Dear Students and Parents,

Thank you for taking the time to read through the valuable information in our 2020-2021 Student-Parent Handbook. Together, we are going to make this a great year in Guadalupe Centers Schools. The main goal of the handbook is to provide general information and to ensure that you understand the expectations. Our code of conduct was carefully crafted to clarify how we expect students to behave when they are in our care. In my experience, children appreciate and rise to the occasion when adults provide clear expectations. The code of conduct also lays out the consequences if those expectations are not met. Our goal is to instruct and guide our young people so that they can learn how to become productive adults.

We have dozens of innovative programs and initiatives and we offer a remarkable array of services and supports. It can be overwhelming, but our staff is ready to help you navigate our school system and get the most out of your experience. Thank you for choosing Guadalupe Centers Schools. I consider it a privilege to lead this school system and help educate some of the greatest young people in the world!

Yours in education,

Joe Palmer
Superintendent of Schools
**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.

**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 and 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.

**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.
BOARD OF EDUCATION
Meetings shall occur on the fourth Thursday of every month at 4:30 P.M. Meetings are held at the Guadalupe Centers Administrative Building located at 1015 Avenida Cesar E. Chavez, Kansas City, Mo. 64108 on the first floor in the Theatre.

BOARD MEMBERS
Judge Justine Del Muro
Jacob Derritt
Sandra Garcia
Jaime Guillen (Treasurer)
Phyllis Hernandez
Beto Lopez (Vice President)
Cris Medina (President)
Daniel Silva
Dr Julia Vargas

DISTRICT ADMINISTRATION
Joe Palmer - Superintendent of Schools
Dr. Steve Lumetta - Assistant Superintendent
Dr. Mike Wilhoit- Director of Curriculum & Instruction
Charlotte Hawkins- Director of Special Services
Dr. Katrina Lundien- Director of ESL
Eduardo Mendez- Director of Student Services

DISTRICT OFFICE
5123 E. Truman Road, Kansas City, MO, 64127
https://guadalupecenters.org/about-guadalupe-education-centers-2/

DIRECTORY OF SCHOOLS

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>ADDRESS</th>
<th>PHONE</th>
<th>PRINCIPAL</th>
<th>BELL TIMES</th>
<th>GRADES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guadalupe Centers High School</td>
<td>1524 Paseo Blvd. Kansas City, MO 64127</td>
<td>816-471-2582</td>
<td>Michael Meaney</td>
<td>8:50am- 3:55pm (M, T, Th, F) 8:50am- 1:49pm (W)</td>
<td>9 – 12</td>
</tr>
<tr>
<td>Guadalupe Centers Middle School</td>
<td>2640 Belleview Kansas City, MO 64108</td>
<td>816-472-4120</td>
<td>Claudia Meyer</td>
<td>8:35am- 3:40pm (M, T, Th, F) 8:35am- 1:34pm (W)</td>
<td>6 – 8</td>
</tr>
<tr>
<td>Guadalupe Centers Elementary School</td>
<td>5123 E Truman Kansas City, MO 64127</td>
<td>816-994-0396</td>
<td>April Soberon</td>
<td>7:30am- 2:35pm (M, T, Th, F) 7:30am – 12:29pm (W)</td>
<td>K - 5</td>
</tr>
<tr>
<td>Guadalupe Centers PreK</td>
<td>5123 E Truman Kansas City, MO 64127</td>
<td>816-994-0303</td>
<td>Isela Castro</td>
<td>7:30am- 2:35pm (M, T, Th, F) 7:30am – 12:29pm (W)</td>
<td>PreK</td>
</tr>
</tbody>
</table>
## 2020-2021

### Preschool
7:30 am - 2:35 pm (W) 12:29 pm

### Elementary School
7:30 am - 2:35 pm (W) 12:29 pm

### Middle School
8:35 am - 3:40 pm (W) 1:34 pm

### High School
8:50 am - 3:55 pm (W) 1:49 pm

<table>
<thead>
<tr>
<th>August</th>
<th>Early Dismissal Every Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>M</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

### September
7 - 10 New Teacher Academy
11 - 17 New-Returning Teacher Academy
17 Half-Day / First Day of School (K, 6th and 9th)
18 Full-Day First Day of School (PK - 12th)

### October
1 No School / Parent Teacher Conferences
2 No School
9 No School / Prof. Development

### November
21 - 31 No School / Winter Break

### December
23 - 27 No School / Thanksgiving Break

### January
3-31 No School / Spring Break

### February
23-29 No School / Work Day
28 March 2021
1 Half-Day / Parent Teacher Conferences
2 No School / Parent Teacher Conferences
10 No School / Parent Teacher Conferences
15 No School / President’s Day

### March
18 April 2021
1-2 No School / Spring Break - Good Friday

### April
1-2 No School / Spring Break - Furlough Day

### May
1-2 No School / Spring Break - Good Friday

### Color Key:
- First / Last day of school
- Early Dismissal
- No School
- Prof. Dev - Work Day
- P/T Conferences

**End Of Quarter**
- 1st- Oct 16 (40 Days)
- 2nd- Dec 18 (42 Days)
- 3rd- Mar 12 (43 Days)
- 4th- May 28 (50 Days)

**Updated:** 3/27/20
GENERAL INFORMATION

AZTECS
COVID UPDATES AND E-LEARNING HUBS

Guadalupe Centers Schools has been working diligently with different stakeholders to create a detailed reopening plan for the 2020-2021 school year. To create easy access for parents and others, the Reopening Plan is posted on the Guadalupe Center website, FaceBook page, and the Parent Portal. The plan is designed to be fluid in nature so that we can change as the world around us evolves. We will work to update stakeholders with ongoing communication, and we will do our best to make the best possible decisions to support our students at Guadalupe Centers Schools.

Our goal is to eventually return to school in a capacity that is 100% face-to-face on campus. At this time, we feel it is in the best interest of our students, staff, and families to offer virtual learning as we begin the school year, wherein students will participate in virtual learning from home 100% of the school day. Students will participate in online synchronous (same time, not in the same place) and asynchronous (not the same time, not in the same place) learning opportunities connected to instruction from their respective schools. All information related to teaching, learning, and other important information specific to your child’s school will be located on an E-Learning Hub website. Please see the links below:

- Elementary School E-Learning Hub- https://sites.google.com/guadalupecenters.org/gces
- Middle School E-Learning Hub- https://sites.google.com/guadalupecenters.org/onlinelearning/home
- High School E-Learning Hub- https://sites.google.com/guadalupecenters.org/gchse-learninghub/home-inicio

Should we experience decreased cases of COVID-19 (or receive word from CDC or JCHD), Guadalupe Centers Schools will be prepared to transition to a blended learning model or a 100% face-to-face model. We look forward to welcoming everyone back for the 2020-2021 school year.

ATTENDANCE POLICY

The Department of Elementary and Secondary Education (DESE) approved a new attendance rule that provides flexibility for schools that implement unique schedules and patterns of instruction due to Covid-19 for the 2020-21 school year. As part of Guadalupe Centers Schools' Reopening Plan which is posted on our school website, there are three instructional models we will be implementing this year depending on the status of the pandemic in our community. These include a virtual learning model, a blended learning model, and the traditional face-to-face model.

1. Attendance during the virtual learning model will be calculated based on the student's completion of defined assignments and assessments by teachers. The expectation is 94% completion of assignments. Some of those assignments will be daily participation in required online sessions at times indicated by the teacher, so it is very important that your child logs in at those times and also completes the online work. If your child is having trouble getting connected online, please contact your child’s school or their teacher immediately so that we can assist in resolving the issue.

2. Attendance during the blended learning model will be a combination of assignment completion and actual attendance when onsite at the building.
3. Attendance during the traditional face-to-face model will be tracked on actual attendance when onsite at the building and the expectation will remain at 90% or better attendance for the year.

If students are having attendance issues during any of the instructional models including the virtual learning model where daily participation in online sessions and completion of online assignments is expected, automatic enrollment for the following year cannot be guaranteed or your child may have to repeat the same grade. Interventions such as attendance contracts will be put into place.

Once enrolled, the student will be considered a Guadalupe Centers Schools student until the school is directed to withdraw the student or until multiple unsuccessful attempts have been made to contact the parents/guardians or student to confirm continued enrollment after several absences. School staff will implement multiple interventions and encourage all families and students to consult with staff prior to withdrawing a student.

For high school students in the traditional face to face model, he/she will not receive credit for any courses where they have more than 6 unexcused absences in a semester or less than 90% total attendance. Parents have the right to request an appeal hearing which must be scheduled within two weeks of the student’s seventh unexcused absence or within two weeks from the time they fall below 90% attendance. Please make every effort to ensure your child is attending virtually or onsite and let your child’s school know if you are in need of assistance.

**Notification of Absences:**
We ask that parents call and notify the school before 9:00 AM if their student is going to be absent that day. A student is required to provide written documentation for all excused absences within 48 hours upon returning to school. Failure to bring written documentation within 48 hours will result in the absence being marked as unexcused.

Please schedule all regular doctors’ appointments before or after school hours. Students who have these types of appointments are expected to attend school at least half of the day. If they miss the entire day, half of the day will be considered unexcused.

**Definitions:**

**Tardy** - arriving late to school or a class period.

**Excused Absence** – Absences may be excused for one of the following reasons: illness, family emergency, death of a family member, doctor or dental appointments that cannot be scheduled before or after school hours, court appointment. These absences can be excused only if a written note from the legal guardian is received in the main office within 48 hours of the student’s return to school. A doctor’s note or other official documentation is required for an absence period of more than 3 consecutive days.

**Unexcused Absence** – Absences for reasons that do not meet the requirement to be considered excused and/or absences that were not supported with the appropriate documentation from a parent.
STUDENT ARRIVAL AND LEAVING EARLY

Arrival: Except in an emergency or if arrangements have been made in advance, no student may be on campus earlier than thirty minutes before the start of the school day.

Leaving Early: 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. Identification is required when checking a student out of school. If a student is to be picked up by someone other than the custodial parent/guardian the school must speak to the custodial parent/guardian or be provided a note from the custodial parent/guardian that specifies the date and name of the adult picking up the student prior to release. Students who must leave school during the school day must report to the front office to check out.

STUDENTS ON PREMISES AFTER SCHOOL

All students must vacate the premises at the end of the school day unless participating in an approved extra-curricular activity, receiving after-school tutoring, or participating in other activities properly scheduled in advance. Skateboarding and rollerblading are not permitted on school grounds at any time.

VISITORS

To ensure the safety of all students and staff everyone should cooperate to make the school a safe place. Due to Covid-19, parents and visitors will be restricted from entering the building unless an appointment has been made beforehand. All visitors with appointments will go through a health screen and temperature check in the main office or designated area. 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”.

SCHOOL SECURITY

Security officers are in the building daily, to help monitor activities and provide security. They are present during arrival and dismissal times and are continuously monitoring throughout the building, as well as the perimeter of the building, to make sure it is safe for all students and staff.

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.

DRESS CODE POLICY
The school uniform consists of the following:

**Required Items:**
- **Polo Style Uniform Shirt** with the Guadalupe Centers Schools Logo: The shirt must be tucked in at the waist.
  - Uniforms shirts should be purchased through Corporate Image and the cost will be $13.85 plus tax. Parents will need to complete an order form at the school.
- **Pants, Shorts, or Skirts:** 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. Skirts are not permitted at the Middle School.
- **Socks & Shoes:** Students must wear socks and closed-toed shoes that can be used during PE/recess.

**Dress Code Policy Violations:**
- 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 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 your building family liaison.

**VALUABLE AND PERSONAL BELONGINGS**

Valuables, large amounts of cash, electronic music players, games, and toys are to be left at home. These items and other personal belongings are not the responsibility of the school.

