

Guadalupe Centers Charter Schools

*A program of Guadalupe Centers Inc.
Sponsored by the Missouri Charter School Commission*



2023-2024
Student - Parent Handbook

www.gck12.org

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Superintendent of Schools

Dear Students and Parents,

Thank you for taking the time to read through the valuable information in our 2022-2023 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 support. 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,

Dr. Jim Hammen
Interim Superintendent of Schools

Who Are We?

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.

Guadalupe Centers Charter Schools' 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 GCCS 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 GCCS 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

Beto Lopez (President)

Manny Medina (Treasurer)

Jennifer Barraza

Nickalas Collins

Phyllis Hernandez

Dr. Julia Vargas

Octavio “Chato” Villalobos

Rosemary Martin

Corina Guzman

GCCS Central Office Administration

Dr. Jim Hammen - Interim Superintendent of Schools

Mr. Eduardo Mendez - Assistant Superintendent of Academic Services

Dr. Alicia Miguel - Assistant Superintendent of Student Services and Operations

Ms. Sammi Novak - Director of Communications

Dr. Steve Lumetta - Director of Human Resources

Mr. Omar Fierros - Assistant Director of Human Resources

Mrs. Charlotte Hawkins- Director of Special Services

Mrs. Daisy Myrick- Director of English Language Development

Ms. Jennifer Clay- Director of Curriculum and Instruction

Mr. Brandon Wright - Data and Systems Coordinator

Ms. Krista Bray-Howard - Special Services Coordinator

GCCS Central Office

www.gck12.org

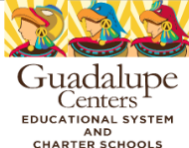
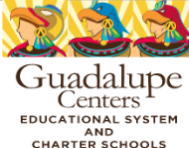
5123 E. Truman Road, Kansas City, MO, 64127

Phone Number: 816-994-0313

Ms. Patricia Hernandez - Executive Administrative Assistant

Directory of Schools

SCHOOL	ADDRESS	PHONE	PRINCIPAL	BELL TIMES	GRADES
<u>Guadalupe Centers High School</u> (this link will take you to high school section of the handbook)	1524 Paseo Blvd. Kansas City, MO 64108	816-471- 2582	Mr. Michael Meaney	8:40am- 3:45pm (Office Hours: 8:00am-4:00pm)	9 – 12
<u>Guadalupe Centers Middle School</u> (this link will take you to middle school section of the handbook)	2640 Belleview Kansas City, MO 64108	816-472- 4120	Mr. Luis Posada	8:40am- 3:45pm	6 – 8
<u>Guadalupe Centers PreK/Elementary School</u> (this link will take you to PreK/elementary school section of the handbook)	5123 E Truman Kansas City, MO 64127	K-5 816-994-0396 PreK: 816-994-0303	Dr. April Soberon	K-5 7:30 am- 2:30pm PreK 7:45am- 2:30pm	PreK - 5

 Guadalupe Centers EDUCATIONAL SYSTEM AND CHARTER SCHOOLS	2023 - 2024		 Guadalupe Centers EDUCATIONAL SYSTEM AND CHARTER SCHOOLS		
	Preschool 7:45 am - 2:35 pm				
	Elementary School 7:30 am - 2:35 pm				
	Middle School 8:40 am - 3:45 pm				
	High School 8:40 am - 3:45 pm				
August	August 2023 1 through 7 - New Staff Academy 8 through 18 - All Staff Academy 17- Parent/Teacher Orientation - Required 21 Early Dismissal/First Day of School (K, 6th and 9th) 22 Full Day/ First Day of School (PK - 12th)		February		
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27 28 29 30 31				25 26 27 28 29	
September	September 2023 4 No School / Labor Day 15 No School/Professional Development 27 No School/Parent Teacher Conferences (PM) 28 No School/Parent Teacher Conferences 29 No School		March		
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17 18 19 20 21 22 23				17 18 19 20 21 22 23	
24 25 26 27 28 29 30				24 25 26 27 28 29 30	
October	October 2023 13 No School/Professional Development 27 No School/Professional Development		April		
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22 23 24 25 26 27 28				21 22 23 24 25 26 27	
29 30 31				28 29 30	
November	November 2023 10 No School/Professional Development 20 through 24 No School/Thanksgiving Break		May		
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19 20 21 22 23 24 25				19 20 21 22 23 24 25	
26 27 28 29 30				26 27 28 29 30 31	
December	December 2023 20 through 29 No School/Winter Break		June		
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24 25 26 27 28 29 30				23 24 25 26 27 28 29	
31				30	
January	January 2024 1 No School/Winter Break 2, 3 No School/Professional Development 4 Students Return 15 No School/Martin Luther King Day		July		
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14 15 16 17 18 19 20				14 15 16 17 18 19 20	
21 22 23 24 25 26 27				21 22 23 24 25 26 27	
28 29 30 31				28 29 30 31	
Early Dismissal (August 21st) Kindergarten: 12:29 pm 6th and 9th grade: 1:39 pm	February 2024 2 No School PD Day 14 No School/Parent Teacher Conferences 15 No School/Parent Teacher Conferences 16 No School 19 No School/President's Day		End of Trimester High School 1st Trimester - 8/21 - 11/10 2nd Trimester - 11/14-2/29 3rd Trimester - 3/4-5/23		
End of Quarter PK, Elem., Middle School 1st Quarter - Oct. 20 2nd Quarter - Dec. 15 3rd Quarter - Mar. 15 4th Quarter - May 23	March 2024 1 No School/Professional Development 22 No School/Prof. Development 25 through 29 No School/Spring Break		Color Key First/Last Day of School No School Prof. Dev - Work Day P/T Conferences		
Board Approved 02.23.23	April 2024 19 No School/Prof. Development				
	May 2024 23 Last Day of School 24 Teacher Work Day				
	June 2024 19 No School/Juneteenth Holiday				

GENERAL INFORMATION



AZTECS

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 30 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.

Attendance Policy (Policy 2320)

Guadalupe Centers Schools are committed to the philosophy that every student should attend every class, every period, every day. Daily attendance and promptness are expected in all classes and are essential for success in school. Once enrolled, a 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 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. The school may also make a referral for educational neglect to the Missouri Children's Division or to the Jackson County prosecutor, in accordance with Missouri law.

Students will be withdrawn after 10 cumulative days of non-attendance (per semester) unless there are extenuating circumstances that have been communicated to the school by the parent or guardian.

For high school students, 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 school 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. The student will be coded excused for the first two days as reported by the parent. A student is required to provide written documentation for 3 or more consecutive absences and to provide a written note 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, or a 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.

Cell Phones

Students are not permitted to use cell phones during class time unless approved by the teacher as part of the educational process. If use of a cell phone or other electronic device is not approved by the teacher and is disruptive to the educational process, they will take the cell phone or device and store it in the front office until a parent can pick it up. Guadalupe Centers Schools are not responsible for the loss or theft of cell phones or any other electronic devices.

Change In Address/Telephone 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.

Communication in the District

If you have a question concerning your child, please follow the chain of command below unless directed otherwise:

1. Teacher
2. Counselor or Social Worker
3. Building Administrator
4. Director
5. Assistant Superintendent
6. Superintendent
7. Board of Education

The majority of questions can be addressed at the building level. If further assistance is needed, contact the appropriate individual at the Central Office at 816-994-0313..

Deliveries to School

Delivery of flowers, balloons or other gift items to school is discouraged due to student allergies, limited storage and disruption to the education environment. All items will be held in the office until the end of the day, or parents/guardians may be contacted to pick them up if deemed appropriate. These items will not be permitted to be transported on the school bus. Personal items needed during the school day must be dropped off by a parent/guardian, adult household member or person authorized by the parent/guardian. Deliveries of commercially prepared food by a parent or another individual are not permitted.

Dress Code Policy

This year, the schools will not be selling school uniform shirts with our school logo. Instead, families will be able to purchase shirts at a vendor of their choice (i.e. Walmart, Target, Amazon). Below you will find each of our schools' color options with examples of acceptable attire.



Guadalupe Centers Pre-K - White or Black polo style shirt with a collar

Guadalupe Centers Elementary School - White or Black polo style shirt with a collar

Guadalupe Centers Middle School - Black or Royal Blue polo style shirt with a collar

Guadalupe Centers High School - Red or Black polo style shirt with a collar

The school uniform consists of the following:

- **Polo Style Uniform Shirt with a Collar.** The shirt must be tucked in at the waist.
- **Pants, Shorts, or Skirts:** Students must wear tan/black pants, tan/black shorts, or a tan/black skirt. Skirts and shorts should be no shorter than two inches above the knee.
- **Socks & Shoes:** Students must wear socks and closed-toed shoes that can be used during PE/recess.

Dress Code Policy Violations:

When in judgment of the principal or designee a student's appearance or mode of dress is otherwise materially and substantially disruptive to the educational environment, the student may be required to make modifications. Student dress should be appropriate and follow the GCCS dress code. Dress that is detrimental or disruptive to the educational or working environment is not permissible.

For example:

- Shoes must be worn in the building.
- Hats, bandanas, non-prescription sunglasses and other headgear are not to be worn in the building at any time or carried during school hours.
- Clothing and accessories that refer to sexual connotations or products dealing with alcohol, tobacco and drugs will not be permitted.
- Clothing with words, images or other content that violate the GCCS's harassment or other policies, or that are otherwise disruptive or detrimental to the education process or working environment, is not permitted.
- Heavy or lengthy chains are not to be worn at any time.
- Clothing that exposes a bare midriff or back or is otherwise too revealing is not permitted.

- Halter-tops, tube tops, spaghetti strap tops or any clothing that exposes a bare midriff, shoulder or back, or is otherwise revealing, are not permitted.
- Disruptive or offensive costumes and costume masks are not permitted.
- Hoodies, pullovers, or any clothing that covers the school uniform shirt or where the collar of the uniform shirt cannot be clearly seen are not permitted.

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 further disciplinary action including a required meeting with administration. If uniform assistance is needed, please contact your building Family and Community Engagement Coordinator.

Emergency Operations Plan

Guadalupe Centers School's Board of Directors, administration, and staff are committed to providing the safest environment possible for our students and families. We have prepared an Emergency Operations Plan (EOP) to provide a framework in which each school can plan for and perform its respective emergency functions during school crisis situations. The EOP includes procedures, information, and drills such as fire, tornado, intruder drills that are conducted regularly to ensure school safety. An Emergency Response Team has been identified in each building and emergency folders are also posted in every classroom. In the event that we would need to evacuate the schools, an offsite location has been designated for each school and when needed, a family reunification plan will be implemented. Parents and guardians will be notified through texts, social media and other forms of communication. Copies of the Emergency Operations Plan will be kept at each school building and in the GCCS Central Office.

Federal Programs Complaint Resolution Procedures

The Elementary and Secondary Education Act requires certain notifications to parents and guardians when school districts receive federal funds. School districts must annually disseminate federal programs complaint resolution procedures to parents and guardians of students and appropriate private school officials or representatives. The Every Student Succeeds Act of 2015 (ESSA) complaint procedures can be found at <https://dese.mo.gov/media/pdf/essa-complaint-procedures>.

Fundraising Activities

All school fundraising must be approved by the building and GCCS administration using the GCCS fundraising approval form. Fundraising must have a designated purpose prior to the beginning of sales. The projects must be planned and carried out in cooperation with building administration.

