a notice of hearing in writing within three school days of receipt of the superintendent’s recommendation, notifying the student and parent/guardian of the date of hearing and advising them of the student’s right to bring witnesses and present evidence. A hearing before the board shall be held at the regularly scheduled board meeting or within 15 school days from the date the superintendent’s recommendation was received.

**DISCIPLINARY METHODS** Policy 2650

**Detention**: After notice to the parent/guardian and approval from a building administrator, a student may be temporarily detained beyond the length of the regular school day or during regularly scheduled recesses or breaks. Failure to serve a detention will result in further disciplinary action, which may include an in-school or out-of school suspension.

**In-School Suspension**: Is the removal of a student from regular classes and the assignment to an in-school suspension setting within the school. The student’s teachers shall send class assignments to in-school suspended students.
Exception to attend special classes: A teacher may request that a student who has been assigned to in-school suspension be allowed to attend class (such as lab classes). The granting of this request is limited to cases where it is extremely important that a class not be missed or where a class cannot be made up at a later date. The principal has the final decision.

Alternative to in-school suspensions: For minor offenses, in lieu of in-school suspension, a student may be denied loss of privileges (i.e. recess, hallway passing with classmates, re-assigned seating), or a student may be given the option of school service (i.e., picking up trash on the school grounds, cleaning lunchroom tables, etc.), provided the school service is age-appropriate, supervised and does not include restroom duties.

Short-term Out of School suspension: Is the removal of a student from school (or school bus) for one to ten school days. The principal may impose an out-of-school suspension of up to ten school days. Schoolwork missed during 1-3 day suspensions may be made up when the student returns to school. For suspensions of 4-10 school days, parents/guardians may request and pick up the schoolwork during school hours.

Long-term Out of School Suspension: Is the removal of a student from school (or school bus) for more than ten school days but not to exceed 180 days. Only the GCS superintendent may impose long-term suspension. A student on long-term suspension may elect to transfer to an alternative school.

Any recommended suspension greater than three days shall be immediately reported to the Superintendent who may revoke the suspension at any time.

§167.171.1 RSMo.

If a student’s suspension occurs during a critical time in the academic calendar, the principal may allow for an accommodation to be made to allow the student to take final exams or other testing. However, this exception will not apply to students suspended for offenses that are violations of state or federal law or that involve weapons, violence or drugs.

Note: The board may suspend a student upon finding that the student has been charged, convicted or pled guilty in a court of general jurisdiction for the commission of a felony criminal violation of state or federal law, after notice to parent/guardian and a hearing upon the matter. §167.161.2 RSMo.

Expulsion: Is the permanent removal of a student from school (or school bus). Only the board may impose expulsion. The superintendent shall immediately notify the board in writing of his/her recommendation for expulsion of a student. The board authorizes the immediate removal of a student upon a finding by the superintendent that the student poses a threat of harm to himself/herself or others.

Note: The removal of any student with a disability is subject to state and federal procedural rights. §167.161.1 RSMo. See also, Policy 2672.

Restrictions of School Activities: Students who are out-of-school suspended or expelled are prohibited from being on school property at all times and shall not come within 1000 feet of any school property. In addition, students who have been out-of-school suspended or expelled are prohibited from attending and/or participating in any school-sponsored activities on or off school property.

Behavior Contracts: A contract between student, school and parent, that is used with students who are continually exhibiting behaviors that disrupt the school learning environment and the smooth operation of the school, often times causing themselves and others difficulty in school. The behavior contract will clearly outline the expectations of the student, school and parents, as well as defining the consequences associated with noncompliance of the contract. New students enrolling at a GCS, who have shown a pattern of disruptive behavior as mentioned above, at their previous school and documented on their discipline records may also be placed on a behavior contract.
Referral to Alternative Education Program: Students who commit a serious disciplinary action or who violate a behavior contract may be referred to an Alternative Education Program. The Alternative Education Program is located offsite and parents/guardians are responsible for transportation. A reinstatement hearing must be conducted prior to the student returning to Alta Vista as a full-time student.