**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
● Campus Messenger (i.e., automated phone call, text message and/or email to home or cell phone when activated)
● District and School FaceBook pages
● Guadalupe Centers School District Website (https://guadalupecenters.org/about-guadalupe-education-centers-2/)

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

**ONLINE SAFETY REPORTING (SPRIGEO)**

We recognize that creating a safe learning environment is a critical part of helping each child achieve academic success. To help create a safe learning environment, we have an online system called Sprigeeo that students or staff can use to report bullying incidents or any school safety concerns. All information sent through the Sprigeeo system goes directly to school administrators through a secure online connection. Students can access the reporting directly through a link on our school website using an electronic device.

**HEALTH SERVICES**

Please refer to the District Reopening plans for safety and healthy procedures related to Covid-19.

**General Health Policies:**

- 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.
- 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. *Note: a temperature of 100°F or higher will be considered a fever.
- 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.

**Head Lice Procedures:**

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
has live lice and cannot return until treatment has been started and there is no live lice.

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 if there are multiple cases of live lice within the same classroom.

9. The decision to send home communication to parents/guardians regarding head lice in a specific classroom will be dependent on the number of students with live lice.

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 *Medication Authorization Form* must also be completed by a parent or guardian and turned in giving school staff permission to give the medication to the student during school hours. This must be renewed *annually* during the first two weeks of school. 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.

**Special Conditions:**

**Asthma:** Parents must provide the school with an unexpired rescue inhaler, spacer (if needed), and current Asthma Action Plan. 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. Immunizations must be up to date with state requirements prior to the first day of school or the students will not be able to attend school until they are in compliance. 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/Social Worker:** 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.

**Family and Community Engagement Coordinators:** Our coordinators will work to facilitate communication in English and Spanish 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.
GUADALUPE CENTERS AVHS
COUNSELING SERVICES
PARENT CONSENT FORM

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                                                                 Date

____________________________________________________               ______________
Signature of student                                                                 Date

14 | Page
EMERGENCY OPERATIONS PLAN

Throughout the year, earthquake, fire, tornado, intruder drills, and other drills are planned by the building administration in conjunction with local 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 in accordance with the family reunification plan. Parents and guardians shall be notified through texts, social media and other forms of communication. A digital copy of the Emergency Operations Plan will be posted on the district website under the parent resources page.

- **Fire Drills**: The signal for a fire drill will be the continuous sounding of the fire alarm. Students are to evacuate the building with their class to the designated area outside. Teachers will take roll to ensure that all students are accounted for.
- **Tornado Drill**: The signal for a tornado drill will be announced over the intercom system. No one will leave the building for any reason. Students will go to designated areas of the building and teachers will take roll to ensure that all students are accounted for.
- **Intruder Drills**: If an intruder drill is announced, teachers will follow the lockdown procedures as listed in the Emergency Operations Plan. 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. Please refer to the bell schedules in the individual school section of this handbook for specific breakfast and lunch times. Students must be on time in order to have breakfast before school starts. Monthly menus will be posted on our district website on the Parent Resources page.
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.

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 but call in advance and follow Covid-19 safety procedures. 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.

CELL PHONES / EAR BUDS

Students are not permitted to use cell phones or ear buds during the school day. If a student brings a cell phone to school, it must stay in their bag and in their locker. If at any time, a staff member or administration sees a cell phone or ear buds 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.

STUDENT INFORMATION SYSTEM

Guadalupe Centers uses a student information system called Infinite Campus which provides access to the following information: message from the district, school, and teachers, attendance, grades, schedule, fees, lunch balance, assessment scores, behavior incidents, health, and transportation. Infinite Campus is also used to complete online registration and the free and reduced lunch application each year. Parents can download the app on their cell phones by searching for Infinite Campus. If there are questions or you need assistance, please call your child’s school.

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 and at home. 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.

**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.

**BUS FOBS**

All students who ride the bus will receive a plastic bus fob that they will need to scan as they get on and off the bus. This fob tracks data in an online app called Bus Compass. Parents can search and download the app on their cell phones or they can visit buscompass.com/app. If you need assistance in downloading the app, please contact your school. After your child’s route information has been logged in the system, parents will be able to track their child’s bus and receive notifications of how far the bus is from your stop. If the fob is lost, the cost to replace it is $5.00.

**BEHAVIOR INTERVENTION SUPPORT TEAM (BIST)**

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 students 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).

<table>
<thead>
<tr>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Cell Phones, Earbuds, Headphones in class</td>
</tr>
<tr>
<td>- Disruptive Behavior in the Classroom or During School Activity</td>
</tr>
<tr>
<td>- Disruptive Behavior on school bus or at school bus stop</td>
</tr>
<tr>
<td>- Eating/Drinking outside of cafeteria</td>
</tr>
<tr>
<td>- Excessive Tardies</td>
</tr>
<tr>
<td>- Boisterous or Unruly Behavior</td>
</tr>
<tr>
<td>- Unprepared for class (no school supplies, chromebook not charged, no gym clothes)</td>
</tr>
<tr>
<td>- Sleeping in Class</td>
</tr>
</tbody>
</table>

**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

**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, teachers will confiscate and turn into the front
<table>
<thead>
<tr>
<th>Dress code violation (that cannot be corrected immediately)</th>
<th>A third offense may be treated as Continuous Misconduct</th>
<th>office; cell phones will be returned only to a parent or guardian.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure to clean up after self</td>
<td></td>
<td>Third Offense</td>
</tr>
<tr>
<td>Out of Class Without a Pass</td>
<td></td>
<td>• In-school suspension and parent/guardian contact</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>• Detention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Behavior Support Plan</td>
</tr>
</tbody>
</table>

**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 a seat without permission, etc.).

- **Disruptive behavior on a 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.
<table>
<thead>
<tr>
<th>Level 2</th>
<th>Possible Actions Taken</th>
<th>Possible Actions Taken</th>
</tr>
</thead>
</table>
| ● 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  
● Possession and or Use of E-cigarette or Vaping Device  
● 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  
● Possession of a toy weapon  
● Running away from class or staff member  
● Other | First Offense  
● Parent/Guardian contact  
● Conference with Student  
● Buddy Room  
● Focus Room  
● In-school suspension | 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 | Second Offense  
● Parent/Guardian Contact  
● Detention  
● In-school suspension  
● Behavior Support Plan |
|  | Third Offense  
● In-school suspension and parent/guardian Contact  
● Out of School Suspension  
● A third offense may be treated as Continuous Misconduct | 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 to 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.

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

- **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.

---

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Possible Actions Taken Grades K - 5</th>
<th>Possible Actions Taken Grades 6 - 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fighting</td>
<td>Parent/Guardian Contact</td>
<td>Parent/Guardian Contact</td>
</tr>
<tr>
<td>Bullying</td>
<td>In-school suspension</td>
<td>In school suspension</td>
</tr>
<tr>
<td>Alcohol Related Activity</td>
<td>Out of school suspension</td>
<td>Out of school suspension</td>
</tr>
<tr>
<td>Drug Related Activity</td>
<td>Suspension of computer privileges</td>
<td>Behavior Contract</td>
</tr>
<tr>
<td>Possession/Use of a Toxic Substance</td>
<td>Restitution (where appropriate)</td>
<td>Restitution (where appropriate)</td>
</tr>
<tr>
<td>False Reports/Bomb Threats</td>
<td>Behavior Support Plan</td>
<td>Behavior Contract</td>
</tr>
<tr>
<td>Hate Related Conduct</td>
<td></td>
<td>For Drug/Alcohol Related Activity: Up to 10 days suspension; Referral to Professional Counseling or Substance Abuse Counseling</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stealing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Threatening Another Student or Staff Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vandalism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gross Disrespect/Verbal Abuse of Student or Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sexual Misconduct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possession, exhibition, and or distribution of obscene material</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Misuse of computer or violation of network practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuous Misconduct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receiving stolen property</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Second Offense</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent/Guardian Contact</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-school suspension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Out of school suspension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suspension of computer privileges</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restitution (where appropriate)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior Contract</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Third Offense</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Out of school suspension with possible further action</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandatory Behavior Contract</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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**
- Sexting and or possession of sexually explicit, vulgar, or violent material
- Conspiracy to commit a Level 3 offense
- Other

<table>
<thead>
<tr>
<th>Discipline Hearing upon breaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out of school suspension (10 days) with referral to Discipline Hearing and possible further action</td>
</tr>
</tbody>
</table>

### 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 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.
- **Alcohol Related Activity** - Possession of or use of alcohol at school, on school property or during a school activity. This includes coming to school under the influence of alcohol.
- **Drug Related Activity** - Possession of or use of drugs on school property or during a school activity. This includes coming to school under the influence of drugs. 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.
- **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, exposing themselves, 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.

### Level 4

- Arson
- Assault of Staff or Student
- Gang Related Activity
- Possession/Use of a Firearm
- Possession and/or Use of a Weapon Other Than a Firearm
- Possession and or use of a simulated weapon
- Possession/Use of Explosives
- Possession of Drugs with Intent to Distribute
- Unauthorized Entry
- Conspiracy to commit a Level 4 offense
- Other

### Possible Actions Taken Grades K - 5

- **First Offense**
  - Parent/Guardian Contact
  - and out of school suspension up to 10 days with possible discipline hearing
  - Behavior contract

- **Second Offense**
  - Parent/Guardian Contact
  - and out of school suspension up to 10 days with possible discipline hearing
  - Mandatory Behavior Contract

- **Subsequent Offense**
  - Out of school suspension of 10 days with referral to Discipline Hearing
  - Recommendation from the Hearing Official may include:

### Possible Actions Taken Grades 6 - 12

Any Level 4 Offenses will result in an out of school suspension for a period up to 10 days and a discipline hearing.

Recommendation from the Hearing Official may include:

- Out of school Suspension for a period of 11 to 180 days
- Referral to appropriate law enforcement authorities
- Referral to Alternate School
- Expulsion
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 is not limited to, scratching, 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:
  - any weapon that is designed or adapted to expel a projectile by the action of an explosive or other propellant;
  - the frame or receiver of any weapon described above;
  - any firearm muffler or firearm silencer;
  - any explosive, incendiary, or poison gas; or
  - 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, 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. 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 get off at other bus stops other than the stop that has been assigned to them unless a written request has been submitted and approved by a school administrator at least two days prior.

**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. Elementary 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.

---

**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-fours 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. Suspection 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 student 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
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

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.

**ESSA Complaint Procedures**

Under the Missouri Department of Elementary and Secondary Education, every person has the right to make a complaint. The guide below explains how to file a complaint about any of the programs that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA). If you would like to make a complaint, please access the complaint procedure guidelines by following the link below:
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 programs\(^1\) that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA)\(^2\).

<table>
<thead>
<tr>
<th>Missouri Department of Elementary and Secondary Education Complaint Procedures for ESSA Programs</th>
<th>Table of Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Information</strong></td>
<td></td>
</tr>
<tr>
<td>1. What is a complaint under ESSA?</td>
<td></td>
</tr>
<tr>
<td>2. Who may file a complaint?</td>
<td></td>
</tr>
<tr>
<td>3. How can a complaint be filed?</td>
<td></td>
</tr>
<tr>
<td><strong>Complaints filed with LEA</strong></td>
<td></td>
</tr>
<tr>
<td>4. How will a complaint filed with the LEA be investigated?</td>
<td></td>
</tr>
<tr>
<td>5. What happens if a complaint is not resolved at the local level (LEA)?</td>
<td></td>
</tr>
<tr>
<td><strong>Complaints filed with the Department</strong></td>
<td></td>
</tr>
<tr>
<td>6. How can a complaint be filed with the Department?</td>
<td></td>
</tr>
<tr>
<td>7. How will a complaint filed with the Department be investigated?</td>
<td></td>
</tr>
<tr>
<td>8. How are complaints related to equitable services to nonpublic school children handled differently?</td>
<td></td>
</tr>
<tr>
<td><strong>Appeals</strong></td>
<td></td>
</tr>
<tr>
<td>9. How will appeals to the Department be investigated?</td>
<td></td>
</tr>
<tr>
<td>10. What happens if the complaint is not resolved at the state level (the Department)?</td>
<td></td>
</tr>
</tbody>
</table>

1. **What is a complaint?**

For these purposes, a complaint is a written allegation that a local education agency (LEA) or the Missouri Department of Elementary and Secondary Education (the Department) has violated a federal statute or regulation that applies to a program under ESSA.