Health Services

The purpose of the Guadalupe Centers Schools student health services program is to help each student attend school in optimum health and benefit from the school experience. Health rooms in each building are staffed or supervised by registered nurses. All student health services employees serve under the direction of the building principal and Assistant Superintendent of Student Services and Operations. All parent/guardian contacts regarding significant student health issues will be made by a school nurse.

Health Condition(s) Information

The following guidelines should be followed concerning any students with special health conditions/concerns:

- Health information should be provided by parent/guardian at time of online enrollment and updated annually.
- Parent/guardian should notify the school nurse or principal of any health concern that could require emergency services, interfere with the student's education process or require interventions throughout the school day.
- Students requiring medical accommodations throughout the school day (including, but not limited to, physical education, dietary conditions, physical limitations and medical interventions) must submit a statement from their licensed medical provider stating the need for such accommodations each school year. It is strongly encouraged that parents/guardians follow a pattern of having regular medical and dental screenings for their child.
- Guadalupe Centers Schools maintain epinephrine auto-injectors to be administered when a student is having a life-threatening anaphylactic reaction and asthma-related rescue medication to be used in the event of an emergency. Parents/guardians must indicate in writing to the school nurse if their student cannot receive such medications.

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.

General Directives for Illness and Injury

Students should notify any available staff member of illness or injury. Staff members will promptly assess the student or seek assistance from the nurse and send the student to the health room.

Minor Student Illnesses or Injuries

1. If the illness or injury is minor, the school nurse or designee will administer first aid care to the student. It may be appropriate to retain the student in school for the remainder of the day; however, in the interest of school-parent/guardian relations, the principal, nurse or other designee may contact the parents/guardians to inform them of the situation. If a parent/guardian cannot be reached, the principal, nurse or other designee will use the alternate contacts provided on the emergency form.
2. If a student requires non-emergency medical attention, the principal, nurse or other designee will notify the parents/guardians, who will be responsible for transporting the student.

Serious Student Illnesses or Injuries

1. If an illness or injury is serious enough to require immediate emergency care, any GCCS employee aware of the situation will contact emergency medical services (EMS) and notify the nurse and building principal. The cost of EMS will be the responsibility of the parent/guardian.
2. The principal, nurse or other designee should be prepared to give rescue officials the individual's emergency information form.
3. The principal, nurse or other designee will ascertain the destination or hospital to which the individual is taken.
4. The principal, nurse or other designee will contact the parents/guardians or other appropriate parties.

A student should not be in attendance and will be sent home with any of the following:

- Temperature 100.4 degrees or greater or vomiting and/or diarrhea. Student may return to school when free of above symptom(s) for 24 hours without any fever-reducing medication or other medication to relieve symptom(s).
- Symptoms related to possible communicable diseases:
 - Suspicious skin rashes
 - Suspicious open wounds
 - Redness of eyes with intense itching/burning and thick drainage
 - Painful, reddened sore throat accompanied by enlarged lymph nodes
 - Constant cough accompanied by other symptoms
- Excessive drainage from ears, persistent earache, or ears that show symptoms when assessed with an otoscope
- Symptoms of an acute illness/injury making it difficult for student to fully participate in learning:
 - Exhaustion (can't stay awake in class),
 - Pain that is difficult to control in the school environment,
 - Limited mobility related to an injury that has not been evaluated by a physician.
- Students with live head lice

Nurses assess students' symptoms and make the decision whether a student needs to be sent home based on current symptoms and the history of the student's situation. Students excluded from school for health reasons may return when symptoms have subsided for an appropriate amount of time. Any questions regarding when to return to school should be discussed with the school nurse. A physician's note may be required for return in some cases of illness or injury. Students returning to school after injury or surgery, and who are thereby temporarily incapacitated (e.g. crutches, casts or slings), should present a physician release to return to school along with a statement of any modifications or accommodations that need to be made.

Head Lice Procedures

Guadalupe Centers health services staff shall pursue the prevention and control of head lice in the schools 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 the student no longer has live lice present.
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. If the parent needs assistance with purchasing treatment products, the parent will be referred to a counselor or social worker. 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 into the 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 there is live lice, the parent/guardian will be notified and the student will be removed from school.
7. Classroom screening (spot checks) will be done if there are multiple cases of live lice within the same classroom.
8. 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.
9. 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.

Wellness Policy

Guadalupe Centers Schools addresses all areas of wellness and nutrition within the school district and establishes guidelines in accordance with the U.S. Department of Agriculture's Nutrition Standards and Smart Snacks in Schools. Parents are encouraged to become familiar with the wellness policy and check with school personnel prior to purchasing birthday treats or snacks for distribution to students other than their own child. More information about the Guadalupe Centers Schools Wellness Policy 2750 can be found on p. 55:

<https://guadalupecenters.org/wp-content/uploads/2023/02/2000-Series.pdf>

Administering Medication To Students

The school is not obligated to supply or administer any medication to students and encourages prescribers to write prescriptions for medications to be given outside of school hours whenever possible. Nurses must use reasonable and prudent judgment to determine whether or not to administer particular medications at school while working in collaboration with parent(s)/guardian(s) and school administration. The school reserves the right to refuse to administer certain types of medication, at the discretion of the school nurse or other employee authorized by the Superintendent or when such administration could prove harmful to staff or students without proper training. To protect the health and safety of students, the nurse will clarify, when necessary, any medication order. The district will not administer the first dose of any medication. The school nurse will not, without clarification from the prescriber, administer any medication if the dosage exceeds the recommendations of the manufacturer.

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

Over-the-counter medications will only be given as indicated on the medication's manufacturer label and parents must provide any needed measuring device. OTCs must be maintained in the original container, the appropriate approval form for medication must have been completed and signed by the parent or guardian for each medication, and the school nurse or delegated personal will keep record medication taken by the student. The nurse can delegate OTC medication administration if a permission form is on file.

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.

Homebound Instruction

A program of homebound instruction will be made available to all Guadalupe Center School students who are unable to attend school because of medical/psychological problems. Inability to attend school must be verified by a licensed physician's report, and such a program will be made available in a manner consistent with the rules and regulations of DESE, which governs such a program. Applications for homebound instruction can be made with the director of special services.

Homeless, Migrant, And English Learners

The district is committed to providing equal access for all eligible homeless, migrant and English Learners to a free and appropriate education in the same manner as is provided to other district students. Students whose primary language is not English may require specialized instruction. Guadalupe Centers Schools offers a program to teach the English language that includes listening, reading, writing and speaking. For more information on English Learner (EL) program services, please contact your child's school. Parents of all new students enrolling in Guadalupe Centers Schools must complete the home language survey during online registration.

- If a language other than English is indicated on the form, the student(s) will be administered an assessment to determine possible placement into the program.
- Interpreters are available to assist with communication between school personnel and family. If you have questions or need further information, please contact your school.

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.

Parents and students will be required to accept responsibility for the student's laptop or iPad through the Technology Agreement. This agreement outlines the care, handling and expectations for student use of district devices, annual fee, and includes an acknowledgment that students will be responsible for the loss or damages to the device.

Missouri Course Access Program (MOCAP)

In 2018, Senate Bill 603 was passed establishing the Missouri Course Access and Virtual School Program (MOCAP). MOCAP is intended to provide access to online courses for all Missouri K-12 students needing flexible academic programming through online coursework.

Online instruction can be an effective education option for some students. Eligible students may request to enroll in online instruction offered through MOCAP during the regular enrollment window. The Guadalupe Centers Charter Schools' process is outlined below.

1. Parent/Guardian/Student contacts building counselor to indicate interest in online courses through MOCAP.
2. School provided information and request form. Parent fills out request form and returns to counselor.
3. School team reviews and makes "best educational interest" determination.
4. Request denied for "good cause" or is approved and the process of enrollment begins through the appropriate online provider.

For more information, please contact your child's school and you can also go to the following website <https://mocap.mo.gov/>.

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.

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. 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. Please do not try to call or text your child directly on their cell phone as this may interrupt the learning in the class and goes against our cell phone policy.

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.

Parent's Right-To-Know

Under federal law (ESSA), parents and guardians may request information regarding the professional qualifications of their students' classroom teachers and paraprofessionals. Please contact Guadalupe Centers Schools human resources department to request this information. You have a right to request the following:

- Whether the student's teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the student's teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
- Whether the teacher is teaching in a field or discipline of the certification of the teacher;
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

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

Personal Property

Guadalupe Centers Schools is not responsible for the investigation, recovery, reimbursement or replacement of lost, stolen or damaged personal property brought to school by students and strongly recommends that valuable personal property remain at home. Personal property should never be left unattended and, when present, should be secured in a locker at all times. Students should notify the attendance office of lockers needing repair. Examples of personal property include but are not limited to: purses, wallets, watches, jewelry, band instruments, electronic devices, credit cards, cash, checks, books, notebooks and book bags.

Public Notice: Public Education for Students with Disabilities

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 Schools 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 Schools 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 Schools 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 Schools 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 Centers Schools Administrative Building located at 5123 E. Truman Rd., Kansas City, MO, 64127. The Administrative Building is open Monday through Friday between 8:00 A.M. through 4:00 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.

Reporting Concerns Regarding School Safety

Students, parents and staff members are strongly encouraged to report all dangerous and potentially dangerous situations and/or events directly to an administrator, staff member, or to the police officer at the school. Students and parents may also report safety concerns using Sprigeo, an online reporting system Guadalupe Centers Schools uses to track situations such as, but not limited to: threats, harassment, bullying, acts of violence, drug activity or possession of weapons on school property. All information sent through the Sprigeo system goes directly to school administrators through a secure online connection. To make a report, go to <https://www.gck12.org/page/school-safety> and click on send a report.

School Breakfast and Lunch

Guadalupe Centers Schools offers a state and federal approved breakfast and lunch program. Students may be eligible for free or reduced price breakfast and lunch based on federal income guidelines. Applications should be completed online through the Parent Portal for each household before the start of the school year, however may be submitted at any time during the school year should the need arise. Disclosure of free and reduced price meal application and eligibility information will be limited in accordance with applicable law. 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 Closings

When school is canceled, closed early, or there is a delayed opening due to inclement weather or emergency situations, an official announcement will be issued through the news media generally prior to 6:30 AM. Parents should monitor local media outlets to determine if school has been canceled, closed early, or there is a delayed opening. Once the decision is made, notification will be also be make available from the following sources in addition to local news media outlets:

- 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 (www.gck12.org)

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.

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.

School Security

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

School - Student - Parent Compact

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/or 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 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.

Student Code Of Conduct (Board Policies Section 2600)

While there are many factors which affect the learning environment, most disruptions 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. While walking to or from school, waiting for school-provided transportation or waiting for or riding on public transportation to and from school, if the student's conduct is the result or cause of disruptive behavior on school grounds; and
5. Off-campus misconduct that is not school-related and adversely affects the educational climate will also be subject to school-related disciplinary consequences. In addition, the district will seek restitution in all instances where district property is damaged, destroyed or stolen.
6. Acts or behavior, which occurs on any social media site and poses a threat to the safety of students and faculty or disrupts the learning environment.

Discipline infractions occurring at the end of the school year may result in disciplinary actions and/or consequences being administered at the beginning of the next school year.