Substance Use Education: Chemical dependency is a problem that should be treated, if at all possible. Any staff member who suspects that a student has a problem with substance use or suspects possession of illegal substances will make a referral to a school administrator. Suspicion may include but is not limited to: students talking about drugs, drawings or illustrations of drugs on personal possessions, symptoms of drug use such as physical appearance, smell, unusual behavior or mood swings, etc. Below are the steps that will occur after the staff member has made the referral to an administrator:

1. The student will be given the opportunity to give a verbal and written statement.
2. The administrator will ask the student to empty their pockets and the contents of their backpacks.
3. If evidence of possession or use is present, the administrator will contact the parent and inform them of the incident.
4. Once parents have been informed, the administrator will refer the student to the Guadalupe Centers Substance Use Education program.
5. Students will be screened by a counselor or appropriate personnel, including a urine analysis test. Additionally, students who self disclose drug or alcohol use will be referred to the Substance Use Education program.
6. If the results from the urine analysis are positive, the student must attend a substance use education class(es) and be a cooperative participant. The students must remain free/clean from substance use throughout this time and the counselor will screen the student again at a future time.
7. If the results of a second urine analysis come back positive or if the parent/student refuses the testing or substance use education classes, it may result in a long-term suspension from Alta Vista for up to 180 days or a referral to an Alternative School placement.
8. Once the students completes the substance use education program, a certificate of attendance will be sent to the school.

All discipline referrals will be documented and tracked in the school's Student Information System and a written copy of the referral will be kept.

PROCEDURES FOR SUSPENSIONS AND EXPULSIONS OF REGULAR EDUCATION STUDENTS

Note: Students with special needs (i.e., disabilities, IEPs or Section 504 Plans) must be disciplined in accordance with federal and state law, as well as District policy. Please refer to page 20 for the approved procedures for disciplining students with special needs.

I. Short-Term Suspension (10 School Days or Less)
The principals or his designees, subject to the appropriate due process procedures and state statutes, may summarily suspend any student for up to ten (10) school days for violation of the Code of Student Conduct. Any suspension shall be immediately reported to the superintendent, who may revoke the suspension at any time.

Note: By law, parents/guardians and students do not have the right to appeal short term suspensions.

Prior to imposing the suspension, the principal or his/her designee must follow the following procedures:
1. Determine whether or not the student is a special needs student. The student is a special needs student if any of the following are present:
• student has an IEP (see IV, Section A.);
• student has a Section 504 Plan or request (see IV, Section B.);
• student is in the process of being evaluated for a disability; or
• student has not yet been identified as having a disability (see IV, Section C.).

If the student is not a special needs student, the principal or his/her designee should proceed as discussed below. Refer to procedures for the suspension and expulsion of special needs students.

2. Inform the student, verbally or in writing, of the charges against him/her and give him/her the opportunity to admit or deny the allegations.
3. If the student denies the charges, he/she must be given an explanation of the facts as known to school personnel and an opportunity to present his/her version of the incident before any consequences are imposed.
4. If he/she deems it necessary, the principal or his/her designee may conduct a further investigation into the matter before imposing a disciplinary suspension.

For purposes of this Policy, the principal may designate an administrator to act on the principal’s behalf, subject to the principal’s supervision. In some cases, the principal or administrator may choose to shorten the length of suspension after a parent conference or if another satisfactory solution to the problem is agreed upon. In such cases, the teacher involved in the offense resulting in suspension will be consulted.

Emergency Suspension

Any student who poses a continuing danger to persons or property or is an ongoing threat of disruption may be removed from school immediately. The notice of charges, explanation of facts and a student’s opportunity to present his/her version of the facts shall be provided as soon as practicable thereafter. The principal or his/her designee authorizing the emergency suspension shall make reasonable efforts to inform a parent/guardian of the student as soon as possible thereafter. A student subjected to emergency suspension shall not be removed from school until adequate provisions have been made for the student’s transportation and safety.