2. **Who may file a complaint?**

Any individual or organization may file a complaint.

3. **How can a complaint be filed?**

Complaints can be filed with the LEA or with the Department.

4. **How will a complaint filed with the LEA be investigated?**

Complaints filed with the LEA are to be investigated and attempted to be resolved according to the locally developed and adopted procedures.

5. **What happens if a complaint is not resolved at the local level (LEA)?**

A complaint not resolved at the local level may be appealed to the Department.

---
\(^1\)Programs include Title I, A, B, C, D, Title II, Title III, Title IV, Title V, Title IX
\(^2\)In compliance with ESSA Title IX, Part C, Sec. 9314(f)(5)(c)

Local education agencies are required to disseminate, free of charge, this information regarding ESSA complaint procedures to parents of students and appropriate nonpublic school officials or representatives.
6. How can a complaint be filed with the Department?

A complaint filed with the Department must be a written, signed statement that includes:

1. A statement that a requirement that applies to an ESSA program has been violated by the LEA or the Department, and
2. The facts on which the statement is based and the specific requirement allegedly violated.

7. How will a complaint filed with the Department be investigated?

The investigation and complaint resolution proceedings will be completed within a time limit of forty-five calendar days. That time limit can be extended by the agreement of all parties.

The following activities will occur in the investigation:

1. **Record.** A written record of the investigation will be kept.
2. **Notification of LEA.** The LEA will be notified of the complaint within five days of the complaint being filed.
3. **Resolution at LEA.** The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
4. **Report by LEA.** Within thirty-five days of the complaint being filed, the LEA will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public.
5. **Verification.** Within five days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, or telephone call(s).
6. **Appeal.** The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.

8. How are complaints related to equitable services to nonpublic school children handled differently?

In addition to the procedures listed in number 7 above, complaints related to equitable services will also be filed with the U.S. Department of Education, and they will receive all information related to the investigation and resolution of the complaint. Also, appeals to the United States Department of Education must be filed no longer than thirty days following the Department’s resolution of the complaint (or its failure to resolve the complaint).

9. How will appeals to the Department be investigated?

The Department will initiate an investigation within ten days, which will be concluded within thirty days from the day of the appeal. This investigation may be continued beyond the thirty day limit at the discretion of the Department. At the conclusion of the investigation, the Department will communicate the decision and reasons for the decision to the complainant and the LEA. Recommendations and details of the decision are to be implemented within fifteen days of the decision being delivered to the LEA.

10. What happens if a complaint is not resolved at the state level (the Department)?

The complainant or the LEA may appeal the decision of the Department to the United States Department of Education.
GUADALUPE CENTERS SCHOOLS
School - Student - Parent Compact
2020 - 2021

Guadalupe Centers Schools 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_______
Guadalupe Centers High School
Letter From Our Principal

Dear Aztec Students and Parents,

Welcome to Guadalupe Centers High School (GCHS), home of the Aztecs! Our dedicated staff is excited to welcome you back for the 2020-2021 school year. If you are new to our school, we are excited you have chosen to join the Aztec Family.

Guadalupe Centers High School, formerly known as Alta Vista Charter High School, originally opened its doors as an alternative school in 1989 to meet the needs of the Latinx community in Kansas City. In 1999, Alta Vista High School was granted charter school status and has been sponsored by the University of Central Missouri ever since. Guadalupe Centers High School has since maintained high standards for academic excellence, earning the honor of Missouri’s Charter School of the Year in 2013. In addition to maintaining high academic standards, Guadalupe Centers High School has also experienced recent extracurricular success. Guadalupe Centers High School’s storied history, academic excellence, and extracurricular success make it one of the premier charter schools in Kansas City.

Our commitment is to provide rigorous and engaging academic and cultural experiences so that students are prepared to positively impact their communities. As we begin the 2020-2021 school year, we urge our students and families to maintain a focus on academic excellence, while also making it a goal to get involved in our school community through extracurricular activities. This will not only make school more enjoyable, but it is also proven to lead to higher academic achievement, an increased rate of high school graduation, and college attendance.

In addition to our focus on academic and extracurricular success, we are also devoted to the social-emotional well-being of each student. Through an emphasis on restorative practices and building strong relationships, we work to support the emotional and developmental needs of all students. It is our goal that families, students, staff, and administrators work closely together to create an educational environment where all students feel safe and valued.

As we are all aware, the current global pandemic (COVID-19) has impacted every facet of our lives. Although school may look different this year, we are dedicated to providing each student with quality education and school experience. If anything is known about the 2020-2021 school year, it is that our success will be dependent upon the partnership between students, families, and GCHS school staff.

This handbook will provide you with school-wide practices, procedures, and policies. If you have any questions at all, don't hesitate to call us at (816) 471-2582. I look forward to working alongside you all throughout this school year!

Sincerely,

Mr. Michael Meaney
Principal, Guadalupe Centers High School
### Administration Staff

- **Michael Meaney**  Ext. 383  
  Principal

- **Luis Posada**  Ext. 353  
  Assistant Principal

- **Nubia Rede**  Ext. 367  
  Admin Secretary

### Teaching Staff

- **Anissa Abrego**  Ext. 307  
  Math

- **Christine Baird**  Ext. 377  
  ESL

- **Marci Baker**  Ext. 305  
  Special Education

- **Kelly Baylie**  Ext. 317  
  Special Education

- **Wyatt Beebe**  Ext. 325  
  PE

- **Brooke Boulware**  Ext. 360  
  Music

- **Greg Brenner**  Ext. 321  
  Social Studies

- **Matthew Buckles**  Ext. 328  
  Social Studies

- **James Caldwell**  Ext. 324  
  Seminar

- **Daniela Castro**  Ext. 427  
  Spanish

- **Michael Coleman**  Ext. 363  
  Art

- **Brianna Eberly**  Ext. 330  
  Math

- **Martha Flowers**  Ext. 351  
  Science

- **Lisa Fox**  Ext. 331  
  ELA

- **Andrew Heimberger**  Ext. 346  
  Seminar

- **Sarah Hellhake**  Ext. 378  
  Electives

- **Patricia Keyes**  Ext. 322  
  Special Education

- **Ryan Marrs**  Ext. 342  
  Business Electives

- **Caitlin McCartney**  Ext. 366  
  Science

- **Rachel Miller**  Ext. 354  
  ESL

- **Katherine Miller**  Ext. 305  
  Speed Pathologist

- **Derek Neufeld**  Ext. 384  
  Social Studies

- **Joe Pistone**  Ext. 388  
  Instructional Coach

- **Ariel Ravindran**  Ext. 373  
  ELA

- **Joel Rios**  Ext. 371  
  Science

- **Keith Schoen**  Ext. 352  
  Instructional Coach

- **Renee Seba**  Ext. 339  
  Math

- **Kevin Steger**  Ext. 339  
  Math

- **Grace Sutter**  Ext. 332  
  ELA

- **Katherine Sweeney**  Ext. 371  
  ELA

- **Lizbeth Vargas**  Ext. 349  
  Spanish

- **Casey Wright**  Ext. 359  
  Math

### Classified Staff

- **Elda Aranda**  Ext. 312  
  Focus Room

- **Isamara Cortez-Cruz**  Ext. 317  
  Paraprofessional

- **Marie Claire Gustafson**  Ext. 347  
  College and Career Advisor

- **Christy Young**  Ext. 397  
  CIS Site Coordinator

- **Grace Sanchez**  Ext. 317  
  Register/Front Office

- **Paola Vera**  Ext. 337  
  Parent Liaison

- **Sydney Tarbell**  Ext. 310  
  Counselor
## BELL SCHEDULES

### Daily Schedule

<table>
<thead>
<tr>
<th>Period Time</th>
<th>Office Hours</th>
<th>Individual study time</th>
<th>Wednesday</th>
<th>Individual study time</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Hour</td>
<td>4th Hour</td>
<td>- Tutoring (see schedule below)</td>
<td>1st Hour</td>
<td>4th Hour</td>
<td></td>
</tr>
<tr>
<td>Advisory</td>
<td>5th Hour</td>
<td>- Asynchronous Learning Time:  ● Quizzes  ● Homework  ● Extension Activities</td>
<td>Advisory</td>
<td>5th Hour</td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td>Lunch</td>
<td></td>
<td>Lunch</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>2nd Hour</td>
<td>6th Hour</td>
<td></td>
<td>2nd Hour</td>
<td>6th Hour</td>
<td></td>
</tr>
<tr>
<td>3rd Hour</td>
<td>7th Hour</td>
<td></td>
<td>3rd Hour</td>
<td>7th Hour</td>
<td></td>
</tr>
<tr>
<td>Aztec Intervention</td>
<td>Aztec Intervention</td>
<td></td>
<td>Aztec Intervention</td>
<td>Aztec Intervention</td>
<td></td>
</tr>
<tr>
<td>Office Hours</td>
<td>Office Hours</td>
<td></td>
<td>Office Hours</td>
<td>Office Hours</td>
<td></td>
</tr>
</tbody>
</table>

*Wednesday Tutoring Schedule:*
- **Math** - 8:00-9:00am
- **ELA/ESL** - 10:45-11:45am
- **Science/Social Studies** - 12:30-1:30pm
- **Electives** - 1:45-2:45pm

**Aztec Intervention:**
- Aztec intervention is a time for teachers to pull in small groups of students for academic intervention. Teachers will communicate this with you in advance.
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday/Tuesday</th>
<th>Aztec Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus Drop-Off</td>
<td>8:20 AM</td>
<td>8:20 AM</td>
</tr>
<tr>
<td>1st Hr.</td>
<td>8:50 AM</td>
<td>9:40 AM</td>
</tr>
<tr>
<td>2nd Hr.</td>
<td>9:48 AM</td>
<td>10:26 AM</td>
</tr>
<tr>
<td>3rd Hr.</td>
<td>10:46 AM</td>
<td>11:16 AM</td>
</tr>
<tr>
<td>4th Hr.</td>
<td>11:44 AM</td>
<td>12:06 AM</td>
</tr>
<tr>
<td>1st lunch</td>
<td>11:44 AM</td>
<td>12:06 AM</td>
</tr>
<tr>
<td>2nd lunch</td>
<td>12:10 PM</td>
<td>12:32 PM</td>
</tr>
<tr>
<td>3rd lunch</td>
<td>12:36 PM</td>
<td>12:58 PM</td>
</tr>
<tr>
<td>5th Hr.</td>
<td>1:02 PM</td>
<td>1:24 PM</td>
</tr>
<tr>
<td>6th Hr.</td>
<td>2:00 PM</td>
<td>2:14 PM</td>
</tr>
<tr>
<td>7th Hr.</td>
<td>2:58 PM</td>
<td>3:04 PM</td>
</tr>
<tr>
<td>Bus Pick Up</td>
<td>3:55 PM</td>
<td>3:55 PM</td>
</tr>
<tr>
<td>Tutoring</td>
<td>4:00 PM</td>
<td>5:30 PM</td>
</tr>
<tr>
<td>Late activity</td>
<td>5:30 PM</td>
<td>5:30 PM</td>
</tr>
<tr>
<td>Bus Pick Up</td>
<td>5:30 PM</td>
<td>5:35 PM</td>
</tr>
<tr>
<td>Lunch 1</td>
<td>12:10 PM</td>
<td>12:32 PM</td>
</tr>
<tr>
<td>Lunch 2</td>
<td>12:36 PM</td>
<td>12:58 PM</td>
</tr>
<tr>
<td>Lunch 3</td>
<td>1:02 PM</td>
<td>1:24 PM</td>
</tr>
<tr>
<td>5th Hr.</td>
<td>1:28 PM</td>
<td>2:14 PM</td>
</tr>
<tr>
<td>6th Hr.</td>
<td>2:18 PM</td>
<td>3:04 PM</td>
</tr>
<tr>
<td>7th Hr.</td>
<td>3:08 PM</td>
<td>3:55 PM</td>
</tr>
<tr>
<td>Tutoring</td>
<td>4:00 PM</td>
<td>5:30 PM</td>
</tr>
<tr>
<td>Late activity</td>
<td>5:30 PM</td>
<td>5:35 PM</td>
</tr>
<tr>
<td></td>
<td>Monday</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td></td>
<td><strong>Morning Assembly Schedule</strong></td>
<td></td>
</tr>
<tr>
<td>Assembly</td>
<td>8:50 AM 9:35 AM 45 min</td>
<td>1st Hr.</td>
</tr>
<tr>
<td>1st Hr.</td>
<td>9:39 AM 10:25 AM 46 min</td>
<td>2nd Hr.</td>
</tr>
<tr>
<td>2nd Hr.</td>
<td>10:29 AM 11:15 AM 46 min</td>
<td>3rd Hr.</td>
</tr>
<tr>
<td>3rd Hr.</td>
<td>11:19 AM 12:05 PM 46 min</td>
<td>4th Hr.</td>
</tr>
<tr>
<td>4th Hr.</td>
<td>12:09 PM 1:23 PM 74 min</td>
<td>5th Hr.</td>
</tr>
<tr>
<td></td>
<td>Lunch 1 12:09-12:31</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lunch 2 12:36-12:57</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lunch 3 1:01-1:23</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5th Hr. 1:28 PM 2:13 PM 45 min</td>
<td>6th Hr.</td>
</tr>
<tr>
<td></td>
<td>6th Hr. 2:18 PM 3:03 PM 45 min</td>
<td>7th Hr.</td>
</tr>
<tr>
<td></td>
<td>7th Hr. 3:07 PM 3:55 PM 48 min</td>
<td>Assembly</td>
</tr>
</tbody>
</table>