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 themselves 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 their 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.

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 student 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 their problem solving.

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)

Behavior Management & BIST BIST Movements & Steps

BIST Movements & Steps	Actions and Interventions
Verbal Warning <ul style="list-style-type: none"> ▪ Student is told they are making a poor choice. ▪ Given opportunity to correct their behavior. 	<p>Student is given verbal warning by teacher to correct problem behavior.</p>
Safe Seat <ul style="list-style-type: none"> ▪ Student did not correct behavior after warning. ▪ Moved to Safe Seat in classroom as alternate seating to help better student’s behavior. 	<p>Teacher assigns a think sheet and process with the student</p> <p>Teacher will log it into Infinite Campus as a BIST movement.</p> <p>*Student will remain in the safe seat until processing with the teacher.</p>
Buddy Room <ul style="list-style-type: none"> ▪ Student proved unsuccessful in Safe Seat and moved to Buddy Room in nearby/team teacher’s classroom. ▪ Student must process with classroom teacher within 48 hours of BIST Movement before they may re-enter the classroom environment. 	<p>Teacher will contact Buddy Room teacher to notify students is on the way and reason.</p> <p>Phone call is made to parent/guardian by the sending teacher.</p> <p>Teacher will log it into Infinite Campus as a BIST movement.</p>

	*Focus Room Facilitator will create a Success Plan after multiple BIST movements with student, guardian, and teacher(s) input.
<p>Focus Room</p> <p>The purpose of the Focus room is to keep learners engaged in school in situations which might otherwise result in an out-of-school suspension. The focus room process is a highly structured class situation allowing learners an environment to recover from situations in which a learner's presence in their classroom may not be appropriate, including, but not limited to: conflict, the influence of substances, or disruptive behavior.</p> <ul style="list-style-type: none"> ▪ Student proved unsuccessful in Buddy Room and moved to Recovery Room ▪ Student must process with classroom teacher within 48 hours of BIST Movement before they may re-enter the classroom environment. 	<p>Teacher will contact Focus Room Facilitator to notify students is on the way and reason.</p> <p>Teacher will provide work for the student to complete in the focus room.</p> <p>*Focus Room supervisor will create a Success Plan after multiple BIST movements with student, guardian, and teacher(s) input.</p>
Office Referral	Teacher will issue an office referral.
<ol style="list-style-type: none"> 1. Student's problem behavior (Level 1) has continued or commits a Level 2, 3 or 4 offense. 2. Administrative personnel will call parents/guardians. 3. Admin team will Follow Code of Conduct to determine consequence. 	

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).

Any infraction that is classified as Levels 1, 2, 3, or 4 should be entered into the Infinite Campus Discipline tab.

Level 1

- Unauthorized Use of Cell Phones
- Disruptive Behavior in the Classroom or During School Activities/Bus
- Eating/Drinking outside of cafeteria
- Excessive Tardies
- Inappropriate Public Display of Affection
- Unprepared for class (no school supplies, chromebook not charged, no gym clothes)
- Sleeping in Class
- Dress code violation (that cannot be corrected immediately)
- Failure to clean up after self
- Out of Class Without a Pass /Abuse of pass
- Other

Possible Actions and Interventions PreK	Possible Actions and Interventions Grades K - 5	Possible Actions and Interventions Grades 6 - 12
<p>First Incident</p> <p>Classroom-level interventions (Tier I interventions and Conscious Discipline strategies if necessary) should be the first response.</p> <ul style="list-style-type: none"> • Parent/Guardian/Caregiver Contact <p>Subsequent Incidents</p> <ul style="list-style-type: none"> • Parent/Guardian Conference • Refer to Pre-K Clinician for support services • Attendance plan created and monitored by Pre-K to determine intervention needs. This may include creation of attendance plan, warning of possible dismissal from program. 	<p>First Incident</p> <p>Classroom-level interventions (Tier I interventions and BIST moves if necessary) should be the first response.</p> <ul style="list-style-type: none"> • Teacher Conference with Student • Parent/Guardian contact from teacher • Buddy Room • Focus Room <p>Subsequent Incidents</p> <ul style="list-style-type: none"> • Parent/Guardian contact • Focus Room • In-school suspension and parent/guardian contact • Behavior Support Plan • A third offense may be treated as Continuous Misconduct 	<p>First Incident</p> <p>Classroom-level interventions (Tier I interventions and BIST moves if necessary) should be the first response.</p> <ul style="list-style-type: none"> • Teacher Conference with Student • Parent/Guardian contact from teacher • Buddy Room • For cell phones, earbuds, headphones in class, teachers will confiscate and turn into the front office; cell phones will be returned only to a parent or guardian. <p>Subsequent Incidents</p> <ul style="list-style-type: none"> • For cell phones, earbuds, headphones in class, teachers will confiscate and turn into the front office; cell phones will be returned only to a parent or guardian. • In-school suspension and parent/guardian contact • Detention • Behavior Support Plan
<p>Definition of Level 1 Incidents (only those that may need clarification are listed below):</p> <ul style="list-style-type: none"> • 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 (ie. 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 GCCS.
- **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.

Level 2

- Academic Dishonesty
- Continuous Defiance of Authority /Insubordination
- Forgery
- Gambling
- Inciting to Fight
- Misuse of School Equipment with the intention to damage.
- Possession and or Use of Tobacco Products
- Possession and or Use of E-cigarette or Vaping Device
- Smell of Alcohol or Drugs – send home to change
- Skipping Class, Tutoring, Detention, or Leaving School Without Permission
- Use of Abusive, Obscene, Offensive or Profane Language
- Possession and/or use of Incendiary Devices
- Possession of a toy weapon
- Running away from class or staff member
- Other

Possible Actions Taken PRE-K

First Incident

Classroom-level interventions (Tier I interventions and Conscious Discipline strategies if necessary) should be the first response.

- Triage with Learner(s)/ Mediation with students (with developmentally appropriate behavior strategies) •
- Parent/Guardian/Caregiver Contact
- De-escalation/ Safe Space

Subsequent Incidents

- Triage with Learner(s)/ Mediation with students

Possible Actions Taken Grades K - 5

First Incident

Classroom-level interventions (Tier I interventions and BIST moves if necessary) should be the first response.

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

Subsequent Incidents

- Parent/Guardian Contact
- Focus Room
- Behavior Support Plan

Possible Actions Taken Grades 6 - 12

First Incident

Classroom-level interventions (Tier I interventions and BIST moves if necessary) should be the first response.

- Teacher/Admin Conference with Student
- Parent/Guardian contact
- Buddy Room
- Focus Room
- In-school suspension
- Detention

Subsequent Incidents

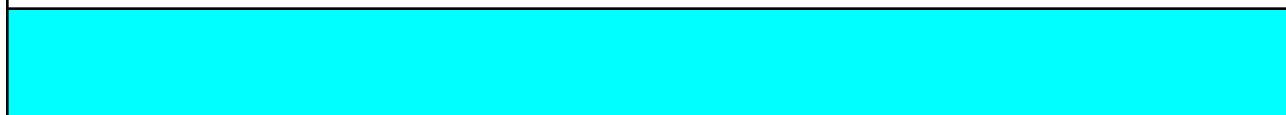
- Parent/Guardian Contact
- Detention
- In-school suspension

<ul style="list-style-type: none"> • Parent/Guardian/Caregiver Conference and meeting if needed • Counselors and Teachers develop positive classroom environment and intervention plan, with support from Pre-K Clinician if needed. • Refer to Pre-K Clinician for observation and collaborative development of Individual Behavior Support Plan/Safety Plan 	<ul style="list-style-type: none"> • In-school suspension • Out of School Suspension • A third offense may be treated as Continuous Misconduct 	<ul style="list-style-type: none"> • Behavior Support Plan • Out of school Suspension
<p>Definition of Level 2 Incidents:</p> <ul style="list-style-type: none"> • 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. Students will be allowed to make up the assignment for 75% credit. • Continuous 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. <i>*Note: The offense includes, but is not limited to, signing a parent and/or guardian, teacher, or school personnel's signature on documents.</i> • 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. • 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. • 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 Abusive, Obscene, Offensive or Profane Language- 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.

Note: Severity of the defiant violation (i.e. persistent, intentional abusive/derogatory language) could warrant Level III Interventions.

- **Possession of Incendiary Devices-** The possession of any combustible or explosive substance or device(s), including fireworks, is forbidden.



Level 3

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

Possible Actions Taken PreK	Possible Actions Taken Grades K - 5	Possible Actions Taken Grades 6 - 12
First Incident • <ul style="list-style-type: none"> ● De-escalation/Safe Space ● Triage with Learner(s)/ Mediation with students ● Parent/Guardian/Caregiver Conference ● Refer to Conscious Discipline Team for Individual Behavior Support Plan/Safety Plan to set social-emotional learning 	<ul style="list-style-type: none"> ● Parent/Guardian Contact ● In-school suspension ● Out of school suspension ● Suspension of computer privileges ● Restitution (where appropriate) ● Behavior Support Plan Subsequent Incidents	First Incident <ul style="list-style-type: none"> ● Teacher/Admin Conference with Student ● 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

<p>interventions and goals, involving observations and support services from Pre-K Clinician.</p> <p>Subsequent Incidents</p> <ul style="list-style-type: none"> • De-escalation/ Safe Space • Triage with Learner(s)/ Mediation with students • Parent/Guardian/Caregiver Conference • Review/Revise Conscious Discipline goals and strategies, Pre-K Clinician continue observations and support services • Reviewed by the Pre-K team to determine intervention needs 	<ul style="list-style-type: none"> • Parent/Guardian Contact • In-school suspension • Out of school suspension • Suspension of computer privileges • Restitution (where appropriate) • Behavior Contract • Mandatory Behavior Contract • Discipline Hearing upon breaking Behavior Contract • Out of school suspension with possible further action 	<p>Professional Counseling or Substance Abuse Counseling</p> <p>Subsequent Incidents</p> <ul style="list-style-type: none"> • 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 • Out of school suspension (10 days) with referral to Discipline Hearing and possible further action
<p>Definition of Level 3 Incidents:</p> <ul style="list-style-type: none"> • 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. • Tampering with Safety Equipment- The intentional activation of fire alarms or like warning devices and safety equipment. • 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. • Possession and/or Use of Alcohol/Drugs or Related Activity- Possession of or use of alcohol or drugs at school, on school property or during a school activity. This includes coming to school under the influence of alcohol or 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 of more than one drug related item might suggest distribution and will turn this offense into a Level 4. • 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, sexual identity, 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, or offensive educational environment for learners or staff members.”

