

Guadalupe Centers Charter Schools

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



2021-2022 Student - Parent Handbook

<https://guadalupecenters.org/gescharterschools/>

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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 2021-2022 Student-Parent Handbook. Together, we are going to make this a great year in Guadalupe Centers Schools. The main goal of the handbook is to provide general information and to ensure that you understand the expectations. Our code of conduct was carefully crafted to clarify how we expect students to behave when they are in our care. In my experience, children appreciate and rise to the occasion when adults provide clear expectations. The code of conduct also lays out the consequences if those expectations are not met. Our goal is to instruct and guide our young people so that they can learn how to become productive adults.

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

Yours in education,

Joe Palmer
Superintendent of Schools

Mission

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

Vision

Students prepared to positively impact their community.

District Values

Community-Focused

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

Mission Driven

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

Student Centered

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

Continuous Improvement

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

Relationship Driven

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

Board Policy

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

BOARD OF EDUCATION

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

BOARD MEMBERS

Judge Justine Del Muro (Treasurer)
Jacob Derritt
Sandra Garcia (Secretary)
Jaime Guillen
Phyllis Hernandez
Beto Lopez (Interim President)
Dr. Julia Vargas
Valerie Coyazo

DISTRICT ADMINISTRATION

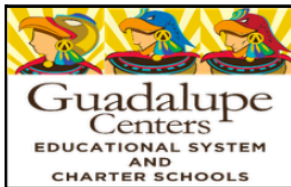
Joe Palmer - Superintendent of Schools
Dr. Steve Lumetta - Assistant Superintendent
Dr. Mike Wilhoit- Director of Curriculum & Instruction
Charlotte Hawkins- Director of Special Services
Daisy Myrick- Director of ESL
Eduardo Mendez- Director of Student Services

DISTRICT OFFICE

5123 E. Truman Road, Kansas City, MO, 64127
<https://guadalupecenters.org/gescharterschools/>

DIRECTORY OF SCHOOLS

SCHOOL	ADDRESS	PHONE	PRINCIPAL	BELL TIMES	GRADES
Guadalupe Centers High School (this link will take you to high school section of the handbook)	1524 Paseo Blvd. Kansas City, MO 64127	816-471-2582	Michael Meaney	8:50am- 3:55pm (M, T, Th, F) 8:50am- 1:49pm (W)	9 – 12
Guadalupe Centers Middle School (this link will take you to middle school section of the handbook)	2640 Belleview Kansas City, MO 64108	816-472-4120	Claudia Meyer	8:35am- 3:40pm (M, T, Th, F) 8:35am- 1:34pm (W)	6 – 8
Guadalupe Centers Elementary School (this link will take you to elementary school section of the handbook)	5123 E Truman Kansas City, MO 64127	816-994-0396	April Soberon	7:30am- 2:35pm (M, T, Th, F) 7:30am – 12:29pm (W)	K - 5
Guadalupe Centers PreK (this link will take you to PreK section of the handbook)	5123 E Truman Kansas City, MO 64127	816-994-0303	April Soberon	7:30am- 2:35pm (M, T, Th, F) 7:30am – 12:29pm (W)	PreK



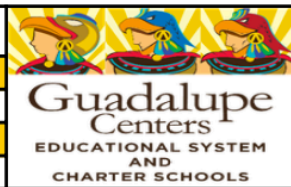
2021 - 2022

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

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

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

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



August

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End Of Quarter

1st - October 14
 2nd - December 17
 3rd - March 11
 4th - May 27

Early Dismissal Every Wednesday

August 2021
 6 - 9 New Teacher Academy
 10 - 13 Returning Teacher Academy
 16 Half-Day / First Day of School (K, 1st, 6th and 9th)
 17 Full-Day / First Day of School (PK - 12th)

September 2021
 6 No School / Labor Day
 29 Half-Day / Parent Teacher Conferences
 30 No School / Parent Teacher Conferences

October 2021
 1 No School
 15 No School / Prof. Development

November 2021
 22 - 26 No School / Thanksgiving Break

December 2021
 20 - 31 No School / Winter Break

January 2022
 3 No School / Prof. Development - Work Day
 4 Student Return
 17 No School / Martin Luther King Day

February 2022
 16 Half-Day / Parent Teacher Conferences
 17 No School / Parent Teacher Conferences
 18 No School
 21 No School / President's Day

March 2022
 28 - 31 No School / Spring Break

April 2022
 1 No School / Spring Break
 15 No School / Good Friday

May 2022
 27 Half-Day / Last Day of School

Board Approved - 2/25/2021 - Revised 4/5/2021

February

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

GENERAL INFORMATION



AZTECS

Covid-19 Updates and E-Learning Hubs

Guadalupe Centers Schools has been working diligently with different stakeholders to create a safe return to school plan for the 2021-2022 school year. The Safe Return to School Plan will be updated regularly as new recommendations from the CDC and local health departments is given to schools. The plan is designed to be fluid in nature so that we can change as the world around us evolves. We will work to update stakeholders with ongoing communication, and we will do our best to make the best possible decisions to support our students at Guadalupe Centers Schools.

Our current plan is to return to school in person 100%. If at any time we return to virtual learning, information related to teaching, learning, and other important information specific to your child's school will be located on an E-Learning Hub website. Please see the links below:

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

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

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.