### Wednesday

<table>
<thead>
<tr>
<th></th>
<th>8:20 AM</th>
<th>8:40 AM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus Drop Off</td>
<td>8:20 AM</td>
<td>8:40 AM</td>
</tr>
<tr>
<td>1st Hr.</td>
<td>8:50 AM 10:18 AM 88 min</td>
<td></td>
</tr>
<tr>
<td>2nd Hr.</td>
<td>10:22 AM 11:50 AM 88 min</td>
<td></td>
</tr>
<tr>
<td>1st lunch</td>
<td>11:54 AM 12:16 PM 22 min</td>
<td></td>
</tr>
<tr>
<td>2nd lunch</td>
<td>12:20 PM 12:42 PM 22 min</td>
<td></td>
</tr>
<tr>
<td>3rd lunch</td>
<td>12:46 PM 1:08 PM 22 min</td>
<td></td>
</tr>
<tr>
<td>3rd Hr.</td>
<td>11:54 AM 1:49 PM 115 min</td>
<td></td>
</tr>
</tbody>
</table>

### Thursday

<table>
<thead>
<tr>
<th></th>
<th>8:20 AM</th>
<th>8:40 AM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus Drop Off</td>
<td>8:20 AM</td>
<td>8:40 AM</td>
</tr>
<tr>
<td>4th Hr.</td>
<td>8:50 AM 10:17 AM 87 min</td>
<td></td>
</tr>
<tr>
<td>Advisory</td>
<td>10:21 AM 10:54 AM 33 min</td>
<td></td>
</tr>
<tr>
<td>5th Hr.</td>
<td>10:58 AM 12:53 PM 115 min</td>
<td></td>
</tr>
<tr>
<td>1st lunch</td>
<td>10:58 AM 11:20 AM 22 min</td>
<td></td>
</tr>
<tr>
<td>2nd lunch</td>
<td>11:28 AM 11:50 AM 22 min</td>
<td></td>
</tr>
<tr>
<td>3rd lunch</td>
<td>11:56 AM 12:18 PM 22 min</td>
<td></td>
</tr>
<tr>
<td>6th Hr.</td>
<td>12:57 PM 2:24 PM 87 min</td>
<td></td>
</tr>
<tr>
<td>7th Hr.</td>
<td>2:28 PM 3:55 PM 87 min</td>
<td></td>
</tr>
</tbody>
</table>

### After-school Activities

<table>
<thead>
<tr>
<th></th>
<th>1:55 PM</th>
<th>3:50 PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late activity</td>
<td>3:50 PM</td>
<td>3:55 PM</td>
</tr>
</tbody>
</table>

### Late activity

<table>
<thead>
<tr>
<th></th>
<th>5:30 PM</th>
<th>5:35 PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus Pick Up</td>
<td>5:30 PM</td>
<td>5:35 PM</td>
</tr>
</tbody>
</table>
GRADUATION REQUIREMENTS

Each student will develop their Individual Career and Academic Plan (ICAP) as a freshman entering GCHS. Students must attain the following credits in order to graduate which meets the state minimum requirements:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Units of Credit</th>
<th>Early College Units of Credit</th>
<th>DESE Minimum Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Arts</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Practical Arts</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>*Health</td>
<td>.5</td>
<td>.5</td>
<td>.5</td>
</tr>
<tr>
<td>**Personal Finance</td>
<td>.5</td>
<td>.5</td>
<td>.5</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Electives</td>
<td>6.5</td>
<td>6.5</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>24</td>
<td>24</td>
</tr>
</tbody>
</table>

- Students must complete 25 hours of community service as part of the graduation requirement.
- Students who have IEPs, late transfer students from other high schools, and Early College students may be excused from the Foreign Language requirement.
- The total number of credits required for Early College students is 24 due to not being scheduled in classes when being transported between the high school and college campuses.
According to Board Policy 6451, students may earn credits through experiential learning or testing. All alternative credits must be preapproved and aligned to a student’s ICAP.

* Health is embedded within Physical Education. Students taking Health as an embedded credit must take 1.5 credits of Physical Education.
**Personal Finance is embedded within Senior Seminar. Students must also take the EOC for Personal Finance if they are taking it as an embedded course.

**STUDENTS PARKING ON SCHOOL GROUNDS**

The interior of a student’s automobile on school premises may be searched if the school authority has reasonable suspicion to believe that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. Students who park vehicles on school property waive any expectation of privacy they have in the vehicle.

**LOCKERS**

GCHS will assign each student a locker and combination at the beginning of the school year. Lockers are property of the school and are subject to inspection at any time. Students are responsible for any and all items in their locker at any time.

**INTERVENTIONS FOR FAILING STUDENTS**

There are a variety of interventions in place at GCHS, including tutoring/study hall, summer school, and retaking a course.

**Tutoring/Study Hall**

- Students who need additional assistance will have the opportunity to attend tutoring/study hall each Friday.
- Additional after-school tutoring is available on a weekly basis and will be provided by a content area teacher.
- The hours of tutoring may be completed with an instructor after school on Monday, Tuesday, Thursday, or Friday.

**Summer School for Failed Courses**

- Students who failed a semester of any course, including select electives, may be required to attend summer school that year to recover credit. The cost associated with the credit recovery program ranges from $16.50-$33.00.
- Students will be required to pay for their summer school course prior to the first day of summer school.
- A maximum of four courses can be taken during the summer for credit recovery.
- Regardless of the time, it takes to complete credit recovery, students will remain in summer school for the entire session.

**Retaking Courses**

- Any student who does not pass a course during the school year, will have the opportunity to retake the course during summer school. If the student fails to attend and/or pass the summer school course, the student will retake the course the following year. *Certain courses may not be offered during summer school.

**OFF CAMPUS COURSE/PROGRAM OFFERINGS**

Guadalupe Centers High School offers an array of off-campus courses/programs for students. Eligibility requirements vary by program. Below is a list of the eligibility requirements for all off-campus courses/programs:

**Eligibility Requirements**

1. Cumulative Grade Point Average (GPA) 2.50+ for MCC- Penn Valley
2. Passing score in the required entrance exam(s)
3. Recommendation letters (3)
4. Parental Support
5. Attendance: student may miss no more than 6 days per semester and not be on an attendance contract
6. Student conduct must be in good standing.
7. Possible interview with institution
MCC – Penn Valley/MCC - Business & Technology
Students who meet eligibility criteria may attend Metropolitan Community College – Penn Valley or Business and Technology during their junior and/or senior years. Students will either participate as a part-time or full-time college student.

Health Science Academy
This is a program for students motivated in pursuing any type of health career following high school. Each student will earn Certified Nursing Assistant Certification and take up to 18 hours of college credit on the Penn Valley campus at the Health and Science Building.

Manual Career & Technical Center
Manual Tech offers 15 career and technical programs at two sites. The main Campus offers 11 programs and East Campus offers four. With the successful completion of a designated program, an MCTC student might be eligible for articulated or dual college credit and access employment placement services. MCTC programs are designed for 12th-grade focused students who have demonstrated interests in career paths that include skill development in MCTC offerings.

Minddrive
MINDDRIVE is a project-based experiential learning program that serves students from around the Kansas City Metro. Mentoring is a key component of our after-school programs with a student-to-mentor ratio of 2:1. We teach problem solving, critical thinking, and collaboration through math, science, technology, innovation and communication, giving our students deep-level experience with real world applications.

aSTEAM Village
Inspire students and families to pursue education and career pathways in Science, Technology, Engineering, Arts and Math (STEAM), through community-based project learning and innovative programs.

HONOR ROLL
To be eligible for honor roll, a student must be enrolled in at least 5 subjects. Honor Roll Grade Point Average (GPA) is based on semester grades. Principal’s Honor Roll = 4.0 GPA. “A” Honor Roll = 3.50 to 3.99 GPA. “B” Honor Roll = 3.00 to 3.49 GPA.

GRADING
Guadalupe Centers High School has adopted a Standards-Based Grading (SBG) system. The goal of SBG is to accurately communicate what students know and are able to do in relation to the learning standards we have identified as important in each subject area. Students show mastery of a learning standard when they demonstrate the application of that knowledge or skill over time. Marks on progress and quarterly report cards will no longer show a letter grade but instead, show a student’s current level of performance on each prioritized learning standard based on the following four levels: Below Basic, Basic, Proficient, and Advanced. You may be familiar with these as they are the same levels of proficiency that are used on the Missouri state assessments.
The goal is for all students to reach Proficient or Advanced levels of performance on each learning standard by the end of each semester. Therefore, each grade report will reflect student progress toward the learning standards. The number of standards reported will vary depending on their individual classes. Teachers will use examples of student work, observations, and various assessments to identify what students know and are able to do. After the end of each semester, students will have their final marks converted to a letter grade for their high school transcript and for GPA calculations.

### Participation in Sport, clubs, & after-school activities

Guadalupe Centers High School endorses Missouri State High School Activities Association (MSHSAA) sanctioned activities. Athletic Programs provide avenues for many different interests and talents. The following sports and activities are part of Guadalupe Centers High School athletic program:

- Soccer (Boys and Girls)
- Basketball (Boys and Girls)
- Baseball
- Cross Country (Boys and Girls)
- Wrestling
- Volleyball
- Cheerleading
Interscholastic Athletics

Guadalupe Centers High School is a member of the Missouri State High School Activities Association (MSHSAA) and adheres to the rules and regulations set forth by MSHSAA and actively promotes the philosophy of interscholastic athletics. The eligibility of students who participate in the athletic program shall be determined in accordance with our Athletic Department policies and MSHSAA regulations. These regulations stipulate that students who receive more than one F in a semester will be ineligible for participation in sports for the following semester.

Participation

A student who wishes to participate in sports or 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 sports or 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 any athletic program sponsored by GCHS. Participation is voluntary and a privilege, not a right.

● Physical Exams: All students must have a physical exam signed by a physician or nurse practitioner prior to the first day of practice. Physicals must be dated on or after February 1 of the previous school year to be current.
● Insurance: Students cannot practice or compete for a school until the student provides proof of basic athletic insurance coverage.