- **Inappropriate Physical Contact** - behavior which infringes on the personal space and movement of others, is offensive, suggestive, or results in bodily injury.
- **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 GCCS 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 GCCS 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 / Defamation of Character 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. Verbal abuse, threats, or harassment of a person including but not limited to stalking, defamation, intimidation or harassment through other persons, or the use of electronic or other communication devices such as video, computers or telephones.
- **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.
- **Sexing 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		
<ul style="list-style-type: none"> • 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 PreK	Possible Actions Taken Grades K - 5	Possible Actions Taken Grades 6 - 12
First Incident <ul style="list-style-type: none"> • De-escalation/Safe Space • Triage with Learner(s)/ Mediation with Learner • Parent/Guardian/Caregiver Conference • Immediate implementation of Individual Behavior Support Plan/Safety Plan, involves observations and support services from Pre-K Clinician • Reviewed by Pre-K Team to determine intervention needs • Short-term Suspension, with approval by Pre-K Team 	First Incident <ul style="list-style-type: none"> • Parent/Guardian Contact and out of school suspension up to 10 days with possible discipline hearing • Behavior contract Second Incident <ul style="list-style-type: none"> • Parent/Guardian Contact and out of school suspension up to 10 days with possible discipline hearing • Mandatory Behavior Contract Subsequent Incidents <ul style="list-style-type: none"> • Out of school suspension of 10 days with referral to Discipline Hearing • Recommendation from the Hearing Official may include: <ul style="list-style-type: none"> o Out of school suspension for a period of 11 to 180 days o Referral to appropriate law enforcement authorities 	Any Level 4 Incidents will result in an out of school suspension for a period of up to 10 days, and a discipline hearing if there is a possibility of extending the suspension beyond 10 days.. <p>Recommendation from the Hearing Official may include:</p> <ul style="list-style-type: none"> • Out of school Suspension for a period of 11 to 180 days • Referral to appropriate law enforcement authorities • Referral to Alternate School • Expulsion

	<ul style="list-style-type: none"> o Referral to Alternate School o Expulsion 	
<p>Definition of Level 4 Incidents:</p> <ul style="list-style-type: none"> ● Arson- Starting a fire or causing an explosion with the intent to damage personal property and/or buildings (i.e., setting papers/books on fire, placing lighted matches or burning paper in trash can/container, exploding fireworks/bombs, setting property or building on fire, etc.). ● Assault of Staff or Student- An actual and intentional touching or striking of school personnel or another student against his/her will with the intent of causing serious physical harm, or an attempt to do the same, or placing a person in apprehension of immediate physical injury. *Note: This offense includes, but it not limited to, 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. Intent and age of student will be taken into consideration when determining offense. ● 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 GCCS 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: <ul style="list-style-type: none"> o any weapon that is designed or adapted to expel a projectile by the action of an explosive or other propellant; o the frame or receiver of any weapon described above; o any firearm muffler or firearm silencer; o any explosive, incendiary, or poison gas; or o any combination of parts either designed or intended for use in converting any device into any destructive device described above and from which a destructive device may readily be assembled. ● Possession and/or Use of a Weapon Other Than a Firearm- Possession and/or use of an instrument, device or projectile that could reasonably be used for attack or defense against another person; any instrument or device that could reasonably be used to threaten, intimidate, or inflict physical injury or harm to another person. ● Possession and or use of a simulated weapon- The possession, concealment or display of a simulated weapon that appears real and 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 GCCS facility other than through designated entrances or allowing 		

unauthorized persons to enter a GCCS facility through any entrance; and returning to school premises while serving a suspension. A GCCS 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.

Elementary Students Who are Returned from the Bus

Any student who is brought back to the school due to being undeliverable will be placed in after-care and the parents will be charged a fee.

Enforcement (Policy 2620)

School administrators 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 Guadalupe Centers Schools 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 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 5 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 5 school days from the date of suspension shall result in a waiver of the right to appeal the suspension. If the parent gives notice that he/she wishes to appeal the long-term suspension to the school board, the suspension shall be stayed until the school board renders its decision unless the superintendent determines that the student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, in which case the student may be immediately removed from school. In the event of an appeal, the superintendent shall promptly transmit to the School Board a fully written report of the facts relating to the long-term suspension, the action taken by the superintendent and the reasons, therefore.

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 48 hours from the date of the hearing.

Expulsion: Upon receipt of the superintendent's recommendation for expulsion of a student, the board shall notify the student and parent/guardian of the superintendent's recommendation and the date for an expulsion hearing. The board shall send a notice of hearing in writing within 3 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.

Student Complaints and Grievances

The following guidelines are established for the presentation of student complaints and grievances:

- The principals shall schedule a conference with the student and any staff members involved to attempt to resolve the problem. Parents/Guardians may be involved in the conference, or a later conference for parents/guardians may be scheduled at the discretion of the principal.

- If the problem is not resolved to the satisfaction of the student and/or parents/guardians, a request may be submitted in writing for review by the superintendent or designee. Such a written request for review should identify the alleged violation of Board policy or school rule or the alleged unjust act, along with all facts the student/parents/guardians would like the superintendent or designee to consider. The superintendent may arrange a conference to consider the problem and will inform participants of the action that will be taken.
- If the student and/or parents/guardians are not satisfied with the action of the superintendent, they may submit a written request for review by the Board of Education. Unless required by law, a hearing will be at the discretion of the Board. The decision of the Board shall be final.

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 10 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.

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

Long-term Out of School Suspension: Is the removal of a student from school (or school bus) for 11 to 175 school days. The length of time is imposed by the superintendent or his/her administrative designee. Students shall not be allowed to participate in extracurricular activities, attend any school function, or be on any Guadalupe Centers Schools property during the length of the suspension.

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: The exclusion from school for a period exceeding one hundred and seventy-five (175) school days. Only the board may impose an 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.

Behavior Contracts: A contract between student, parent, and the school that is used with students who exhibit repeated 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 and the supports the student will receive in order to develop the skills needed to correct the behaviors. New students enrolling at Guadalupe Centers Schools who have shown a pattern of disruptive behavior at their previous school as documented on their discipline records may also be placed on a behavior contract.

Referral to Alternative Education Program: Students who are long term suspended or who violate a behavior contract may be referred to a Virtual Education Program. The Virtual Education Program is located offsite and parents/guardians are responsible for transportation. A reinstatement hearing must be conducted prior to the student returning to Guadalupe Centers Schools as a full-time student.

Note: All discipline incidents will be documented and tracked in the school's Student Information System.

Procedures for Suspensions And Expulsions Of Regular Education Students

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.

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 a vice-principal to act on the principal's behalf, subject to the principal's supervision. In some cases, the principal or vice-principal may choose to shorten the length of suspension after a parent conference or if another satisfactory solution to the problem is agreed upon.

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 (11-175 School Days)

The superintendent may suspend students from school for a period of eleven (11) to one hundred seventy-five (175) 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.

II. Expulsions

The School Board is the only governing body within the GCCS system which may expel a student for conduct which is prejudicial to good order and discipline in the schools or which tends to impair the morale and good conduct of the students. Prior to expelling a student, the parent and/or guardian must be given notice and a hearing before the school board. The parent/guardian, or student if eighteen years or older, may waive the expulsion hearing. If not waived, the hearing will be held on the date set by the Board. The Board will make a good faith effort to notify parents/guardians of the time, date and place of the hearing.

In all school board hearings for expulsions and/or appeals of long-term suspensions, the following procedures will be adhered to:

1. The parents/guardians will be notified in writing of:
 - The charges against the student;
 - Their right to a school board hearing;
 - The date, time and place of the hearing;
 - Their right to counsel; and
 - Their procedural rights to call witnesses, enter exhibits and cross-examine adverse witnesses.All such notifications will be addressed to the student's parent/guardian and mailed by certified mail and regular mail to the student's parent/guardian at the last address shown on student records.
2. Prior to the school board hearing, the student and the student's parents/guardians will be advised of the identity of the witnesses to be called by the administration and advised of the nature of their testimony. In addition, the student and student's parent/ guardian will be provided with copies of the documents to be introduced at the hearing by school administration.
3. The hearing will be closed unless specified by the School Board. The hearing will only be open with parental consent. At the hearing, the administration or counsel for the administration will present the charges, testimony and evidence to support such charges. The student, his/her parents/guardians or their counsel shall have the right to present witnesses, introduce exhibits, and to cross-examine witnesses called in support of the charges.
4. At the conclusion of the hearing, the School Board shall deliberate in Executive Session and shall render a decision to dismiss the charges, suspend the student for a specified period of time or expel the student from the GCCS system. The administration or its counsel, by director of the School Board, shall promptly prepare and transmit to the parents/guardians written notice of the decision. Written notice of the decision will also be submitted to the principal and superintendent.

Procedures for Suspension And Expulsion Of Special Needs Students

Students with special needs, as defined by federal and state laws and regulations, shall be subject to the provisions of this Code of Student Conduct, except as otherwise provided by this section. The student's parent/guardian and Special Needs Education staff shall be involved in all administrative decisions under this Code of Student Conduct involving students with special needs.

Due Process

Due process procedures applicable to removal, suspension or expulsion of students from public schools under state law shall be afforded to qualified students in accordance with School Board policy on Student Suspension and Expulsion.

Authority of School Personnel

School personnel may consider any unique circumstances on a case by case basis when determining whether a change of placement, consistent with other requirements of this section, is appropriate for a child with a disability who violates the Code of Student Conduct.

I. Short-Term Suspension (10 School Days or Less)

A school may remove a child with a disability who violates the Code of Student Conduct from their current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten (10) school days in the same school year (to the extent such alternatives are applied to children without disabilities) without providing services. Once a child has been removed from his or her placement for a total in excess of ten (10) school days in the same school year, this agency must, during any subsequent days of removal in that school year, determine what special education services will be provided to the student.

II. Long-Term Suspension

If a school seeks to give a child with a disability an out-of-school suspension that totals more than ten (10) school days in one (1) school year and the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability, the relevant disciplinary procedures applicable to children without disabilities may be applied to the child in the same manner and for the same duration that the procedures would be applied to children without disabilities except services must be provided to ensure the child receives a free, appropriate, public education, although it may be provided in an interim alternative educational setting.

Change of Placement

A removal of a child with a disability from the child's current educational placement is a significant change of placement if:

The proposed exclusion of a student is permanent (expulsion), for an indefinite period, for more than 10 consecutive school days or a series of suspensions that cumulatively amount to more than 10 days that creates a pattern of exclusions under the Individual Disabilities Education Act.

The determination of whether a series of suspensions creates a pattern is made on a case-by-case basis. Among the factors considered in determining whether a series of suspension has resulted in a "significant change in placement" are the length of each suspension, the proximity of the suspensions to one another, the total amount of time the student is excluded from school, and the similarity of the misconduct. In no case, however, may serial, short-term exclusions be used to avoid the requirements of re-evaluation before cumulative suspensions of more than 10 days. The GCCS's determination of whether a pattern of misconduct has occurred is subject to review through due process and judicial proceedings. Suspensions that, in the aggregate, are for 10 days or fewer are not considered to be a significant change in placement.

Services

The special education services that must be provided to a child with a disability who has been removed from the child's current placement may be provided in an interim alternative educational setting.

If a child with a disability is removed from the child's current placement for more than ten (10) school days in one school year, then the child's IEP team will determine if special educational services will be offered during the child's removal from school and where those services will be delivered.

Manifestation

Within ten (10) school days of any decision to change the placement of a child with a disability because of a violation of a Code of Student Conduct, the school, the parent/guardian and relevant members of the IEP team (as determined by the parent/guardian and the school) shall review all relevant information in the student's file, including the child's IEP, any teacher observations and any relevant information provided by the parents to determine if the conduct in question was

caused by or had a direct and substantial relationship to the child's disability or if the conduct in question was the direct result of this agency's failure to implement the IEP.