II. Long-term Suspensions (11-180 School Days)

The superintendent may suspend students from school for a period of eleven (11) to one hundred eighty (180) days after the student and his/her parents/guardians have been afforded a disciplinary conference. The superintendent shall promulgate regulations setting out procedures for the disciplinary conference. For purposes of this policy, the superintendent may designate the Student Discipline Officer to act on the superintendent’s behalf, subject to the superintendent’s supervision.

During the conference, the student is subject to the following Due Process safeguards.
1. The student shall be given oral or written notice of the charges against him/her.
2. If the student denies the charges, he/she shall be given an oral or written explanation of the facts which form the basis for the proposed suspension.
3. The student shall be given an opportunity to present his/her version of the incident before any consequences are imposed. A student has the right to bring forward witnesses on his/her behalf.
4. Prompt notification will be given to the student’s parents/guardians of the administrator’s actions, the reasons for such action and the right to a hearing before the School Board. This notice shall be provided at the conclusion of the hearing or made by certified mail, addressed to the student’s parents/guardians at their last address shown in school records.

REPORTING VIOLENT BEHAVIOR

Policy 2652

Violent behavior and the phrase, acts of school violence are defined as the use of physical force by a student with the intent to do serious physical injury to another person while on school property, including a
school bus or while involved in school activities. School administrators are required to report acts of school violence to teachers and other school employees who are directly responsible for the student’s education or who interact with the student in the performance of the employee’s duties. School administrators will also disclose to appropriate staff members, portions of any student’s individualized education program that is related to past or potentially future violent behavior. The Superintendent will report to law enforcement officials, as soon as is reasonably practicable, the commission of any of the acts or related juvenile offenses listed below which are committed on school property, school buses and during school activities. §160.261 RSMo.

The following crimes are:
1. First degree murder under §565.050;
2. Second degree murder under §565.021;
3. Kidnapping under §565.110;
4. First degree assault under §565.050;
5. Rape in the first degree under §566.030;
6. Sodomy in the first degree under §566.066;
7. Burglary in the first degree under §569.160;
8. Burglary in the second degree under §569.170;
9. Robbery in the first degree under §570.023;
10. Distribution of drugs under §579.055;
11. Distribution of drugs to a minor under §579.020;
12. Arson in the first degree under §569.040;
13. Voluntary manslaughter under §565.023;
14. Involuntary manslaughter under §565.027;
15. Second degree assault under §565.052;
16. Rape in the second degree under §566.031;
17. Felonious restraint under §565.120;
18. Property damage in the first degree under §569.100;
19. The possession of a weapon under Chapter 571;
20. Child molestation in the first, second or third degree under §566.061;
21. Sodomy in the second degree under §566.061;
22. Sexual misconduct involving a child under §566.083;
23. Sexual abuse in the first degree under §566.100;
24. Harassment under §565.090; or
SCHOOL SERVICES
HEALTH SERVICES

Health Policy

Any student with a fever, vomiting, or diarrhea during school hours will need to be picked-up from school.

All students must be free of fever, vomiting, and diarrhea for a FULL 24 hours without the help of medications before returning to school.

*A temperature of **100°F or higher** will be considered a fever.

Any student without a fever, but with significant symptoms (falling asleep in class, excessive coughing, reports of unrelieved pain, generally not feeling well, etc.) that disrupts learning, will need to be picked-up from school.

All antibiotics must be administered for a minimum of a FULL 24 hours before a student can return to school. This includes medication for pink eye, strep throat/ear infections, or any contagious skin conditions.

STUDENT HEALTH SERVICES AND REQUIREMENTS

(Head Lice)

Guadalupe Centers health services staff shall pursue the prevention and control of head lice in the district by developing a consistent screening and follow-up program for students identified with head lice. To support such a program, the following will be implemented:

1. The school nurse or designee will screen any student that reports an active case of head lice, is symptomatic (irritation or continuous itching of the scalp) or any student who requests to be screened for lice.