IMPORTANT: In the event of injury, GCHS shall not be responsible for the cost of medical attention provided to student-athletes not covered by insurance provided by the parent. Students may be restricted from participation because of failure to provide an acceptable sports physical, poor academic performance, disciplinary consequences, possession and/or use of alcohol, tobacco and/or drugs, or as otherwise determined by GCHS administration.
Dear Parents/Guardians:

Welcome to Guadalupe Centers Middle School and the 2020-2021 school year! We have been working hard preparing for the new academic year. Please keep your copy of the handbook to use as a guide. As questions arise, many of the answers can be found here.

This handbook contains important policies and regulations. Please review them carefully together. In addition, the handbook cannot include every situation we might face at Guadalupe Centers Middle School. The administration team will address other issues as they arise throughout the school year.

Our goal at Guadalupe Centers Middle School is to address the overall needs of our middle school students. Naturally, academics are the key focus of any school. However, we recognize that the physical, social, emotional, behavioral and culture needs of our students cannot be ignored as they are undergoing tremendous change in all areas of their lives. We believe that the most effective means to address these issues is through our student-centered approach to education. We want all of our students to feel welcome and to realize that every individual in our school is valued and respected.

Parents, I encourage you to become involved at Guadalupe Centers Middle School! We have room for everyone. We have many opportunities to volunteer at the school. Your participation is vital to the overall success of our students and the school.

We look forward to working with you and your child during the upcoming school year. Help us to develop a positive working relationship between the home and school to provide your child with the best opportunity to be a successful student at Guadalupe Centers Middle School.

We are proud of our students, staff, parents, and the community we serve! The support that our students and the school receive truly reflects the value you place on student learning and achievement. With the continuing support of our parents and the community, Guadalupe Centers Middle School can continue to grow in its effectiveness in meeting the educational needs of our students!

Thank you for your support!

Let’s have a great 2020-21 school year!

Claudia Meyer
Principal
Guadalupe Centers Middle School
Home of the Aztecs
Guadalupe Centers Middle School Mission Statement
To educate and empower our school community by providing rigorous and engaging academic and cultural experiences.

Guadalupe Centers Middle School Vision Statement
Students prepared to positively impact their community.

Guadalupe Centers Middle School Value Statement
In our school we are a strong family where:
- Learning is our priority
- Relationships are our focus
- Culture is our foundation

**SCHOOL MOTTO**

A- Accountability  
Z- Zeal  
T- Trust  
E- Excellence  
C- Character  
S- Success
Principal- Claudia Meyer
Vice Principal- Amy Williams

Counselor- Sophie Newman
Liaison- Selena Moran
Registrar- Rebeca Garcia

Nurse- Julia Goes
Security Officer- 1 KCPD Officer on Site Daily
Receptionist- Priscilla Butler

Parent Liaison- Selena Moran

Instructional Coach (ELA & Social Studies) – Jenny Green
Instructional Coach (Math & Science) – Steve O’Sullivan

6th Grade
E.L.A.- Nellie Enneking
E.L.A.- Keely Qualls
Math- Jason Holmes
Math- Selena Resendiz
Science- Katlynn Gilbert
Social Studies- Taylor Dobbins

7th Grade
E.L.A.- Alicia Vargas
E.L.A.- Erin Nielsen
Math- Jessica Moore
Math- Audrey Schuler
Science- Celeste Pistole
Social Studies- Andrew Acosta

8th Grade
E.L.A.- Sandra Marlow
E.L.A.- Shawn Robinson
Math- Kricie Malott
Math- Sami Wynne
Science- Lance Martin
Social Studies- Spencer Osborn

Specials
Art- Cassidy VanHook
Music- Chase Shumsky
P.E.- Jamesia Price
Spanish- Lorena Nebergall
Business/Comp. Tech.- Cory Minnis

Special Education- Whitney Thomas
Special Education- Taylor Sedgewick
Special Education- Donna Admundson
Speech/Language- Hannah Cox
SPED Para-Educator- Noella Mais

Mascot: Aztec
Colors: Royal Blue, Black, White
Grades: 6th- 8th
Enrollment: 345
Staff: 50
Certified Staff: 34
Guadalupe Centers Middle School School Calendar 2020-2021

**August**
- 7th-10th: New Teachers Return
- 11th-17th: Returning Teachers Begin
- 12th: New Student Orientation (4-6pm)
- 13th: Returning Student Orientation (4-6pm)
- 17th: First Day of School for 6th Grade (Half Day)
- 18th: First Day of School for 7th and 8th Grade
- 28th: Honor Roll/Perfect Attendance Recognition
- (COVID)

**September**
- Hispanic Heritage Month
- 2nd: Open House/Title 1 Meeting
- 3rd: Health Kidz
- 4th: Student First Friday Bash After School (6th)
- 7th: No School/Labor Day
- 10th: Picture Day
- 16th: Grandparent’s/Special Person’s Day
- 21st-25th: NWEA Testing
- 16th: Grandparent’s/Special Person’s Day
- TBD: Family Activity Night Under the Stars (6-8pm)
- 30th: Half Day/Parent Teacher Conferences

**October**
- 1st: No School/Parent Teacher Conferences
- 2nd: No School
- 9th: No School/Professional Development
- 16th: End of 1st Quarter
- 19th-20th: Signs of Suicide (SOS) Student Lessons
- 28th: Parent/School Connection Night (SOS Night) (5-6pm)
- 26th-30th: United Way Week
- 30th: Trunk or Treat (5-6:30pm)

**November**
- 3rd: Election Day
- 5th: Makeus Picture Day
- 6th: Student First Friday Bash After School (7th)
- 6th: Green Dot 8th Grade Student Leadership Training 1
- 9th-10th: 8th Grade Shadow Day at GCCHS
- 11th: Veterans Day
- 13th: Green Dot 7th Grade Student Leadership Training 1
- 18th: School Support Staff Day (Family Liaison, Para Professionals, Behavior Interventionist)
- 20th: Green Dot 6th Grade Student Leadership Training 1
- 23rd-27th: No School/Thanksgiving Break

**December**
- 2nd: Parent/School Connection Night (5-6pm)
- 4th: Student First Friday Bash After School (6th)
- 7th-11th: NWEA Testing
- 17th: Winter Music Concert
- 18th: Holiday Assembly/End of 2nd Quarter
- 21st-31st: No School/Winter Break

**January**
- 1st: No School/Winter Break
- 4th: No School/Professional Development
- 5th: Students Return to School
- 8th: Student First Friday Bash After School (SPE)
- 18th: Maintenance Worker Day
- 18th: No School/Martin Luther King Day
- 13th: Honor Roll/Perfect Attendance Breakfast
- 15th: Green Dot 8th Grade Student Leadership Training 2
- 22nd: Green Dot 7th Grade Student Leadership Training 2
- 25th-29th: WDA Testing

**February**
- Black History Month
- 1st-5th: School Counselor’s Week
- 5th: Green Dot 6th Grade Student Leadership Training 2
- 5th: Student First Friday Bash After School (6th)
- 10th: Half Day/Parent Teacher Conference
- 11th: No School/Parent Teacher Conference
- 12th: No School
- 15th: No School/Presidents Day
- 22nd-23rd: Green Dot Lesson 1 in P.E.

**March**
- Student First Friday Bash After School (7th)
- 8th-9th: Green Dot Lesson 2 in PE
- 24th: Career Day
- 12th: End of 3rd Quarter
- 22nd: Art Show
- 29th-31st: No School/Spring Break

**April**
- Asst. Principal Day
- 9th: Student First Friday Bash After School (8th)
- 12th: Spring Music Concert
- 15th: 5th Grade Visit Day/6th Grade Success at SCMS (5-6pm)
- 19th-23rd: NWEA Testing
- 21st: Administrative Professionals Day
- 29th: Sports Banquet

**May**
- Principal’s Day
- 7th: Student First Friday Bash After School (SPE)
- 3rd-7th: Teacher Appreciation Week
- 10th-14th: MAP Testing
- 12th: School Nurse’s Day
- 20th: 8th Grade Dance
- 24th-28th: End of the Year Activity
- 28th: Half Day/Last Day of School/End of 4th Quarter
- 31st: No School/Memorial Day
# SCHOOL HOURS

- **7:15-4:15**: Office Hours
- **8:05**: Student Arrival
- **8:05-8:25**: Breakfast
- **8:35**: Class begins
- **3:40**: Student dismissal
- **1:34**: Early Student dismissal (Wednesday)

## DAILY BELL SCHEDULE

<table>
<thead>
<tr>
<th>M, T, Th, &amp; F</th>
<th>Daily Lunch Schedule:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Lunch: 11:10 - 11:30</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Lunch: 11:20 - 11:40</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Lunch: 11:45 - 12:05</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; Lunch: 12:10 - 12:35</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; Lunch: 12:30 - 12:55</td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>6&lt;sup&gt;th&lt;/sup&gt; Lunch: 1:00 - 1:25</td>
</tr>
<tr>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>7&lt;sup&gt;th&lt;/sup&gt; Lunch: 1:30 - 1:55</td>
</tr>
<tr>
<td>7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>8&lt;sup&gt;th&lt;/sup&gt; Lunch: 1:40 - 3:15</td>
</tr>
<tr>
<td>8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Lunch Schedule For Wednesday Early Release:</td>
</tr>
<tr>
<td></td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Lunch: 11:18 - 11:38</td>
</tr>
<tr>
<td>Wednesday</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Lunch: 11:29 - 11:49</td>
</tr>
<tr>
<td></td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Lunch: 11:56 - 12:20</td>
</tr>
</tbody>
</table>

Guadalupe Centers Middle School

SUPPLY LISTS
2020-2021

<table>
<thead>
<tr>
<th>6th</th>
<th>7th</th>
<th>8th</th>
</tr>
</thead>
</table>
| ● (see supply list below for all students)  
● 1 plastic folder for homework  
● 1 notebook  
● 2 composition notebooks  
● 3 pack dry erase markers  
● Highlighters | ● (see supply list below for all students)  
● 4 pack dry erase markers  
● 1 plastic folder for homework  
● 3 composition notebooks  
● 1 pack of index cards  
● 1 pack of markers  
● 2 highlighters  
● 1 additional pack of lined loose leaf paper  
● Clorox wipes  
● Post-It notes | ● (see supply list below for all students)  
● 3 composition notebooks  
● 2 3-hole punched folders  
● 3 pack dry erase markers  
● 1 pack of colored pencils  
● 1 pack of erasers (2-3)  
● 1 personal pencil sharpener |

ALL STUDENTS

● 1: 3-4 inch 3 ring binder with inside pockets  
● 8 binder tabs (plastic, not paper)  
● 1 pencil pouch  
● 1 pack of lined loose leaf paper  
● 48 pencils  
● 1 box of Kleenex

PRINCIPAL

Mrs. Claudia Meyer is the Principal at Guadalupe Centers Middle School. This will be her seventh year as a building administrator. Mrs. Meyer has 23 years experience in the educational field. Her experience ranges from a classroom teacher, school counselor and school administration. She graduated with her Bachelors of Science in Education from Central Missouri State University, and graduated with a Masters of Arts in Teaching from Webster University. She also received her Specialist Degree in Educational Administration from William Woods University. She is currently working towards her Doctorate Degree in Educational Administration from William Woods University.

VICE PRINCIPAL

Mrs. Amy Williams is the Vice Principal at Guadalupe Centers Middle School. This is her 15th year in education and third year as Vice-Principal at GCMS. She previously taught in Liberty Public Schools for nine years, and prior to that, Mrs. Williams taught at a middle school in Phoenix, Arizona. She is originally from Iowa, where she received her Bachelors of Science Degree in Elementary Education with a mathematics minor. While living in Arizona, Mrs. Williams received her Masters Degree in Educational Leadership and recently completed her Specialist Degree in Educational Administration from William Woods University.

SPORTS UNIFORMS & EQUIPMENT
All uniforms and equipment are property of GCMS. Students will be using the items during the sport season. It is a student’s responsibility to take care of the items and return them to their coach or sponsor at the end of the season. If there are lost or damaged items, students are responsible to pay for the cost to replace the items, or they will not receive their grade cards.