If the school, the parent/guardian and relevant members of the IEP team determine that either the conduct in question was caused by or had a direct and substantial relationship to the child's disability or if the conduct in question was the direct result of the school's failure to implement the IEP applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

Determination that Behavior Was a Manifestation

If the conduct was a manifestation of the child's disability, and the school has not conducted a functional behavioral assessment, the IEP team shall conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child. If the child already had a behavioral intervention plan when the conduct occurred, the IEP team must review the plan and, if necessary, modify it to address the behavior.

If the behavior was a manifestation of the child's disability, unless the removal is due to weapons, drugs, or serious bodily injury, the child must be returned to the placement from which the child was removed. The parent and the school, however, may agree to a change of placement as part of the modification of the behavioral intervention plan.

Special Circumstances

Whether or not the behavior was a manifestation of the child's disability, school personnel may remove a student to an interim alternative educational setting (determined by the child's IEP team) for up to forty-five (45) school days, if the child:

- A) Carries a weapon (see the definition below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a school district;
- B) Knowingly has or uses illegal drugs (see the definition below) or sells or solicits the sale of a controlled substance (see the definition below) while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a school district; or,
- C) Has inflicted serious bodily injury (see the definition below) upon another person while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a school district.

On the date this is made, the parent must be notified of the decision, and provided the Procedural Safeguards statement.

Determination of Setting

The interim alternative educational setting must be determined by the IEP team for removals that are changes of IEP placement or forty-five (45) school day suspensions described under special circumstances.

Parent Appeal

If the parent of a child with a disability disagrees with any decision regarding IEP placement, or the manifestation determination under this subsection or the school believes that maintaining the current setting of the child is substantially likely to result in injury to the child or to others, they may request a due process hearing.

Authority of Hearing Officer

A qualified hearing officer must conduct the due process hearing and make a decision. The hearing officer may:

- A) Return the child with a disability to the IEP placement from which the child was removed if the hearing officer determines that the removal was a violation of the requirements described under the heading Authority of School Personnel, or that the child's behavior was a manifestation of the child's disability; or
- B) Order a change of IEP placement of the child with a disability to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the hearing officer determines that maintaining the current setting of the child is substantially likely to result in injury to the child or to others.

These hearing procedures may be repeated, if the school district believes that returning the child to the original setting is substantially likely to result in injury to the child or to others.

Placement During Appeals

When the parent or the school has filed a due process complaint related to disciplinary matters, the child must, unless the parent and the State Educational Agency or school district agree otherwise, remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of removal as provided for and described under the heading Authority of School Personnel, whichever occurs first.

Student Information System – Infinite Campus

Guadalupe Centers uses a student information system called Infinite Campus which provides parents access to the following information through the parent portal: messages from the school system, 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.

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. All students must be under the direct supervision of a staff member. Students should have transportation available within 15 minutes after all student activities and are to wait in the designated area.

Support Services

Counselors/Social Workers: A guidance counselor is available in each school to assist and advise students about academic and personal decisions. School counselors design and deliver school counseling programs that improve student outcomes. Any situation that poses a problem for the student may be discussed with the school counselor. A social worker provides services to students to enhance their emotional well-being and improve their academic performance.

Family and Community Engagement Coordinators: Our family coordinators 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.

Guadalupe Centers Family Support Services: The Guadalupe Centers offers a variety of social support and emergency assistance services to clients in English and Spanish through the Family Support Program. Major components of family support programming include emergency assistance, case management and linkage to needed financial services. Other services include utility assistance, rental eviction/mortgage foreclosures assistance, food pantry, personal hygiene products assistance, referrals for health care, referrals for legal assistance, transportation assistance, prescription assistance, and language Interpretation assistance.

Use Of Security Cameras

There are security cameras in use in a number of locations throughout the school buildings. The cameras are intended to be used for supervision and safety purposes by administration. Information obtained via a security camera may also be used for the purpose of discipline proceedings.

Video and Publications Information

Guadalupe Centers Schools 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) will 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.

Visitors to the Building

Possible addition from the EOP:

- All visitors enter the front doors to the building.
 - Visitors are immediately recognized, are asked to sign in and out and they are given a visitor's badge to wear.
 - Badges are clearly identifiable, commercially made, and cannot be duplicated.
 - Visitors are not allowed to proceed to classes unless they have received prior approval and a visitor's badge from the office staff.
- Procedures for school visitors are covered in the student/parent handbook and in the teacher handbook. Signs are posted on all doors indicating the procedure that visitors must follow upon entering the building.
- The visitor procedure is consistently and efficiently implemented.
- Parents, students, faculty, and staff are notified immediately if change in procedure takes place.
- Faculty and staff are alert to identified and unidentified visitors.
- Faculty and staff follow a procedure in place for identifying strangers or unidentified visitors in the building or on school ground.

- If disruption is anticipated, visitors are escorted out and away from the building and the local police are notified.

To ensure the safety of all students and staff, everyone should cooperate to make the school a safe place. If Covid-19 cases increase, parents and visitors will be restricted from entering the building unless an appointment has been made beforehand. If this is put into effect, all visitors with appointments will go through a health screen and temperature check in the front office or designated area and will be required to wear a facemask. All visitors must sign in at the front office and wear a “Visitor’s Badge” and will return the badge before exiting the building.

Withdrawal

Parents of children who are leaving the GCCS system or are moving to another school attendance area should notify the school prior to the last day of attendance and complete a withdrawal form which includes the name of the school the student is transferring to. Library materials, texts, technology, instruments, and other school property must be returned before transfer is complete. Parents must also pay any fines or fees owed and pay for books or other equipment that is lost or damaged. Failure to follow these procedures may make it difficult for a student to be enrolled and classified properly in another school. 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.

Guadalupe Centers Pre-K/Elementary School



AZTECS

Dear Parent or Guardian,

Congratulations, your child has been selected to attend Guadalupe Centers Elementary School for the 2023-2024 school year! My name is Dr. April Soberon, and I am the Principal of Guadalupe Centers Elementary School. I'd like to be the first to welcome your families to the 2023-24 school year. I can't wait to continue to get to know each of you and your students and work together to help our students achieve success!

The mission of Guadalupe Centers Elementary School is to create and empower our school community by providing rigorous and engaging academic and cultural experiences. As we continue our dedication to providing all students with a quality educational experience, **we will be returning to an emphasis on daily student attendance and timeliness.** We will open our doors to welcome students beginning at 7:05 for breakfast, and school will start promptly at 7:30 daily. Dismissal will take place at 2:35 daily.

Ready, Set, *GROW!*



Guadalupe Centers
Elementary
2023-2024

This year, our school-wide theme for 2023-24 will be *"GCES: Ready, Set, Grow!"*. This will be ever-important as we continue to grow as a Pre-K - 5th grade school. I would also like to introduce you to two new administrators to our campus this year. Ms. Alex Thiessen, Pre-K Director, and Ms. Lineth Posada, Elementary Assistant Principal. We are thrilled to have them join our team!

We will have an important **required** meet the teacher events for families. On these nights, you can meet your child's teacher, drop off school supplies, and hear important information for the school year. Please plan to attend one of the dates listed below-more details will be coming soon! Enclosed you will find a calendar for the academic school year (keep this handy!), annual parent-pick up car signs that are required when picking your student up from school, as well as an informational flyer.

On our website you will find school supply lists per grade level and other pertinent information. Check out our school [E-Learning Hub](#) linked here!

Don't hesitate to contact the front office with any questions or if you need assistance of any kind. Looking forward to a wonderful school year at GCES!

Sincerely,

Dr. Soberon

Mandatory Orientation for parents and students/Meet the Teacher Night Information

Guadalupe Centers Pre-K and Elementary School
5123 E. Truman Road
(816) 994-0396 (Primaria/Elementary) (816) 994-0303 (Pre-K)
Thursday, Aug. 17th (12:00 pm - 7:00 pm) Friday, Aug. 18th (4:00 pm - 7:00 pm)

Supply Lists

Pre-Kindergarten

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

Guadalupe Centers Elementary School

2023-2024 Staff List

Administrators

April Soberon, Principal	asoberon@guadalupecenters.org	Holter 214C
Elizabeth Marentes, Assistant Principal	emarentes@guadalupecenters.org	KW 203
Lineth Posada, Assistant Principal	linethposada@guadalupecenters.org	Holter 205
Alex Thiessen, Pre-K Director/Administrative Intern	athiessen@guadalupecenters.org	Zartman 205

Front Office Staff

Joeys Mijares, Registrar	jmijarez@guadalupecenters.org	Holter 202
Lorena Patino, Parent Liaison	lpatino@guadalupecenters.org	Holter 207
Tabitha Guerrero, Receptionist/Attendance Clerk	tguerrero@guadalupecenters.org	Library Office
Magaly Medina, Administrative Assistant	mmedina@guadalupecenters.org	Holter Office

Alvaro Martinez, Pre-K Receptionist/Registrar	apmartinez@guadalupecenters.org	Zartman Office (201) 816-994-0303
Blanca Villa Alva, Pre-K Family Advocate	bvilla@guadalupecenters.org	Zartman 204
Elizabeth Weisberg, School Nurse	eweisberg@guadalupecenters.org	Epworth 101
Hailee Smith, School Nurse	hsmith@guadalupecenters.org	KW 107
Yulissa Montoya, Lunch Accountability Monitor-library	ymontoya@guadalupecenters.org	Holter 207
Dulce Dominguez Contreras, Lunch Accountability Monitor-Holter	ddominguez@guadalupecenters.org	Holter 207
Yomara Alvarez, Lunch Accountability Monitor-Holter	yalvarez@guadalupecenters.org	Holter 207
Soledad Navarro Carrillo, Lunch Accountability Monitor-library	snavarrocarrillo@guadalupecenters.org	Holter 207
Nieves Zelaya, Building Para	nzelaya@guadalupecenters.org	Holter 202
Hall monitor TBD		

Instructional Support

Alison Bunten, Pre-K Curriculum & Instruction Coordinator	abunten@guadalupecenters.org	Zartman 203
Cherelle Curley, K/1 Instructional Coach	ccurley@guadalupecenters.org	Epworth 107
Hailee Brewington, 2/3 Instructional Coach	hbrewington@guadalupecenters.org	Library 208
Erin Randel, 4/5 Instructional Coach	erandel@guadalupecenters.org	Library 208
Hillary Kosnac, Reading Interventionist (K-2)	hkosnac@guadalupecenters.org	Epworth 105

Hannah Ickes, Reading Interventionist (3-5)	hmorris-ickes@guadalupecenters.org	Library 305
Cathy Kugler, Reading Interventionist (3-5)	ckugler@guadalupecenters.org	Library 206
Johnna O'Bryan, Reading Interventionist (K-2)	jobryan@guadalupecenters.org	Holter 216
Stacia Dishman, Building Substitute	sdishman@guadalupecenters.org	Epworth 317
Jeannie Russell Frank, Building Substitute	jrussell-frank@guadalupecenters.org	Epworth 317
Miguel Fabian, Building Substitute	mfabian@guadalupecenters.org	Epworth 317

Counselors

Rebecca Moreno, Counselor	rmoreno@guadalupecenters.org	Library 203
Maria Simental-Turner, Counselor	msimental@guadalupecenters.org	Epworth 108
Sheila Olivares, Social Worker	solivares@guadalupecenters.org	KW 503
TBD Social Worker		Epworth 102