2. If the school nurse or designee should identify a student with an active case of head lice (which is defined as live lice). The parent/guardian will be notified that the student needs to be removed from school.

3. All siblings of the affected student will also be screened, including siblings at other buildings within the district. The school nurse or designee will discuss the need for notification of parents/guardians of other close contacts to be made by the affected student's parent/guardian.

4. The school nurse or designee will instruct the parent/guardian concerning pediculicides that can be purchased for treatment. Parents/guardians will be given
written information for head lice prevention, treatment, and eradication. Parents/guardians will be strongly encouraged to begin immediate treatment so the student can be readmitted to school as soon as possible to prevent excessive absences.

5. To be readmitted to school, students in grades Prek-5th must be accompanied to school by a parent/guardian or relative and must be examined by the school nurse or designee. The student will be readmitted if there are no live lice and there is visible progress that treatment has been initiated.

6. Within 6-10 days after being readmitted to school, the student will be screened again by the school nurse or designee. If live lice the parent/guardian will be notified and the student will be removed from school.

7. The school nurse or designee will maintain accurate records of students identified with head lice/nits for communicable disease reporting and monitoring effectiveness of treatment.

8. Classroom screening (spot checks) will be done when a case of head lice is found.

9. The decision to send home communication to parents/guardians regarding head lice in a specific classroom, grade level, or school, will be at the discretion of the building nurse in collaboration with the student services director.

10. If it appears the parent/guardian of an infested student is failing to secure timely treatment for the infestation after having been given notice of the existence of head lice or nits in accordance with these procedures, the nurse will notify the school principal, who may report the matter to the Children's Division (CD) of the Department of Social Services.

**ADMINISTERING MEDICATION TO STUDENTS**

**Medication Administration**

The school is not obligated to supply or administer any medication to students. However, the school recognizes some students may require medication for chronic or short-term illness during the school day to enable them to remain in school and participate in their education.
Prescription Medication

A doctor order/note is needed for medication to be given during school hours; a current prescription medication label with the student name and medication information will be considered the same as a doctor order/note. The parent or guardian must turn-in a completed Medication Authorization Form giving school staff permission to give the medication to the student during school hours. The parent or guardian must supply all prescription medication in a pharmacy-labeled container with the doses to be given at school and with any needed measuring devices. A second properly labeled bottle for school use can be requested from your pharmacist.

Over-The-Counter (OTC) Medication

OTCs will only be given as indicated on the medication's manufacturer label and parents must provide any needed measuring device. The parent/guardian must also turn in a completed Medication Authorization giving school staff permission to give the medication during school.

Asthma

Parents must provide the school with an unexpired rescue inhaler, spacer (if needed), and current Asthma Action Plan. A Medication Authorization Form must also be completed and turned into the school. This must be renewed annually during the first two weeks of school. A second rescue inhaler for school use and an updated Asthma Action Plan can be requested from your child's doctor.

Anaphylaxis/Allergies

Parents must provide the school documentation stating the type of life-threatening allergy the student has, the appropriate rescue medication (EpiPen, EpiPen Jr, or an equivalent, Benadryl, etc.) to be administered, and an Emergency/Anaphylaxis Action Plan. A Medication Authorization Form must be completed and turned into the school for each medication. This must be renewed annually during the first two weeks of school. A second rescue medication and an updated Emergency/Anaphylaxis Action Plan can be requested from your child's doctor.

Immunizations

Our schools follow the immunization requirements set forth by the Missouri Department of Health and Senior Services and the Missouri Department of Elementary and Secondary Education for school attendance. Parents must provide either a Medical or Religious Exemption Form if a student cannot receive the state-required immunizations. Exemption forms can be obtained from your child's doctor and/or at your local health department.
**Special Services**

Counseling services: A guidance counselor is available to assist students and parents. Any situation that poses a problem for the student may be discussed with the school counselor.