GUIDELINES FOR USE OF LOCKERS

1. EACH student will be assigned a locker.
2. To open padlock:  
   a. Start at “0”.
   b. Turn to the right ( → ) two whole turns and stop at the first number.
   c. Turn left ( ← ) one whole turn past the first number and stop at the second number.
   d. Turn right ( → ) and stop at the third number and pull the shackle open.
3. STUDENTS SHOULD NOT GIVE THEIR LOCKER COMBINATION TO ANYONE
4. Illegal entrance into any locker is a violation of school policy and will result in disciplinary actions.
5. Lockers are to remain neatly organized and cleaned at all times. Locker clean out will occur every quarter.
6. Tardiness due to going to your locker will not be acceptable.
7. Should the locker become jammed, please notify your teacher and/or the office.
8. School personnel may inspect lockers at any given time without notice. The student is responsible for the contents in their locker.
9. Failure to adhere to the above guidelines is sufficient cause for a student to lose locker privileges.
INTERVENTIONS FOR FAILING STUDENTS

There are a variety of interventions in place at GCMS for students who are failing, including tutoring, academic contracts, and mandatory summer school.

Mandatory Remedial Tutoring

- Tutoring will be made available for students who are not making academic progress or performing below basic on the MAP test.
- Transportation will be provided for those students staying after school for tutoring.
- Tutoring occurs after school on Tuesdays. A tutoring calendar will be provided for parents at the start of tutoring each school year.

Academic Contract

- Students who are failing more than one course will be put on an academic contract.
- This contract will be discussed with the student, parents, teacher, counselor, and administrator to determine the appropriate interventions and steps that need to be taken to help this student succeed.
- Students who have an academic contract may not attend non-academic school field trips, participate in sports, or attend extracurricular school functions (such as dances, field trips, etc.).

Mandatory Summer School

- Students who fail any core subjects (language arts, mathematics, science, and social studies) for the year will be required to attend Mandatory summer school.
- This summer school opportunity will be centered on reinforcing concepts and skills taught throughout the school year.
- Any student that does not attend Mandatory summer school will be placed on the waiting list or lose their placement at GCMS.

HOMEWORK COMPLETION

At GCMS, homework will be given to reinforce a skill learned in class and to help deepen the student’s understanding of content they are learning in class. When homework is assigned, it will be written in the student planner with the expectation being that both the student and the parents will be looking at the planner and completing the work that evening.

*If homework is consistently NOT completed, a parent meeting will be required and academic interventions will be put into place.

Absences and Homework

- It is the student’s responsibility to get all work from teachers for days they have been absent.
- Students absent the day an assignment is given will receive additional time equal to the number of days missed in order to complete the assignment.
- Students absent the day an assignment is due must hand in the assignment at the start of class the next time that they are present.
- Students absent on the day of a test will be given the test on the day they return to school.
GRADING

Fair, consistent, and equitable grading is required. Guadalupe Centers Middle School has high academic achievement expectations for all students. All teachers MUST keep records of student grades. Teachers must follow the district’s grading policy.

❖ All grades should be recorded in Infinite Campus on a weekly basis.
❖ Parents are encouraged to log into the parent portal to gain access to their student’s grades, attendance records, discipline referrals, etc.

The following grading scale will be used in all classes at GCMS:

TRADITIONAL GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>% Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69</td>
</tr>
<tr>
<td>F</td>
<td>0 - 59</td>
</tr>
</tbody>
</table>

Term | Dates | Grade Card Distribution |
--- | --- | --- |
1st Quarter | Aug. 17/18 - Oct. 16 | October 23 |
2nd Quarter | Oct. 19 - Dec. 18 | January 8 |
End of 1st semester | | |
3rd Quarter | Jan. 5 - Mar. 12 | March 19 |
4th Quarter | Mar. 15 - May 28 | May 28 |
End of 2nd semester | | |

HONOR ROLL

To be eligible for honor roll, a student must be enrolled in at least 5 subjects. Honor Roll is based on semester grades.

Principal’s Honor Roll = All A’s the entire school year.
“A” Honor Roll = All A’s for the semester.
“B” Honor Roll = All A’s or B’s for the semester.

REQUIREMENTS TO PARTICIPATE IN SPORTS OR AFTER SCHOOL ACTIVITIES
A student who wishes to participate in sports or after school activities must be in good standing. Any student participating in sports or physical activities must complete a Physical Exam and be cleared by a medical doctor. Students who are not in good academic standing, have committed a serious discipline violation, are on Behavior Contracts and/or have exceeded six absences, are not eligible to participate in sports or after school activities until sufficient progress has been made as determined by an administrator.

According to the Missouri High School Athletic Association guidelines, students who receive more than one “F” in a semester will be ineligible for participation in sports for the upcoming semester.

The Administration reserves the right to remove a player from practices/games/teams due to inappropriate behaviors or academic concerns.

**AFTER SCHOOL CLUBS**
(There will be a $5.00 participation fee for all club members)

- STUCO (Student Council)
- STEM (Science, Technology, Engineering, & Math) Club
- Chess Club
- Drama/Book Club
- MOCSA (Metropolitan Organization to Counter Sexual Assault) Club
- Y.L.C. (Young Latina’s Club)
- Girls on the Run
- Intramural Sports
- Art Club
- Technology Club

**SPORTS**
*Meet on Mondays, Tuesdays, Thursday, and Friday ONLY*
Days determined by coaches
***Tutoring takes priority for students that need it.***
(There will be a $15.00 participation fee for all team members)

- Boys Soccer
- Girls Soccer
- Girls Volleyball
- Cross Country
- Track
- Girls Basketball
- Boys Basketball
- Cheerleading
- Dance Team
Letter From Our Principal

Dear Aztec Families,

Congratulations, your child has been selected to attend Guadalupe Centers Elementary School for the 2020-2021 school year! As Principal of Guadalupe Centers Elementary School, I would like to welcome you to the 2020-2021 school year, and can’t wait to greet each of you and your students.

The mission of Guadalupe Centers Elementary School is to create and empower our school by providing rigorous and engaging academic and cultural experiences. In addition, I believe that it is my responsibility, along with the Assistant Principal, Elizabeth Marentes, and our educational staff, to maintain and to continue to create a supportive and collaborative spirit at our school. Together as a community, we will build on the traditions of the past and meet the challenges of the future in impactful and innovative ways to improve student growth.

We are eager to continue engaging with all of you and work together to help our students achieve success! I encourage you to become involved at Guadalupe Centers Elementary through our wonderful Parent-Teacher Organization. Your involvement and support in your student’s education and school community will enhance the success of your student and our school.

2020 has brought new and unprecedented challenges to our educational environment as well as to our personal and social everyday lives. Although school may look different this year than what we are traditionally used to, we are dedicated to providing all students with a quality educational experience. Strong partnerships between school and home will ensure the success of our students and school.

This handbook provides you with school-wide practices, procedures and policies. If you have any questions, please do not hesitate to contact the school at (816) 994-0396. I look forward to working with you and your students this year!

Sincerely,

April Soberon, Principal
Guadalupe Centers Elementary School
<table>
<thead>
<tr>
<th>Item</th>
<th>Label</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Mask</td>
<td>Máscara Diaria</td>
</tr>
<tr>
<td>Water bottle</td>
<td>botella de agua</td>
</tr>
<tr>
<td>Glue sticks (2)</td>
<td>Pegamento en barra (2)</td>
</tr>
<tr>
<td>Scissors</td>
<td>Tijeras</td>
</tr>
<tr>
<td>Big Pink Erasers (2)</td>
<td>Borrador rosa grande (2)</td>
</tr>
<tr>
<td>Box of Crayons 24 pack</td>
<td>Caja de Crayolas de 24 piezas</td>
</tr>
<tr>
<td>Markers 1 box</td>
<td>Caja de Marcadores</td>
</tr>
<tr>
<td>1 box colored pencils</td>
<td>Caja de lápices de color</td>
</tr>
<tr>
<td>2 boxes of yellow pencils (at least 24)</td>
<td>2 cajas de lápices amarillos (24 como minimo)</td>
</tr>
<tr>
<td>Item</td>
<td>Translation</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Plastic Rectangle Pencil Box (1)</td>
<td>Caja rectangular plastica para lápices</td>
</tr>
<tr>
<td>Backpack (1)</td>
<td>Mochila (1)</td>
</tr>
<tr>
<td>Headphones/earbuds (1) to keep at school</td>
<td>Audifonos (1) para el uso en el salon</td>
</tr>
<tr>
<td>Folders</td>
<td></td>
</tr>
<tr>
<td>Kinder- 2 pocket folders (plastic preferred), 2 total</td>
<td>Kinder- 2 carpetas con bolsillo (plástico preferido), 2 en total</td>
</tr>
<tr>
<td>First Grade- 4 pocket folders (red, blue, yellow, green) no designs</td>
<td>Primer grado: 4 carpetas con bolsillo (rojo, azul, amarillo, verde) sin</td>
</tr>
<tr>
<td>please.</td>
<td>diseños, por favor.</td>
</tr>
<tr>
<td>Second grade-2 pocket folders, 4 total</td>
<td>Carpetas de bolsillo de segundo grado-2, 4 en total</td>
</tr>
<tr>
<td>Binders</td>
<td></td>
</tr>
<tr>
<td>Kinder- 2 1” binders with pockets and clear slip-in cover in front</td>
<td>Kinder- 2 carpetas de 1 pulgada con bolsillos y cubierta transparente</td>
</tr>
<tr>
<td>First Grade- 1 1.5 inch binder</td>
<td>deslizante en el frente</td>
</tr>
<tr>
<td>2nd graders- 1 (2.5 - 3) inch binder</td>
<td>Primer grado: 1 carpeta de 1.5 pulgadas</td>
</tr>
<tr>
<td></td>
<td>Estudiantes de 2º grado: carpeta de 1 (2.5 - 3) pulgadas</td>
</tr>
</tbody>
</table>

**Each student needs the following items for community use in the classroom:**

_Cada estudiante necesita los siguientes artículos para uso comunitario en el salón de clase:_

_Do not put student name on items please_

_No ponga el nombre del estudiante en los artículos por favor_

2 wide ruled spiral or composition notebooks
Pegamento en barra (2)

Wide-ruled filler paper 1 pkg
Un paquete de papel de regla ancha
Each student needs the following items for their own personal use:
Cada estudiante necesita los siguientes artículos para uso personal:
<table>
<thead>
<tr>
<th>Item</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Mask</td>
<td>Máscara Diaria</td>
</tr>
<tr>
<td>Water bottle</td>
<td>botella de agua</td>
</tr>
<tr>
<td>Earbuds</td>
<td>Audifonos</td>
</tr>
<tr>
<td>4 Folders with pockets and 3 holes</td>
<td>4 Carpetas con bolsillos y clavos con 3 agujeros.</td>
</tr>
<tr>
<td>One 2-inch binder</td>
<td>Carpeta de 2 pulgadas</td>
</tr>
<tr>
<td>Pencil case with holes</td>
<td>Estuche de lapiceros con agujeros</td>
</tr>
<tr>
<td>Pair of Scissors</td>
<td>Tijeras</td>
</tr>
<tr>
<td>2 composition notebooks, 2 spiral notebooks</td>
<td>2 cuadernos de composición, 2 cuadernos de espiral</td>
</tr>
<tr>
<td>Package of dividers</td>
<td>Paquete de divisores</td>
</tr>
<tr>
<td>2 boxes of yellow pencils (at least 24)</td>
<td>2 cajas de lápices amarillos (24 como minimo)</td>
</tr>
<tr>
<td>Pack of erasers</td>
<td>Caja de borradores</td>
</tr>
</tbody>
</table>
Each student needs the following items for community use in the classroom:
(Do not put student names on items please)