Pre-K

Allison Lopez, Teacher, Pinguinos	alopez@guadalupecenters.org	Zartman 213
Diana Lopez, Teacher Assistant, Pinguinos	dlopez@guadalupecenters.org	Zartman 213
Rosa Guerrero, Teacher, Pandas	rguerrero@guadalupecenters.org	Zartman 210
Cristina Negrete, Teacher Assistant, Pandas	cnegrete@guadalupecenters.org	Zartman 210
Allie Duque, Teacher, Mariposas	aduque@guadalupecenters.org	Zartman 208
Peternetter Hayden, Pre-K Teacher Assistant, Mariposas	hpeternetter@guadalupecenters.org	Zartman 208
Maitee Rivera Ramos, Teacher, Leones	maiteeramos@guadalupecenters.org	Zartman 108

Priscilla Rodriguez, Pre-K Teacher Assistant, Leones	prodriguez@guadalupecenters.org	Zartman 108
Carlotta Posey, Pre-K Floating Teacher Assistant	cposey@guadalupecenters.org	Zartman 204

Kindergarten

Cathy Irwin	cirwin@guadalupecenters.org	Holter 214E
Hunter Hoagland	hhoagland@guadalupecenters.org	Holter 214D
Meg Ross	mross@guadalupecenters.org	Holter 208
Christina Shackelford-Barraza	cshackelford@guadalupecenters.org	Holter 204
Claudia Jeffers	cjeffers@guadalupecenters.org	Holter 127
Tania Valenzuela	tvalenzuela@guadalupecenters.org	Holter 203

1st grade

Bryn MacDonald	bmacdonald@guadalupecenters.org	Holter 125
Salvador Montanez-Espinoza	smontanez-espinoza@guadalupecenters.org	Holter 124
TBD		Holter 126
Wendy Bonilla	wbonilla@guadalupecenters.org	Holter 118
Sydney Shugrue	sshugrue@guadalupecenters.org	Holter 116
Michele Beck	mbeck@guadalupecenters.org	Holter 115

2nd grade

Natalie Yancey	nyancey@guadalupecenters.org	KW 301
Isabelle Beckett	ibeckett@guadalupecenters.org	KW 302
Megan Henderson	mhenderson@guadalupecenters.org	KW 306

Kiara Long	klong@guadalupecenters.org	KW 305
Rebecca Worth	rworth@guadalupecenters.org	H 110
Sariann Uhlenkamp	suhlenkamp@guadalupecenters.org	H 123

3rd grade

Ali Stallbaumer	astallbaumer@guadalupecenters.org	KW 405
Dakotah Rodgers	drodgers@guadalupecenters.org	KW 201
Halle Hewitt	hhewitt@guadalupecenters.org	KW 401
Tad Miller	tmiller@guadalupecenters.org	KW 208
Chalis Davis	chalisdavis@guadalupecenters.org	KW 406

4th grade

Michelle Sharp	msharp@guadalupecenters.org	KW 501
Makena Watkins	mwatkins@guadalupecenters.org	KW 506
Megan O'Neill	moneill@guadalupecenters.org	KW 101
Sophie Weik	sweik@guadalupecenters.org	KW 505
Jennifer Gleason	jgleason@guadalupecenters.org	KW 502

5th grade

Joseph Pulido	jpulido@guadalupecenters.org	Chapel
Miranda Holden-Bybee	mholden@guadalupecenters.org	Chapel
Serena Long-Ramos	slongramos@guadalupecenters.org	Chapel 1
Michaela Creer	mcreer@guadalupecenters.org	Chapel 3
Keri Simcoe	ksimcoe@guadalupecenters.org	Library 210

Specials

Edgar Santa Cruz, Art	esantacruz@guadalupecenters.org	Holter 109
Katie Self, Art	kself@guadalupecenters.org	Zartman 107
Jesse Gomez, P.E.(3-5)	jgomez@guadalupecenters.org	Holter Gym 225
Marcos Castillo, P.E. (K-2)	mcastillo@guadalupecenters.org	Holter Gym 225
Shelly Alexander, Music (3-5)	salexander@guadalupecenters.org	KW 201
Autumn Schulte, Music (K-2)	aschulte@guadalupecenters.org	Holter 101
Jasdel Gonzalez, Spanish	jasdel@guadalupecenters.org	Zartman 112
Lorena Nebergall, Spanish	lnebergall@guadalupecenters.org	Zartman 112
Tina Monks, Technology	kmonks@guadalupecenters.org	Holter 101
Nichole Peacher, Technology	npeacher@guadalupecenters.org	KW 201
Molly Reilly, Library Media Specialist	mreilly@guadalupecenters.org	Library Media Center 300
Megan Soper, Library Media Specialist	msoper@guadalupecenters.org	Library Media Center 300
Sydney Keith, Library Media Paraprofessional	skeith@guadalupecenters.org	Library Media Center 300

ELD

Lori Stark, ELD Teacher (Kindergarten)	lstark@guadalupecenters.org	Holter 214B
Mirta Kelley, ELD Teacher (Kinder-1st grade)	mkelley@guadalupecenters.org	Epworth 106
Anna Lourenco-Nelson, ELD Teacher (1st grade)	alourenco@guadalupecenters.org	Holter 122
Bethanie Pagel ELD teacher (2nd grade)	bpagel@guadalupecenters.org	KW 102

Shannon Patterson, ELD Teacher, 2nd-3rd grade	spatterson@guadalupecenters.org	KW 104
Monique Dorrell, ELD Teacher, 3rd grade	mdorrell@guadalupecenters.org	KW 103
Elizabeth Schmeltzer, ELD Teacher (4th grade)	eschmeltzer@guadalupecenters.org	Zartman 103
Anne Heidemann, ELD Teacher (5th grade)	aheidemann@guadalupecenters.org	Chapel 104 B
Yesenia Martinez, ELD Paraprofessional	ymartinez@guadalupecenters.org	Chapel 104 B
Mariela Varela, ELD Paraprofessional	mvarela@guadalupecenters.org	E 108
Sayra Villela, ELD Paraprofessional	svillela@guadalupecenters.org	Z 103

Special Services

Charlene Strasburg, Special Services Teacher	cstrasburg@guadalupecenters.org	C 105 A
Katy Cibrian, Special Services Teacher	klillard@guadalupecenters.org	C 105 B
Kayla Heishman, Special Services Teacher	kheishman@guadalupecenters.org	C 103
Madisyn Hale, Special Services Teacher	mhale@guadalupecenters.org	Chapel 104 B
Cameron Netterville, Special Services Paraprofessional	cnetterville@guadalupecenters.org	C 103
Maria Martinez, Special Services Paraprofessional	mmartinezb@guadalupecenters.org	TBD
Juliana Lopez, Special Services Paraprofessional	jlopez@guadalupecenters.org	TBD
Laura Stowe, Speech/Language	lstowe@guadalupecenters.org	C104 A
Karen Walker, Speech/Language	kwalker@guadalupecenters.org	C 104 A

Karen Evans, Speech/Language	kevans@guadalupecenters.org	C 104 A
Ann Fontes, Focus Room Supervisor	afontes@guadalupecenters.org	KW 204

Tutors/Student Teachers

Lit Lab Tutor		E 103
Lit Lab Tutor		E 103
Lit Lab Tutor		H 226
Lit Lab Tutor		H 226
Jackelyn Ogaz, UMKC Student Teacher		Holter 118
Lydia Harter, UMKC Student Teacher		Chapel 3
Denise Ocampo, UMKC Student Teacher		KW 201

Values Statements

PRE-K Values 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.

Elementary Values 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.



AZTECS

GCES CORE VALUES:

S-Service

T-Trust

R-Resilience

O-Optimism

N-Nerve

G-Gratitude

Elementary Pre-K Bell Schedule:

7:45-2:35 Monday-Friday

Elementary K-5 Bell Schedule:

7:30-2:35 Monday-Friday

Student Arrival

Pre-K Students are dropped off near Zartman building

Kindergarten and First Grade students who do not ride the bus should be dropped off at the main Holter building off of Truman Rd. Upper grades siblings are also welcome to be dropped off here and a school staff member will ensure that they get to their appropriate building safely. (With the exception of Ms. Worth & Ms. Uhlenkamp 2nd grade classes who are housed at Holter)

Second through Fifth Grade students who do not ride the bus should be dropped off at the library parking lot off of Van Brunt Dr. (With the exception of Ms. Worth & Ms. Uhlenkamp 2nd grade classes who are housed at Holter)

Breakfast is served before school starts from 7:05-7:25 AM (K-5). Pre K breakfast is served at 7:35 AM

All K-5th grade students are required to come to school with a backpack. Pre-K-5th grade students will receive a Friday folder at the end of each week that needs to be returned the following Monday. Please check this for important information from the school and from your child's teacher.

Attendance/Absence Reporting

In the event of an emergency or a doctor's appointment, parents must call the attendance line to report the emergency/doctor's appointment and the late arrival.

Pre-K: (816) 944-0303

K-5: (816) 702-7428

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 in our student information system) 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. 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 in grades 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 and ride through the middle school and high school routes. Because the middle and high school routes occur immediately after the elementary routes, there is no time to bring undeliverable students back to the elementary school until after the middle and high school routes are completed. If this occurs more than three times, the student will be suspended from the bus indefinitely.

After School Care

After school care is available through Guadalupe Centers Inc.

- After care is available on a first come, first served basis
- There will be a set charge (\$30) per month per child regardless of how many days the student attends after school care:
 - 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

Pre-K 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.

K-5 STANDARDS BASED GRADING

Scoring Guidelines:

4- Exceeding expectations
3- Meeting expectations
2- Approaching expectations
1- Not meeting expectations

Remedial Tutoring

K-5 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 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)

Students in grades K-5 should read 15 minutes every night. Students will be given a monthly reading log that will need to be turned in to their teacher. This reading log should be signed by a parent or guardian. Expect weekly homework. Homework will be sent in Friday folders each week (or whatever is equivalent to Friday for that week) and due the following Friday (e.g. If homework is sent on Friday, August 18th. It will be due on the following Friday, August 25th). Weekly homework will differ by grade-level. When homework is assigned, we encourage parents to go through the assignment with their child and check the work.

Participation in clubs & after-school activities:

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

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

The majority of activities will take place after school on Thursdays from 2:50-4:20. There will be a late bus 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, unless a parent has spoken to the front office and given verbal permission.**

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

Birthday Celebrations

At GCES, we recognize student birthdays over the intercom each morning. We ask that families celebrate student birthdays outside of the school day. Treats are not allowed from home to share with the class. There may be school-wide or other classroom celebrations throughout the year. Pertinent information will be shared with those families before the event.

Parent/Adult Dress Policy

Parents and all adults must be appropriately dressed upon entering the 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.

Sunscreen/Chapstick

Sunscreen and chapsticks are over the counter medications. The FDA monitors it and labels it as an over the counter medication. GCEStaff 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.

Nap & Rest Time (Pre-K only)

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.

Guadalupe Centers Middle School



AZTECS

Letter From Our Principal

Dear Parents and Guardians of GCMS,

I am thrilled to welcome you all to the 2023-2024 school year at GCMS! As the newly appointed principal, I am excited to join this remarkable school community alongside Assistant Principal Bart Woods. Our journey together promises to be one of growth, collaboration, and unwavering dedication to the success of every student.