Social Worker/Parent Liaison: Our social worker/parent liaison will work to facilitate communication between school and home by helping parents get the information, support, and help they need to ensure their child’s academic and social success in school.

Other Special Services: Services are provided for students with the following special needs: educable mentally handicapping conditions, learning disabilities, special math and/or reading deficiencies, and speech and/or language deficiencies.
COUNSELING is a confidential process designed to help students and their families address concerns, come to a greater understanding of themselves, and learn effective coping strategies. Counseling involves a relationship between you and a clinical therapist/counselor that is dedicated to help the family and student reach their goals. The therapeutic process involves sharing sensitive, personal and private information that may at times be difficult.

CONFIDENTIALITY:

ALL interactions with clinical therapist/counselor, including scheduling, content of your sessions, progress made, and records are confidential. Only information shared would be that which parent agrees upon in a release of information.

EXCEPTIONS TO CONFIDENTIALITY:

- The therapy/counseling staff works as a team. Your therapist may consult with other counseling staff that work with you already, to provide the best possible care. The school staff most commonly involved in your care will be school social worker, parent liaison and school principal if needed.

- If there is evidence of clear and imminent danger of harm to self and/or others a therapist is legally required to report this kind of information to the authorities responsible for ensuring safety.

- Missouri state law requires that school staff of Guadalupe Centers, who learn of or strongly suspect, physical, sexual or neglect of a child under the age of eighteen be reported to the Department of Children and Family Services.

We appreciate prompt arrival for appointments. Please notify us at (816) 7027422 should you have questions, concerns of any kind.

__________________________
Signature of parent

__________________________
Signature of student
GUADALUPE CENTERS – PREPARATORIA AVHS
SERVICIOS DE CONSEJERÍA
FORMULARIO DE CONSENTIMIENTO

CONSEJERÍA es un proceso confidencial diseñado para ayudar a los alumnos y sus familias a discutir sus inquietudes, llegar a una mejor comprensión de sí mismos y aprender estrategias efectivas de adaptación. La consejería implica una relación entre usted y un terapeuta clínico/consejero que se dedica a ayudar a la familia y al alumno a alcanzar sus objetivos. El proceso terapéutico implica compartir información sensible, personal y privada que a veces puede ser difícil.

CONFIDENCIALIDAD:

TODAS las interacciones con el terapeuta clínico/consejera, incluida la programación, el contenido de las sesiones, el progreso realizado y los records son confidenciales. Información solo sería compartida si los padres así lo acuerdan en un documento de divulgación de información.

EXCEPCIONES A LA CONFIDENCIALIDAD:

● El personal que ofrece terapia/consejería trabaja en equipo. Su terapeuta puede consultar con otro personal de consejería que ya trabaja con usted para brindarle la mejor atención posible. El personal escolar más comúnmente involucrado en su atención será la trabajadora social de la escuela, intercesora familiar y el director de la escuela, si es necesario.

● Si hay evidencia de peligro claro e inminente de daño a sí mismo y/o a otras personas, un terapeuta está legalmente obligado a transmitir este tipo de información a las autoridades responsables de garantizar la seguridad.

● La ley del estado de Missouri requiere que el personal escolar de Guadalupe Centers, que conoce o sospecha abuso físico, sexual o descuido de un menor de dieciocho años, lo comunique al Departamento de Servicios para Niños y Familias.

Apreciamos la asistencia puntual a las citas. Por favor avísenos al teléfono (816) 7027422 si tienen alguna pregunta.

__________________________________________                                                ______________________________
Firma de padre o guardián legal                                                        Fecha

__________________________________________                                                ______________________________
Firma del estudiante                                                                                Fecha
EMERGENCY OPERATIONS PLAN
Throughout the year, earthquake, fire, tornado, and intruder drills are planned by the building administration in conjunction with The Guadalupe Centers, Inc. and civil authorities. Emergency plans are posted in each area of the building and drills are conducted regularly to ensure school safety. In the event that we would need to leave campus, we will relocate to another location. Parents & guardians shall be notified through texts, social media & other forms of communication.