<table>
<thead>
<tr>
<th>Item</th>
<th>Spanish Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 glue sticks</td>
<td>5 Barras de Pegamento</td>
</tr>
<tr>
<td>2 highlighters</td>
<td></td>
</tr>
<tr>
<td>Pack of markers, pack of crayons &amp; pack of colored pencils</td>
<td>Paquete de marcadores, paquete de crayones y paquete de lápices de colores.</td>
</tr>
<tr>
<td>1 Pack of red pens, 1 pack of blue/black pens</td>
<td>1 paquete de plumas rojas, 1 paquete de plumas azules / negras</td>
</tr>
<tr>
<td>Post it notes</td>
<td>Notas Post-it</td>
</tr>
<tr>
<td>2 packs of lined paper</td>
<td>2 paquetes de papel rayado</td>
</tr>
<tr>
<td>2 Packages of white board markers (black only)</td>
<td>2 paquetes de marcadores de pizarra (solo en negro)</td>
</tr>
<tr>
<td>2 boxes of tissues</td>
<td>2 cajas de pañuelos</td>
</tr>
<tr>
<td>1 bottle of hand sanitizer</td>
<td>Una botella de sanitizante</td>
</tr>
</tbody>
</table>
Guadalupe Centers Elementary School
2020-2021 Staff List

Administrators

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>April Soberon, Principal</td>
<td><a href="mailto:asoberon@guadalupecenters.org">asoberon@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Elizabeth Marentes, Assistant Principal</td>
<td><a href="mailto:emarentes@guadalupecenters.org">emarentes@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Jesse Harvey, Administrative Intern</td>
<td><a href="mailto:jharvey@guadalupecenters.org">jharvey@guadalupecenters.org</a></td>
</tr>
</tbody>
</table>

Front Office Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arlin Ortiz, Registrar</td>
<td><a href="mailto:aortiz@guadalupecenters.org">aortiz@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Lorena Patino, Parent Liaison</td>
<td><a href="mailto:lpatino@guadalupecenters.org">lpatino@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Elisa, Segovia, Receptionist/Attendance Clerk</td>
<td><a href="mailto:esegovia@guadalupecenters.org">esegovia@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Magaly Medina, Administrative Assistant</td>
<td><a href="mailto:mmedina@guadalupecenters.org">mmedina@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Denise Billaci, Nurse</td>
<td><a href="mailto:dbillaci@guadalupecenters.org">dbillaci@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Yulissa Montoya*, Lunch Accountability Monitor,</td>
<td><a href="mailto:ymontoya@guadalupecenters.org">ymontoya@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Instructor</td>
<td>Email</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Rosa Gardea*, Lunch Accountability Monitor</td>
<td><a href="mailto:rgardea@guadalupecenters.org">rgardea@guadalupecenters.org</a></td>
</tr>
</tbody>
</table>

### Instructional Coaches/Certified Support Staff

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cherelle Curley, K/1</td>
<td><a href="mailto:ccurley@guadalupecenters.org">ccurley@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Hailee Brewington, 2/3</td>
<td><a href="mailto:hbrewington@guadalupecenters.org">hbrewington@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Amanda Williamson, 4/5</td>
<td><a href="mailto:awilliamson@guadalupecenters.org">awilliamson@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Hillary Kosnac, Reading Specialist (K-2)</td>
<td><a href="mailto:hkosnac@guadalupecenters.org">hkosnac@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Hannah Ickes, Reading Specialist (3-5)</td>
<td><a href="mailto:hmorris-iickes@guadalupecenters.org">hmorris-iickes@guadalupecenters.org</a></td>
</tr>
</tbody>
</table>

### Counselors

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelsey Carpentier, Counselor</td>
<td><a href="mailto:kcarpentier@guadalupecenters.org">kcarpentier@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Laura Adams, Counselor</td>
<td><a href="mailto:ladams@guadalupecenters.org">ladams@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Sheila Olivares, Social Worker</td>
<td><a href="mailto:solivares@guadalupecenters.org">solivares@guadalupecenters.org</a></td>
</tr>
</tbody>
</table>

### Kindergarten

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cathy Irwin</td>
<td><a href="mailto:cirwin@guadalupecenters.org">cirwin@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Shona Choice</td>
<td><a href="mailto:schoice@guadalupecenters.org">schoice@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Aliza Benedict</td>
<td><a href="mailto:abenedict@guadalupecenters.org">abenedict@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Name</td>
<td>Email</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>Christina Shackelford</td>
<td><a href="mailto:cshackelford@guadalupecenters.org">cshackelford@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Tania Valenzuela</td>
<td><a href="mailto:tvalenzuela@guadalupecenters.org">tvalenzuela@guadalupecenters.org</a></td>
</tr>
<tr>
<td>1st grade</td>
<td></td>
</tr>
<tr>
<td>Anna Lourenco</td>
<td><a href="mailto:alourenco@guadalupecenters.org">alourenco@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Salvador Montanez-Espinoza/Kari Amenson</td>
<td><a href="mailto:smontanez-espinoza@guadalupecenters.org">smontanez-espinoza@guadalupecenters.org</a>, <a href="mailto:kamenson@guadalupecenters.org">kamenson@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Wendy Bonilla</td>
<td><a href="mailto:wbonilla@guadalupecenters.org">wbonilla@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Sarah Kuny</td>
<td><a href="mailto:skuny@guadalupecenters.org">skuny@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Riley Ensz</td>
<td><a href="mailto:rensz@guadalupecenters.org">rensz@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Sydney Shugrue</td>
<td><a href="mailto:sshugrue@guadalupecenters.org">sshugrue@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Michele Beck</td>
<td><a href="mailto:mbeck@guadalupecenters.org">mbeck@guadalupecenters.org</a></td>
</tr>
<tr>
<td>2nd grade</td>
<td></td>
</tr>
<tr>
<td>Isabelle Beckett</td>
<td><a href="mailto:ibeckett@guadalupecenters.org">ibeckett@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Madison Brand</td>
<td><a href="mailto:mbrand@guadalupecenters.org">mbrand@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Meghan Henderson</td>
<td><a href="mailto:mhenderson@guadalupecenters.org">mhenderson@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Taylor Morris</td>
<td><a href="mailto:tmorris@guadalupecenters.org">tmorris@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Natalie Yancey</td>
<td><a href="mailto:nyancey@guadalupecenters.org">nyancey@guadalupecenters.org</a></td>
</tr>
<tr>
<td>3rd grade</td>
<td></td>
</tr>
<tr>
<td>Sydney Henley</td>
<td><a href="mailto:shenley@guadalupecenters.org">shenley@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Name</td>
<td>Email</td>
</tr>
<tr>
<td>--------------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>Rachel Morris</td>
<td><a href="mailto:rmorris@guadalupecenters.org">rmorris@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Emily Stewart</td>
<td><a href="mailto:estewart@guadalupecenters.org">estewart@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Olivia Yurko</td>
<td><a href="mailto:oyurko@guadalupecenters.org">oyurko@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Erin Suchy</td>
<td><a href="mailto:esuchy@guadalupecenters.org">esuchy@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Michelle Sharp</td>
<td><a href="mailto:msharp@guadalupecenters.org">msharp@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Julie Stevenson</td>
<td><a href="mailto:jsteveson@guadalupecenters.org">jsteveson@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Connie DeLeon</td>
<td><a href="mailto:cdeleon@guadalupecenters.org">cdeleon@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Charlene Strasburg</td>
<td><a href="mailto:cstrasburg@guadalupecenters.org">cstrasburg@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Stephanie Bankston</td>
<td><a href="mailto:sbankston@guadalupecenters.org">sbankston@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Miranda Holden</td>
<td><a href="mailto:mholden@guadalupecenters.org">mholden@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Heidi Willis</td>
<td><a href="mailto:hwillis@guadalupecenters.org">hwillis@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Krista Lou Kielty</td>
<td><a href="mailto:kkielty@guadalupecenters.org">kkielty@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Edgar Santa Cruz</td>
<td><a href="mailto:esantacruz@guadalupecenters.org">esantacruz@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Name</td>
<td>Email</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>Jesse Gomez, P.E.</td>
<td><a href="mailto:jgomez@guadalupecenters.org">jgomez@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Mariah Makil, Music</td>
<td><a href="mailto:mmakil@guadalupecenters.org">mmakil@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Meghan Bing, Library Media Specialist</td>
<td><a href="mailto:mbing@guadalupecenters.org">mbing@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Sarah Weiter, Spanish</td>
<td><a href="mailto:sweiter@guadalupecenters.org">sweiter@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Maddie McConnel</td>
<td><a href="mailto:mmconnell@guadalupecenters.org">mmconnell@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Andrea Stockwell</td>
<td><a href="mailto:stockwell@guadalupecenters.org">stockwell@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Chelsey Dunham</td>
<td><a href="mailto:cdunham@guadalupecenters.org">cdunham@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Anne Heidemann</td>
<td><a href="mailto:aheidemann@guadalupecenters.org">aheidemann@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Mirta Kelley</td>
<td><a href="mailto:mkelley@guadalupecenters.org">mkelley@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Tabitha Guerrero</td>
<td><a href="mailto:tguerrero@guadalupecenters.org">tguerrero@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Wendy Aguayo</td>
<td><a href="mailto:waquayo@guadalupecenters.org">waquayo@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Monique Lozano Dorrell</td>
<td><a href="mailto:mdorrell@guadalupecenters.org">mdorrell@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Katy Lillard</td>
<td><a href="mailto:klillard@guadalupecenters.org">klillard@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Maryssa Buffano</td>
<td><a href="mailto:mbuffano@guadalupecenters.org">mbuffano@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Name</td>
<td>Email</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Paola Avila, Paraprofessional</td>
<td><a href="mailto:pavila@guadalupecenters.org">pavila@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Laura Stowe, Speech/Language</td>
<td><a href="mailto:lstowe@guadalupecenters.org">lstowe@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Hannah Cox, Speech/Language</td>
<td><a href="mailto:hcox@guadalupecenters.org">hcox@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Verenice Castorena, Focus Room Supervisor</td>
<td><a href="mailto:vcastorena@guadalupecenters.org">vcastorena@guadalupecenters.org</a></td>
</tr>
</tbody>
</table>
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
**Students are required to come to school with a book bag. Students will receive a Friday folder at the end of each week that needs to be returned the following Monday.**

**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-5 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.

**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
GRADING

STANDARDS BASED GRADING

<table>
<thead>
<tr>
<th>Scoring Guidelines:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4- Exceeding expectations</td>
<td></td>
</tr>
<tr>
<td>3- Meeting expectations</td>
<td></td>
</tr>
<tr>
<td>2- Approaching expectations</td>
<td></td>
</tr>
<tr>
<td>1- Not meeting expectations</td>
<td></td>
</tr>
</tbody>
</table>

Remedial Tutoring
- Students who are below basic in any core content area may be 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 and/or Thursday 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. 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.

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 Tuesdays and/or Thursdays from 2:50-4:20. There will be a late bus for clubs. In the event that a club meets on days other than Tuesdays and/or 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.

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.

**Birthday Celebrations**
We will no longer allow parents to bring birthday treats to share with their child’s class. Student birthdays will be announced over the intercom during daily morning announcements.
VALUE STATEMENT
We value strong partnerships and learning environments that foster:
1. The whole child and their culture.
2. How children develop and learn.
3. A safe community that cares for children and each other.
Dear Parents & Families,

Welcome to Guadalupe Centers Pre-K! On behalf of our staff, we'd like to Thank You for choosing our program as your student’s first educational experience. We are excited to partner with you in your child’s journey of discovering the joy of learning in Pre-K. It is our goal to provide a welcoming, safe and developmentally appropriate environment for every child.

Here at the Guadalupe Centers Pre-K, families and culture are celebrated. We believe that they are the foundation of our student’s lives and are what make them unique and special. The role of parents and families are vital to our program. The involvement and family connectedness are an integral piece of what makes our program strong. Working together with your child’s teacher is the glue that keeps our program in place. We want to partner with you in helping your child learn and grow.

As a result of COVID-19, this school year will look different, but we continue to be committed to providing all of our students with educational experiences that allow them to enjoy learning and develop critical skills needed to be prepared and successful in kindergarten.