At GCMS, we firmly believe that building strong relationships among parents, students, and staff is absolutely essential for creating a thriving educational environment. Our primary goal is unequivocally to ensure the success and well-being of our students. To achieve this, we will prioritize empowering student agency and fostering an inclusive atmosphere where every child feels valued and supported. We plan to accomplish this by integrating Aztec hours into each day of the week with dynamic and engaging learning experiences that aim to ignite a passion for learning that will stay with our students for a lifetime.

Assistant Principal Bart Woods and I are committed to providing a rich and diverse learning experience for every student. By cultivating a growth mindset and nurturing their unique talents, we will help our students unlock their full potential. Over the next few weeks, we will collaboratively develop a comprehensive improvement plan that reflects the aspirations of our school community. Academic excellence, character development, and holistic growth will be at the heart of our endeavors.

We at the school value the relationships we have with parents and the community. Your help and involvement are essential for our students to succeed. We encourage you to participate in school activities, communicate with us openly, and share your ideas and goals for our school. Let's start the new school year with enthusiasm, determination, and a shared commitment to creating a better future for our students. I am excited about what lies ahead and I look forward to meeting you all in person.

If you have any questions or concerns, please do not hesitate to reach out to Assistant Principal Bart Woods or me. We are here to listen and support the remarkable work of our GCMS community. Together, let's make the 2023-2024 school year a resounding success, leaving a legacy of excellence that will shape the lives of our students for years to come.

With great anticipation,

Luis Posada

Principal, GCMS

Guadalupe Centers Middle School

2640 Belleview Ave.

Kansas City, MO 64108

Phone: (816) 472-4120



Guadalupe Centers Middle School Core Values

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

Guadalupe Centers Middle School Staff

PRINCIPAL

Mr. Luis Posada is an educator who values teamwork, building relationships, and creating a lasting impact. For over 13 years, he has been dedicated to teaching in various educational settings, including rural, urban, and suburban schools. His leadership skills and expertise have earned him the assistant principal position at our high school for the past three years. Currently pursuing an Educational Specialist degree in Administration, Mr. Posada is determined to expand his knowledge and skills to positively influence the educational community. He is committed to cultivating strong relationships with the staff and families of GCCS, creating a collaborative and supportive environment for everyone. Mr. Posada's unwavering dedication to teamwork, relationships, and leaving a lasting legacy is his way of making a meaningful difference in the lives of students and the educational community.

VICE PRINCIPAL

Mr. Bart Woods is the Vice Principal at Guadalupe Centers Middle School. This is his 29th year in education and 23rd year as an administrator. He previously worked at various school districts and settings that include Belton, Blue Springs, Excelsior Springs, and Kearney. He grew up in Ferguson, Missouri. He attended the University of Central Missouri where he received Bachelors of Science Degree in Secondary Education and his Master's Degree in Educational Leadership from University of Central Missouri. He also attended the University of Missouri - Kansas City where he received his Education Specialist in Secondary School Administration.

Support Staff

Counselor- Kelly Vargo

Nurse- Pamela Pine

Social Worker- Taylor Kehr

Family & Community Engagement Coordinator - Tatiana Fuentes

Registrar- Elisa Segovia

Receptionist- Linda Tobar

Security Officer- 1 KCPD Officer on Site Daily

Instructional Coach (Science, Social Studies & Specials) – Celeste Pistole

Instructional Coach (Math & ELA) – Steve O'Sullivan

Teaching Staff

6th Grade

E.L.A.- Greg Seibold

E.L.A.- Luke Skoza

Math- Traci Keeler

Math- Selena Resendiz

Science- Haley Garrison

Social Studies - Javier Kelty

7th Grade

E.L.A.- Erin Nielsen

E.L.A.- Alicia Vargas

Math- Dalia Ortiz

Math- Audrey Schuler

Science- Amanda Erisman

Social Studies- James Fournier

8th Grade

E.L.A.- Zoe Hoopingarner
E.L.A.- Sandra Scoles
Math- Kricie Malott
Math- Sami Wynne
Science- Jessica Lindsey
Social Studies- Andrew Acosta

E.L.D - Carolyn Duff
E.L.D.- Renda Duncan
E.L.D.- Christopher Leavens
E.L.D.- Olivia Woodward
E.L.D. Para-Educator- Mayra Figueroa
E.L.D. Para-Educator- Gloria Guerrero
E.L.D. Para-Educator- Duane Willis

Grades: 6th- 8th

Mascot: Aztec

Colors: Royal Blue, Black, White

Specials

Art- Cassidy Van Hook
Computers/Creative writing- Cory Minnis
Music- Chase Shumsky
P.E./Health- Sara Drew
P.E./Health- Jason Holmes
Spanish- Abril Fasani
Spanish- Aida Garcia

Special Education- Hillary Holub
Special Education- Tiffany Parks
Speech/Language- Emma Killian

Recovery Room Facilitator - Nelly Perez

SCHOOL HOURS

7:30 - 4:30 - Office Hours
8:15- Student Arrival
8:15-8:35- Breakfast
8:40- School Day begins
3:45 - Student dismissal

2023-2024 Bell Schedule

Breakfast/Drop off	20	8:15 AM	8:35 AM	
1st Hour/Aztec	32	8:40 AM	9:12 AM	
2nd Hour	49	9:15 AM	10:04 AM	LUNCH SHIFTS
3rd Hour	49	10:07 AM	10:56 AM	11:00 - 11:20
4th Hour (Lunch)	74	10:59 AM	12:13 PM	11:12 - 11:32
5th Hour	49	12:16 PM	1:05 PM	11:25 - 11:45
6th Hour	49	1:08 PM	1:57 PM	11:38 - 11:58
7th Hour	49	2:00 PM	2:49 PM	11:50 - 12:10
8th Hour	52	2:52 PM	3:45 PM	
After School Activities: 3:45- 5:15				

School Supply List

ALL STUDENTS

- 1: 3-4 inch 3 ring binder with inside pockets
- 8 pack of binder tabs - plastic not paper
- 1 pencil pouch - prefer the one that hooks into a binder
- 1 pack of lined loose leaf paper
- 3 composition notebooks
- Pencils
- 1 box of kleenex
- 3 pack of dry erase markers to give to Aztec teacher
- Clear water bottle

Dress Code

In addition to GCCS dress code policy on pg. 13, specifically about shorts and skirts. Shorts and skirts should be no shorter than 1 inch above the knee. If there is any doubt, it will be up to administration if length is appropriate or not. Belts must be worn. Bottom pieces must be worn on the natural waistline.

Spirit Days: Students will be permitted to dress down throughout the year. Students must follow GCCS policy on pg. 13. Students **may not** wear ripped jeans.

Administration will make the final decision.

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.

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 GCCS's grading guidelines.

- ❖ **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

Grade	% Percentage Range
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	0 - 59

Term	Dates
1st Quarter	Aug. 21 - Oct. 20
2nd Quarter End of 1st semester	Oct. 23 - Dec. 19
3rd Quarter	Jan. 4 - Mar. 15
4th Quarter End of 2nd semester	Mar. 18 - May 23

HONOR ROLL

To be eligible for the 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.

INTERVENTIONS FOR FAILING STUDENTS

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

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 4-5pm on designated days. Snacks will be provided.

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.

*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.

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 one time \$5.00 participation fee per club student decides to join.)

- 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 and days determined by coaches**

*****Tutoring takes priority for students that need it.*****

(There will be a one time \$15.00 participation fee .)

- Boys Soccer
- Girls Soccer
- Girls Volleyball
- Cross Country
- Track
- Girls Basketball
- Boys Basketball
- Cheerleading
- Dance Team

SPORTS UNIFORMS & EQUIPMENT

All sports 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.

Guadalupe Centers High School



AZTECS



Guadalupe Centers HIGH SCHOOL

Letter From Our Principal

Dear GCHS Parent or Guardian,

Welcome to Guadalupe Centers High School for the 2023-2024 school year! Whether you are new to our school or returning, I would like to extend my warmest gratitude for entrusting GCHS with your child's education.

As we gear up for the upcoming school year, it is important to reiterate the foundation that drives our daily purpose at GCHS. Our vision is for students to leave our school system prepared to positively impact their community. As part of this vision, we strive to provide all students with opportunities to explore their college and career interests before graduation. We encourage you to have meaningful conversations with your child as the school year begins to make the most of these opportunities, and ensure your child has the opportunity to pursue our GCHS academy offerings.

Our school day will continue to run from 8:40 am to 3:45 pm. We kindly request your support in helping your child develop healthy sleep habits to ensure they arrive at school on time every day. Students can enter the school starting at 8:15 am, and classes will begin promptly at 8:40 am. Dismissal is scheduled for 3:45 pm daily, and we ask that students boarding buses do so within 5 minutes. Parent pick-ups should occur exclusively on 16th street to ensure a smooth process. Additionally, we offer after-school activities from Monday to Friday, running until 5:20 pm.

In our commitment to school safety, we have made significant updates to our facilities. A motorized gate has been installed in the staff parking lot, ensuring campus closure during school hours. Furthermore, we are in the process of installing vape detectors in restrooms to enhance safety on campus.

We are thrilled to host **Family Orientation Nights on August 17th from 12:00 pm to 7:00 pm and August 18th from 4:00 pm to 7:00 pm. This is a mandatory event for all families.** During the orientation, you will meet with your child's advisory teacher, receive their schedule, collect their laptop, and receive important information for the upcoming school year. Your child's advisory teacher will be reaching out with a link to sign up for a 30-minute meeting time slot. Finally, please note that August 21st is the first day of school with 9th graders. This will be an early release (1:39pm) day. We are excited to welcome all students on our first full day on August 22nd.

If you have any questions or need assistance, please don't hesitate to contact our front office. We are here to support you and your child throughout the school year.

We look forward to an incredible year at GCHS, where we continue to uphold our values of Comunidad, Conexión, Corazón!