1. **Fire Drill:** The signal for a fire drill will be the continuous sounding of the fire alarm. Students are to evacuate the building with their class. Teachers are to call role to ensure that all students are accounted for.

2. **Tornado Drill:** The signal for a tornado drill will be announced over the walkie-talkie system. No one will leave the building for any reason. Students will go to designated areas and teachers will take roll.

3. **Intruder Drills or Code Red:** If a code red is announced, teachers should keep all students seated in their classrooms, keep doors closed and locked and remain out of sight of the door. All bells should be ignored. Teachers will be notified when the situation is under control.

VIDEO & PUBLICATIONS INFORMATION
Guadalupe Centers is involved with many innovative programs, and we are often asked to share information about our charter school with other groups. As part of the sharing process, we may elect to take video footage or photographs of students.

These images (video footage or photographs) would be used for educational, informational, or promotional purposes. Parents need to specify to the building principal, in writing, if they would prefer that their child or children not be a part of these groups, which may be videotaped/photographed for educational purposes in the school setting. If you have any questions, please call the school office.

SCHOOL BREAKFAST AND LUNCH
Breakfast and lunch are provided to students. Students who do not qualify for free meals will be billed for the meals received. Students are to eat and drink in the cafeteria only. Please note, breakfast starts promptly at 7:05 and ends at 7:25. Students must be on time in order to have breakfast before school starts.
SCHOOL ISSUED TEXTBOOKS, INSTRUMENTS, TECHNOLOGY, AND OTHER EQUIPMENT

Supplies issued to students are to be returned in good condition. If school issued supplies are damaged or lost, the student will be assessed a fine or charged the replacement cost.

DISMISSAL

In order to ensure the safety of students and an efficient dismissal routine we ask for your cooperation with the following procedure. All students who ride the bus, go to after-care, or an after-school activity will be dismissed by their classroom teachers. Authorized individuals (as indicated on the student enrollment packet) will need to have their student pick up sign posted in their front dash window (bottom passenger side). Staff will bring parent pick up children out and load them in the car. If there is a change of dismissal and a student will be going home in a different mode of transportation than usual, the parent/guardian must notify the front office no later than 12:00 PM., (10:00 AM on early release days). Any student who is picked up prior to dismissal time at 2:35 will need to be signed out by an authorized individual. An authorized individual should ALWAYS be prepared to show identification when they are picking up a student.

Any student who is not picked up by 3:00 will be placed in after-care. Parents will be charged a $5.00 fee for any student who is placed in after-care, regardless of the time they are picked up.

Any student grade K-2 whose parents/ guardians are not at the place of residence to receive their student from the bus will be put back on the bus for the middle & high school routes. Because we are sharing busses, there is no time to bring them back to the school. If this occurs more than three times, the student will be suspended from the bus indefinitely.

RELEASE OF STUDENTS

For the safety of all of our students, we ask that you have photo identification available when checking out your child. Students will only be released to adults who are on the child’s approved pick-up list.

AFTER SCHOOL CARE

After school care is available at an additional fee

● Before students can attend after school, the enrollment form must be filled out and turned in to the office
● There will be a set charge ($25) per week regardless of how many days the student attends after school care
● For students who wish to attend after school care only on Wednesday (early release day) there will also be a set charge of $10.00
● The hours are 2:35-6:00 p.m.
• Late charges are $1 per minute per child
• A snack will be provided to each student each afternoon
• Homework assistance is offered
• Rates can change year to year

PARENT CONTACT WITH STUDENTS DURING SCHOOL HOURS

If a student forgets a permission slip, book, homework, or other items necessary for their day, parents may bring those items to the office and we will see that students receive them. Parents that need to reach a student during the day must call the office and leave a message. School personnel will then deliver the message to the student.