This handbook is designed to be a tool to inform you about the policies and procedures in place to keep our schools safe. Please feel free to contact the school at 816-994-0303 with any concerns/questions.

I look forward to working with you and your family throughout your child’s school year! Let’s have a great 2020-2021 school year!

Sincerely,

Isela Castro
Director, Guadalupe Centers Pre-K
### 2020-2021 Staff List

#### Administration, Front Office, Instructional Coach

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isela Castro</td>
<td>Pre-K Director</td>
<td><a href="mailto:icastro@guadalupecenters.org">icastro@guadalupecenters.org</a></td>
<td>816-994-0302</td>
</tr>
<tr>
<td>Alicia Valenzuela</td>
<td>Receptionist/Registrar/Family Liaison</td>
<td><a href="mailto:avalenzuela@guadalupecenters.org">avalenzuela@guadalupecenters.org</a></td>
<td>816-994-0303</td>
</tr>
<tr>
<td>Alison Bunten</td>
<td>Instructional Coach</td>
<td><a href="mailto:abunten@guadalupecenters.org">abunten@guadalupecenters.org</a></td>
<td></td>
</tr>
</tbody>
</table>

#### Zebras Class / Room 213

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maitee Rivera Ramos</td>
<td><a href="mailto:maiteeramos@guadalupecenters.org">maiteeramos@guadalupecenters.org</a></td>
</tr>
</tbody>
</table>

#### Elefantes Class / Room 210

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura Warren</td>
<td><a href="mailto:lwarren@guadalupecenters.org">lwarren@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Cristina Negrete</td>
<td><a href="mailto:cnegrete@guadalupecenters.org">cnegrete@guadalupecenters.org</a></td>
</tr>
</tbody>
</table>

#### Ositos Class / Room 208

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jesseca Lindsey</td>
<td><a href="mailto:jlindsey@guadalupecenters.org">jlindsey@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Alexandra “Allie” DuQue</td>
<td><a href="mailto:aduque@guadalupecenters.org">aduque@guadalupecenters.org</a></td>
</tr>
</tbody>
</table>

#### Jirandas Class / #108

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elva DuQue</td>
<td><a href="mailto:eduque@guadalupecenters.org">eduque@guadalupecenters.org</a></td>
</tr>
<tr>
<td>Amanda Baldwin</td>
<td><a href="mailto:abaldwin@guadalupecenters.org">abaldwin@guadalupecenters.org</a></td>
</tr>
</tbody>
</table>

#### Pinguinos / #107

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jazmine Palacios</td>
<td><a href="mailto:jpalacios@guadalupecenters.org">jpalacios@guadalupecenters.org</a></td>
</tr>
</tbody>
</table>
Daily Schedule

School begins at 7:30am. Because late arrivals cause distractions for a classroom, students must arrive before 7:30am. Since children cannot control punctuality, parents are responsible for arrival time. In the event of an emergency or a doctor’s appointment, parents must call the front desk at (816) 944-0303 to report the emergency/doctor’s appointment and the late arrival.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:15-8:00</td>
<td>Morning Greeting/Wash Hands/Breakfast</td>
</tr>
<tr>
<td>8:00-8:15</td>
<td>Wash hands &amp; Read Aloud</td>
</tr>
<tr>
<td>8:15-8:45</td>
<td>Morning Meeting (Conscious Discipline Brain Smart Start)</td>
</tr>
<tr>
<td>8:45-9:45</td>
<td>Outdoor Learning (See Outdoor Learning Schedule) Restroom &amp; Wash Hands</td>
</tr>
<tr>
<td>9:45-10:10</td>
<td>Large Group (Creative Curriculum)</td>
</tr>
<tr>
<td>10:10-11:10</td>
<td>Interest Areas/Small Groups</td>
</tr>
<tr>
<td>11:10-11:30</td>
<td>Read Aloud</td>
</tr>
<tr>
<td>11:30-12:15</td>
<td>Wash hands, Lunch, Clean Up &amp; Restroom</td>
</tr>
<tr>
<td>12:15-2:15</td>
<td>Nap Time/Quiet Activities</td>
</tr>
<tr>
<td>2:15-2:35</td>
<td>Restroom, Snack, and Choice of:</td>
</tr>
<tr>
<td></td>
<td>● Read Aloud</td>
</tr>
<tr>
<td></td>
<td>● Music/Movement</td>
</tr>
<tr>
<td></td>
<td>● Manipulatives</td>
</tr>
<tr>
<td></td>
<td>Good-Bye Ritual/Pickup</td>
</tr>
</tbody>
</table>

Curriculum

Our Pre-K program implements The Creative Curriculum for Preschool as the guide for children’s learning and development. Creative Curriculum balances both teacher-directed and child-initiated learning, with an emphasis on
responding to children’s learning styles and building on their strengths and interests. Through active learning, young children construct knowledge that helps them make sense of their world. As children follow their intentions, they engage in creative, ongoing interactions with people, materials, and ideas that promote emotional, cognitive, social, physical and linguistic growth. Children learn from active, intentional, and meaningful play. The following areas are promoted by the Creative Curriculum:

- Social and Emotional Skills
- Physical Development (gross and fine motor)
- Language & Literacy
- Cognitive
- Mathematics
- Science & Technology
- Social Studies
- Visual Arts
- English Language Acquisition
- Positive Adult-Child Interactions

With The Creative Curriculum, teachers have been trained to use The Project Approach. The Project Approach refers to a set of teaching strategies which enables teachers to guide children through in-depth studies of real world topics. Teachers observe children to see what they are interested in. They ask the children what they know about a topic and what they want to know. They use this knowledge to plan discussions and investigations. When children have knowledge and are interested in the topic, they engage in and learn incredible things. The curriculum also includes built-in support for all learners, with specific sections of guidance for working with English and dual language learners and children with disabilities.

Parents are encouraged to ask the teachers about the curriculum and the activities and experiences that they plan for children. Teachers will share detailed information with parents about the curriculum during parent/teacher conferences. Please feel free to review classroom parent boards for more information about the curriculum.

**Conscious Discipline**

Conscious Discipline is a comprehensive social-emotional curriculum and a classroom management program used in each classroom. It is based in current brain research, child development information, and developmentally
appropriate practices. It is a way of organizing schools and classrooms around the concept of School Family. Each member of the family—both adult and child—learns the skills needed to successfully manage life tasks such as learning, forming relationships, communicating effectively, being sensitive to others’ needs, and getting along with others. It is specifically designed to make changes in the lives of adults first. The adults, in turn, change the lives of children. In addition, every aspect of the curriculum is incorporated in our daily routine. From the morning greeting and helper jobs to S.T.A.R. (Smile, Take a Deep Breath, And Relax) and School Family Pictures. It helps children learn about how to not only manage their own feelings but to help others in their daily journey.
*School supplies will be provided by the school*
*La escuela proveerá útiles escolares*

We ask that parents provide the following:

- Mask/Face covering - Must be worn daily.
- Blanket (one small blanket)
- Box of Kleenex
- Change of clothes (shirt, pants, underwear, socks)

*Please make sure you have your student name on every item.*

Guadalupe Centers Pre-K Policies

GC Pre-K recognizes parents as valued partners in their children’s development. We encourage communication and close collaboration between parents, step-parents, guardians, and staff members. Effective communication promotes
a safe, healthy, and nurturing environment for children and families. We respect the importance of building long lasting and positive family relationships. Two-way communication exists between families and staff through a number of ways including, but not limited to, letters notices, phone calls, parent conferences, and parent meetings. This communication is available in English and Spanish, and our bilingual staff are available for interpretation as needed.

Parent/Guardian Code of Conduct

In order to maintain a stable, consistent, and respectful environment that is conducive to learning, GC Pre-K parents are expected to abide by the following guidelines:

1. When providing behavioral guidance at a GC Pre-K function or in the facility, parents will utilize positive methods. The use of corporal punishment (i.e., physically striking a child or inflicting physical punishment) or verbal humiliation is prohibited.

2. Cell phones will not be used inside the Pre-K building for any reason. If access is needed, please wait until you are outside of the building.

3. Parents will treat Pre-K staff, parents and volunteers with courtesy and respect. Verbal or physical threats towards staff and/or other parents are unacceptable. Cursing or swearing is not allowed at any time.

4. Disagreements that arise between adults will be discussed in a calm manner and in a location away from children.

5. Parents, staff, and volunteers will not smoke on the property.

6. Complaints that are not able to be resolved with the assistance of Pre-K staff will be addressed in accordance with the Grievance Policy outlined in the Parent Handbook.

7. In your daily conversations with each other, please remember to be respectful and ever-mindful that little ears may be listening.

Arrival & Departure

Our school hours are 7:30am to 2:35pm Monday to Friday, and Wednesday 7:30am to 12:29pm. Every child must be signed in and out daily. This policy is for the safety of your child. Each child should be accompanied into the classroom and signed in by an adult (18 years of age or older). At the end of the day, children will be released to an authorized adult. If an emergency requires that an unauthorized person pick up your child, parents are required to
call the office to inform our staff. In such case, current photo is required to confirm identity. **Without prior notice or proper identification, a child will not be released to an unauthorized adult.**

Please keep in mind that arrival and departure times present an opportunity for communication between teaching staff and parents regarding your child and events occurring at the school. However, teachers are responsible for children at this time. If you need to visit with a teacher, please schedule an appointment. This allows teachers to maintain the safe supervision of children at all times.

**Calendar of School Closings**

School will not be in session on the following days:

- September 7th: Labor Day
- October 1st: Parent Teacher Conferences
- October 2nd: No School
- October 9th: District Professional Development
- November 23rd - 27th: Thanksgiving Break
- December 21st -31st: Winter Break
- January 1st: Winter Break
- January 4th - Teacher Professional Development
- January 18th - Martin Luther King Jr. Day
- February 12th: No School
- February 15th: Presidents Day
- March 29th - 31st: Spring Break
- April 1st - 2nd: Spring Break/Good Friday

**Last Day of School: May 28th**

**Cell Phone/BlueTooth/Texting Policy**

To further promote communication between parents, children, and staff, the use of electronic equipment/cell phones is prohibited within the building. This policy allows parents to focus on their child and dedicate this time to only their
child. If families have an urgent local call to make/receive while they are located within the building, they can ask to use the office phone.

(Staff use of electronic equipment/cell phones is limited to break times outside of the classroom).

Parent dress policy
Parents and all adults must be appropriately dressed upon entering the Pre-K building. Pajamas, low cut revealing dress, or undergarments are all examples of inappropriate dress. Adults are role models for children and should dress accordingly to provide a positive example.

Smoke Free Environment
Guadalupe Centers is a smoke free environment. We ask our staff and parents not to smoke anywhere on the property. This is an action that promotes good health for all.

Sunscreen
Sunscreen is an over the counter medication. The FDA monitors it and labels it as an over the counter medication. GC Pre-K staff can ONLY apply sunscreen on a child with a doctor’s note. Otherwise, if you would like your child to wear a lip balm, please apply at home before coming to school.

Lip Balm / Chapstick
Lip Balm is an over the counter medication. The FDA monitors it and labels it as an over the counter medication. GS Pre-K staff can ONLY apply lip palm on a child with a doctor’s note. Otherwise, if you would like your child to wear lip balm, please apply at home before coming to school.

Birthday & Celebrations
Due to COVID-19, we will no longer allow parents to bring birthday treats to share with their child’s class. Student birthdays will be announced during Morning Circle.

Nap & Rest Time
Nap/rest time will be encouraged for all children. If a child does not want to rest on their cot after thirty minutes they will be allowed to get up to play in a quiet area until nap/rest time is over.

Items from Home
Toys from home are not allowed. Should there be a day for “show and tell” the toys should be presented to the appropriate teacher so that they can be labeled with the child’s name. However, children should not bring any toy from home, especially those promoting violence, which are prohibited.
Pre-K and Transition to Kindergarten

Transition activities from Pre-K to Elementary school will take place in the Spring. Days and times for students to visit Kindergarten classrooms are TBD.