Sincerely,

Mr. Michael Meaney
Principal
Guadalupe Centers High School

Teaching Staff

Role	Last Name	First Name	Phone Extension	Room Assignment
Teacher - Math	Abrego	Anissa	395	307
Teacher - Math	Aparicio	Samuel	339	309
Teacher - ELD	Baird	Christine	377	300
Teacher - Elective PE/Health	Beebe	Wyatt	1003	Gym/Weight Room
Teacher - ELD	Begarly	Rachael	346	203
Teacher - Social Studies	Brenner	Gregory	321	209
Teacher - Spanish	Browning	Liz	349	103
Teacher - Social Studies	Buckles	Matthew	328	207
Teacher - Math	Cai	Lei	359	305
ELD - Paraprofessional	Favela	Alexa	317	201
Teacher - Science	Flowers	Martha	351	204
Teacher - Math	Franco	Maria	359	306
Teacher - Electives	Fuentes	Angela	317	Traveling Teacher
Teacher - Elective Art	Garcia	Daniel	363	304
Teacher - SPED	Gibbon	Zara	354	202
Teacher - Impact Academy	Heimberger	Andrew	170	MCC
Teacher - Elective Journalism/Yearbook	Hellhake	Sarah	378	106
Teacher - Elective Band	Helton	Mike	7434	2
Speech Language Pathologist/Transition Coord.	Killian	Emma	322	202
Teacher - Seminar	Krueger	Craig "CJ"	7432	105
Teacher - Science	McCartney	Caitlin	366	208
Teacher - ELD	Miller	Rachel	324	102
Teacher - Spanish	Mulligan	Martin	427	104
Teacher - Math	Mwengwe	Michel	317	Traveling Teacher
Teacher - Social Studies	Neufeld	Derek	384	205
Teacher - ELD	Seyfert	Rebekah	346	3
Teacher - SPED	Skretta	Heidi	1002	202
Teacher - Science	Teacher	Science	333	206
Teacher - ELA	Thies-Fox	Lisa	331	108
Teacher-Paraprofessional	Thompson	Micah	322	101

Teacher - ELA	Vargas	Jennifer	373	302
Teacher - Impact Academy	Welch	Ashlyn	170	MCC
Teacher - Elective Business/Computers	Wheeler	Josh	317	Traveling Teacher
Teacher - SPED	White	Tammie	1002	202
Teacher - SPED	Wiley	Mary Kate	322	101
Teacher - ELA	Williams	Ben	332	303

Support Staff

<u>Role</u>	<u>Last Name</u>	<u>First Name</u>	<u>Phone Ext</u>	<u>Room Assignment</u>
Custodial	Albor	Alma	317	Maintenance Office
Focus Room Facilitator	Aranda	Elda	312	201
9th - 10th Counselor	Behrends	Meghan	310	SS Office 2
Registrar	Cervantes	Grace	317	Front Office
Assistant Principal	Dash	Jostna	353	Front Office 2
School Nurse	Draper	Teresa	305	1
Activities Director/Alumni Coordinator	Flavin	Meghan	367	Cafeteria
Social Worker	Herrera	Jasmine	337	SS Office 1
Building Sub	Johnson	Tatum	367	Front Office
Family and Community Engagement Coordinator	Keeley	Jessica	337	SS Office 5
Custodial	Lima	Abigail	317	Maintenance Office
CIS Site Coordinator	McClave	Katie	397	SS Office 4
Principal	Meaney	Michael	383	Front Office 1
11th - 12th Counselor	Medina	Elva	310	SS Office 3
Building Sub	open		367	Front Office
Instructional Coach	Pistone	Joseph	388	301
Instructional Coach	Ravindran	Ariel	388	301
Administrative Secretary/Attendance Clerk	Rede	Nubia	367	Front Office
Academies Coordinator	Schoen	Keith	170	MCC

GCHS Bell Schedules

	Start	End	Minutes
	8:40	9:47	67
	9:51	10:58	67
	11:02	11:47	45
Aztec Hour	11:51	1:23	92
	11:51	12:14	23
	12:14	12:37	23
	12:37	1:00	23
	1:00	1:23	23
	1:27	2:34	67
	2:38	3:45	67
	<i>*After School activities 3:50 pm- 5:20 pm</i>		

	Start	End	Minutes
	8:40	9:31	51
	9:35	10:26	51
	10:30	11:48	52
	10:30	10:52	22
	11:00	11:22	22
	11:26	11:48	22
	11:52	12:43	51
	12:47	1:39	52
<i>*After School activities</i>			

SCHOOL-WIDE PRACTICES, PROCEDURES, AND POLICIES

HONOR ROLL

For the student to be eligible for the honor roll, a student must be enrolled in at least five subjects. Honor Roll Grade Point Average (GPA) is based on semester grades. Principal's Honor Roll = 4.0 GPA. "Principal's" Honor Roll = 3.50 to 3.99 GPA. "Honor Roll" = 3.00 to 3.49 GPA.

INTERVENTIONS FOR FAILING STUDENTS

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

Aztec Hour

Monday and Tuesday- Academic Advising

Students will work with their advisory teacher to create academic plans to ensure they succeed academically. Students will have the opportunity to request tutoring during Aztec Hour on Wednesdays and after-school tutoring.

Additional after-school tutoring is available weekly 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.

Wednesday- Open Aztec Hour

Students will decide where they will be during this time. Our goal is for students to focus on any academic need and live our values of Comunidad, Conexión, y Corazón.

Thursday-Group Projects, Social-Emotional Learning, Academic Intervention

Students will be involved in activities that robust their time at GCHS. There will be a series of competitions and projects where students are the primary drivers of positive school culture.

There will be a Social-Emotional curriculum that students will learn during this time. This time will also be used for academic intervention

Friday - Club/Athletics

The purpose is to increase student engagement within GCHS clubs and sports and Membership in a club allows students to build their skills based on interests that are often beyond the focus of academics.

Summer School for Failed Courses

A student can take a maximum of four courses during the summer for credit recovery.

Regardless of the times 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.

Dress down expectations for outside programs and spirit week.

- Tube tops, halter-tops, low-cut tops, and clothing with a bare midriff are prohibited.
- Transparent or see-through clothing is prohibited.
- Caps, bandanas, hats, and sunglasses may not be worn inside the building during regular school hours. If they are seen by staff, they may be taken away, and a parent may retrieve them the first time. If it is taken by the student a second time, the school will hold the items until the end of the semester, at which point the parent may retrieve them.
- Clothing or jewelry, which displays obscene, vulgar, or pornographic words or images that advertises or promotes the use of drugs, alcohol, or tobacco products or acts of violence, is prohibited.

Dress Code Violations

Dress code violations that cannot be corrected immediately require parents to bring clothing to the school. The student will remain in ISS until a parent is able to bring the uniform.

Excessive dress code violations may result in the student being put in a behavior contract.

GRADUATION REQUIREMENTS

Students will develop their Individual Career and Academic Plan (ICAP) as freshmen entering GCHS. Students must attain the following credits in order to graduate that meet the state minimum requirements:

Subject Area	GCHS Required Units of Credit	Early College Academy Required Units of Credit	DESE Minimum Requirements
Language Arts	4	4	4
Mathematics	4	3	3
Science	3	3	3
Social Studies	3	3	3
Fine Arts	1	1	1
Practical Arts	1	1	1
Physical Education	1	1	1
*Health	.5	.5	.5
Personal Finance	.5	.5	.5
Foreign Languages (will count towards elective credit)	2	1	0
Electives	6	6	7
Total	26	24	24

- Students must complete 25 hours of community service as part of the graduation requirement.
- Students with 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.

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. Some students will be sharing lockers with other students; therefore, it is important to keep lockers clean and label your belongings.

OFF-CAMPUS COURSE/PROGRAM OFFERINGS

Guadalupe Centers High School offers students an array of off-campus courses/programs. 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 and Summit Technology Academy
2. Attendance: 90% or higher- STA
3. Course-specific grade requirements for Summit Technology Academy pathways
4. Passing score in the required entrance exam(s)
5. Recommendation letters (3)
6. Parental Support
7. Attendance: Students may miss no more than 6 days per semester and not be on an attendance contract
8. Student conduct must be in good standing.
9. 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 part-time or full-time college students.

Health Science Academy

This program is for students motivated to pursue any 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 to employment placement services. MCTC programs are designed for 12th-grade focused students who have demonstrated interest in career paths that include skill development in MCTC offerings.

Summit Technology Academy

Provides high school Juniors and Seniors with an accelerated academic experience. Working in a college environment, students intensely experience an industry-aligned curriculum meeting both industry and university standards. Pathways offered are Engineering, Health Sciences Arts, Communication, Human Services & Finance Computer Science.

Minddrive

MINDDRIVE is a project-based experiential learning program serving students around the Kansas City Metro. Mentoring is a crucial 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.

Impact Academy

The Impact Academy is named after our district vision statement: Students prepared to positively IMPACT their community. The Impact Academy is purposefully built for students at GCHS to begin to live their impact now. Students at the Impact Academy will participate in a 10-week project of their choice sourced from a local business, organization, or community partner. The projects that students participate in at the Impact Academy will present students and teachers with challenges that often have no clear solutions. Learning to overcome complex, ambiguous, or confusing challenges is essential to the Impact Academy.

GRADING

At Guadalupe Centers High School, we will continue to use the Standards-Based Grading (SBG) system. SBG aims to accurately communicate what students know and can do with the learning standards we have identified as necessary in each subject area. Students demonstrate mastery of a learning standard when they apply 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: **Beginning, Emerging, Proficient, and Accomplished.**

<u>Accomplished: Score 4</u> - The student has advanced mastery of skills that go one <u>Depth of Knowledge level</u> beyond the grade level standard, OR demonstrates an in-depth understanding of the material by completing advanced applications of the material; OR is demonstrated with minimal errors.	<u>Ejecutado (completo): Puntaje 4</u> - El estudiante tiene dominio avanzado de habilidades que van a <u>un nivel de Profundidad de conocimiento</u> más allá del estándar de nivel de grado; O demuestra una comprensión profunda del material completando aplicaciones avanzadas del material; O se demuestra con errores mínimos.
<u>Proficient: Score 3</u> - The student demonstrates mastery of the skills and knowledge within the grade level standard, OR has mastered the class's complex and targeted knowledge and skills, OR demonstrates mastery of the objective with few errors.	<u>Competente: Puntaje 3</u> - El estudiante demuestra dominio de las habilidades y el conocimiento dentro del estándar de nivel de grado, O ha dominado el conocimiento y las habilidades complejas y específicas de la clase, O demuestra dominio del objetivo con pocos errores.
<u>Emerging: Score 2</u> - The student shows mastery of foundational skills that prepare the student for the grade level standard; OR understands foundational material that supports the targeted learning but is still working to master the complex material for the class; OR demonstrates a foundational understanding of the objective with some errors.	<u>Emergente: Puntaje 2</u> - El estudiante demuestra dominio de las habilidades fundamentales que lo preparan para el estándar de nivel de grado; O comprende el material fundamental que respalda el aprendizaje específico, pero todavía está trabajando para dominar el material complejo de la clase; O demuestra una comprensión fundamental del objetivo con algunos errores.
<u>Beginning: Score 1</u> - The student does not show attainment of the grade level standard, OR the student can demonstrate an understanding of the foundational material for the class with help from the teacher but still struggles when working independently; OR makes significant errors.	<u>Principiante: Puntaje 1</u> - El estudiante no muestra el logro del estándar de nivel de grado, O el estudiante puede demostrar una comprensión del material fundamental para la clase con la ayuda del maestro, pero aún tiene dificultades cuando trabaja de forma independiente; O comete errores significativos.

<u>0</u> - Even with assistance from the teacher, the student shows no understanding of the material.	<u>0</u> - Incluso con la ayuda del profesor, el alumno no muestra comprensión del material.
<u>M</u> - Missing	<u>M</u> - Ausente o No entregado

Gradebook Conversion:

Gradebook Score			Transcript	
SBG	Minimum	Maximum	Letter Grade	GPA
Accomplished	3.51	4	A	4
	3.26	3.5	A-	3.7
Proficient	3.09	3.25	B+	3.3
	2.93	3.09	B	3
	2.76	2.92	B-	2.7
Emerging	2.51	2.75	C+	2.3
	2.26	2.5	C	2
	2	2.25	C-	1.7
Beginning	1.84	1.99	D+	1.4
	1.67	1.83	D	1.1
	1.5	1.66	D-	0.8
	0	1.49	F	0

The goal is for all students to reach Proficient or Accomplished 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 GPA calculations.

Participation in Sports, 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 (Boys and Girls)
- Volleyball
- Cheerleading
- Boys Volleyball

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 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 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 before the first day of practice. To be current, physicals must be dated on or after February 1 of the previous school year.
- **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.