BIRTHDAY CELEBRATIONS

We ask parents who wish to bring birthday treats to share with their child’s class to abide by the following:
- Plan with the classroom teacher in advance
- Check with the classroom teacher for dietary restrictions such as food allergies
- Consider healthy choices such as: fruit, granola bars, pretzels, cheese and crackers
- Parties should be the last 30 minutes of the day.
- Only student’s in your child’s class may participate

CELL PHONES

At the elementary building, students are not, under any circumstance, allowed to bring cellphones to school. If any staff or administration sees a cell phone out, they will take the cell phone and store it in the front office until a parent can come and pick it up. Guadalupe Centers Schools are not responsible for the loss or theft of cell phones or any other electronic devices. Cell phones can only be picked up on Wednesdays, directly from front office staff.

STUDENT INFORMATION SYSTEM

Guadalupe Centers uses one student information system. Infinite Campus is used to provide attendance, grading information, student documents etc. Parents may provide an email address and sign up for a log in to be able to view grades etc.
NOTICE OF CHANGE IN ADDRESS AND/OR PHONE NUMBER

It is extremely important that we have a current address and phone number(s) for each student. This includes cell phone, home, and work numbers. **If this information changes during the school year we MUST be notified immediately.** Parents must also provide a minimum of 2 emergency contact numbers. All numbers provided need to be currently in service and be able to receive voicemail messages. In the rare instance when there may be an emergency, it is vital that we be able to contact you immediately.

Home address and phone numbers are considered **confidential** and will **NOT** be given to persons requesting this information without your written permission.

INTERNET SAFETY POLICY AND TECHNOLOGY AGREEMENT

Students will receive instruction on the proper and acceptable use of technology while at school. Each student will be held accountable for failing to adhere to the technology policy requirements.

Staff will monitor student use of school technology. Pursuant to State and Federal law, Guadalupe Centers has access to all communications sent, received or stored by any student using the school's technology resources, and may monitor student online activity that takes place utilizing school equipment or internet network. The school will make its best effort to block/filter student access to inappropriate Internet materials, without intentionally restricting students' access rights to controversial and educational materials under the First Amendment.

Guadalupe Centers Schools retains the right to restrict or extinguish students' access and use of school technology if it is determined the student has not abided by the school's technology use policies. A student’s parent/guardian will be held responsible for any damage or unauthorized costs that arise from a student's inappropriate use of school equipment or other technology resources.
TRANSPORTATION SERVICES
**School Bus Discipline**

All Guadalupe Centers students are required to follow the school bus rules, which have been established to ensure safe transport to and from school and/or school sponsored activities. A student’s failure to obey these rules puts the bus driver, students and the public at risk of danger and will not be tolerated. If repeated verbal and written warnings, suspensions and other remedies by the bus driver and school officials have no effect on the student’s behavior, students are subject to long-term loss of riding privileges.

In addition to losing school bus riding privileges, students may receive consequences as provided for in other sections of the Code of Student Conduct. During any period in which the transportation privilege is lost due to misconduct of the student, transportation to and from school becomes the sole responsibility of the parents/guardians.

*Students are not permitted to ride home with another student.

**Note:** Guadalupe Centers will seek restitution from parents/guardians when school buses are damaged by their child’s behavior.

**Students who are returned from the bus**

Someone should be home to receive students as they are dropped off after school. Students who are returned to the school will be placed in aftercare. Parents will be charged a $5.00 fee for any student who is placed in aftercare.
GUADALUPE CENTERS CHARTER SCHOOL
School - Student - Parent Compact
2019 - 2020

Guadalupe Centers and the parents of students participating in Title I activities, services and programs, agree that this compact outlines how the entire school staff, the parents and the students will share the responsibility for improved academic achievement.

School's Commitment

High Quality Education – We commit to providing a high-quality education in order to prepare every student for a successful future. We will teach to the very best of our ability every day by preparing and delivering lessons that engage, challenge, and support all learners.

Respect – We will appreciate, acknowledge, and treat all students and parents with respect.

Communication – We will communicate regularly with parents regarding student progress, behavior, and accomplishments through phone, letter, email, and in person. When discipline referrals are completed, we will inform parents promptly. We will return parent phone calls within 24 hours.

Homework – We will assign homework on a regular basis to reinforce and support skills and concepts learned in class.

Fairness – We will enforce Guadalupe Center’s policies and procedures consistently and fairly.

Safety – We will always protect the safety, interests, and rights of all individuals.

Parent's/Guardian's Commitment

Timeliness/Attendance – I understand that every school day is important and that is my responsibility to make sure my child arrives on time. If my child needs to miss school, I will contact the school by phone and send a written note when my child returns to school. I will ensure that family vacations are scheduled outside of when school is in session.

Support and Homework - I will review my student's academic planner daily and talk to them about their schoolwork, assist them with homework when possible, and check to see if they completed their homework. I will ensure that my child spends a minimum of one to two hours completing their schoolwork, reviewing their notes, or reading a book. If my child is not progressing academically I will make sure he attends tutoring.

Communication – I will make myself available to my son/daughter and all of his/her teachers. I will call the school when I have a question or concern about my child's progress and I will return phone calls from school staff within 24 hours. If I am asked to attend a meeting regarding my child’s education or behavior, I will make the necessary arrangements to attend within 24 hours.

Uniform – I will make sure my child adheres to Guadalupe Center’s dress code.

School Rules – I will make sure my son/daughter learns up to live up to Guadalupe Centers’ values and high standards of behavior. I know that my child may lose privileges or have other disciplinary consequences if he/she violates the Student Code of Conduct.

Parental Involvement at the School– I will attend all required parent meetings and conferences. I will also attend at least two Parent Workshops each year and do my best to volunteer each semester at the school.
**Student’s Commitment**

*My best effort* – I understand that my education is important, and I will always work, think and behave in the best way I know how and do whatever it takes for my fellow students and me to learn.

*Attendance and Timeliness* – I will come to school every day on time. If I need to miss class for any reason, I will ask for and make up all missed assignments in the timeframe given by the teacher.

*Uniform* – I will wear my Guadalupe Centers uniform properly every day and follow the school dress code.

*Academic Work* – I will complete all of my class work, homework, and exams by the assigned date and in a quality manner. I will spend a minimum of one to two hours every night completing homework, studying, or reading. I will apply good study habits and organizational skills to keep track of all of my schoolwork and plan my time to ensure successful completion.

*Responsibility* – I accept ultimate responsibility for my learning and for my actions. I will set personal learning goals, monitor my academic progress, and ask for help from teachers and others when I do not understand something. If I make a mistake, I will not offer excuses or blame others and instead tell the truth, accept the consequences, and ensure the same mistake is not repeated.

*Student Code of Conduct* – I will follow all school rules so as to protect the safety, interests and rights of all individuals. I understand that I may lose privileges and have other disciplinary consequences if I break rules.

It is important that all students and parents understand the Student/Parent Handbook and Compact and be expected by school administrators, school personnel, and his or her parents/guardians to follow the rules and regulations set forth in the handbook. Parents/guardians are asked to read and review the handbook with their child. Your signatures acknowledge that you have access to the Student Parent Handbook either through print or online and that you have read and reviewed the Compact with your child. It is expected that everyone will accept their responsibilities as described in the handbook and compact.

Please remember that the student’s and parent/guardian’s failure to read the Student/Parent Handbook and Compact and sign this page will not prevent students from being held accountable for their behavior and receiving consequences listed within the handbook.

Principal: ___________________________ Date: ______________________

Parent: ______________________________ Date: ______________________

**Student Name and Signature:** ______________________________ Date: ________ Grade_______