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. A student is required to provide written documentation for all excused absences within 48 hours upon returning to school. Failure to bring written documentation within 48 hours will result in the absence being marked as unexcused.

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

Definitions:

- **Tardy-** arriving late to school or a class period.
- **Excused Absence** – Absences may be excused for one of the following reasons: illness, family emergency, death of a family member, doctor or dental appointments that cannot be scheduled before or after school hours, 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.

Behavior Intervention Support Team (BIST)

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

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

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

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

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

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

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

Target Behavior Sheet: A daily visual of goals the student is working on to help him/her problem solve.

Triage: Daily "check in" with an adult to practice replacement skills, assess emotions, establish focus about what it means to have a successful day, and formulate solutions if problems occur.

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

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

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

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 come and 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.

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 other individual are not permitted.

Dress Code Policy

This year, the schools we 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 our 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 and Black polo style shirt with a collar
Guadalupe Centers Middle School - Black and Royal Blue polo style shirt with a collar
Guadalupe Centers High School - Red and 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 is otherwise materially and substantially disruptive to the educational environment, the student may be required to make modifications. Student dress should be in good taste. 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 district'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 liaison.

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 district 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 building and district administration using the district 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 director of student services. All parent/guardian contacts regarding significant student health issues will be made by a nurse building principal's designee.

For additional information about practice and procedure related to COVID-19, please contact your child's school or see the district's safe return to school plan related to COVID-19 posted on the website.

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 district 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 district by developing a consistent screening and follow-up program for students identified with head lice. To support such a program, the following will be implemented:

1. The school nurse or designee will screen any student that reports an active case of head lice, is symptomatic (irritation or continuous itching of the scalp) or any student who requests to be screened for lice.
2. If the school nurse or designee should identify a student with an active case of head lice (which is defined as live lice). The parent/guardian will be notified that the student has live lice and cannot return until treatment has been started and 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. 54 <http://guadalupecenters.org/wp-content/uploads/2019/10/2000-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 and follow Covid-19 safety procedures. Parents that need to reach a student during the day must call the office and leave a message. School personnel will then deliver the message to the student. 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://guadalupecenters.org/about-guadalupe-education-centers-3/school-safety-reporting/> 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 (<https://guadalupecenters.org/gescharterschools/>)

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 in person. When discipline referrals are completed, we will inform parents promptly. We will return parent phone calls within 24 hours.

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

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

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

Parent's/Guardian's Commitment

Timeliness/Attendance – I understand that every school day is important and that is my responsibility to make sure my child arrives on time. If my child needs to miss school, I will contact the school by phone and

send a written note when my child returns to school. I will ensure that family vacations are scheduled outside of when school is in session.

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

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

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

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

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

Student's Commitment

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

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

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

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

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

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

Student Code Of Conduct (Board Policies Section 2600)

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

Scope of Authority

The provisions of the Student Code of Conduct apply in all situations in which students are involved including:

1. Activities on school property;
2. Travel on school buses, or in any vehicle when that vehicle is used to transport students for the

- school;
3. Off-site school sponsored activities;
 4. 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 himself/herself in a safe and responsible manner.
- Show respect for all individuals and property.
- Seek help from school personnel when having school or personal problems.
- Follow the rules and regulations established by the school, the classroom teacher, and the Discipline Plan.
- Assume responsibility for his/her actions.

Student's Responsibility for Items in Their Possession

Students are responsible for any contraband found in their possession. Contraband is defined as drugs,

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

Notice Provisions, Requirements, and Definitions Under the Missouri Safe Schools Act

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

Student Code of Conduct Levels and Infractions

Guadalupe Centers Schools' Student Code of Conduct includes a wide range of offenses which have been classified into four levels- Level 1 (least serious offenses), Level 2, Level 3, and Level 4 (most serious offenses).

Level 1	Possible Actions Taken Grades K - 5	Possible Actions Taken Grades 6 - 12
<ul style="list-style-type: none"> ● Cell Phones, Earbuds, Headphones in class ● Disruptive Behavior in the Classroom or During School Activity ● Disruptive Behavior on school bus or at school bus stop ● Eating/Drinking outside of cafeteria ● Excessive Tardies ● Boisterous or Unruly Behavior ● Unprepared for class (no school supplies, chromebook not charged, no gym clothes) ● Sleeping in Class ● Dress code violation (that cannot be corrected immediately) ● Failure to clean up after self ● Out of Class Without a Pass ● Other 	<p>First Offense</p> <ul style="list-style-type: none"> ● Parent/Guardian contact ● Conference with Student ● Buddy Room ● Focus Room ● In-school suspension <p>Second Offense</p> <ul style="list-style-type: none"> ● Parent/Guardian contact ● Focus Room ● In-school suspension <p>Third Offense</p> <ul style="list-style-type: none"> ● In-school suspension and parent/guardian contact ● Behavior Support Plan ● A third offense may be treated as Continuous Misconduct 	<p>First Offense</p> <ul style="list-style-type: none"> ● Parent/Guardian contact ● Conference with Student ● Buddy Room ● In-school suspension ● Detention ● For cell phones, earbuds, headphones in class, teacher will confiscate and return at the end of class <p>Second Offense</p> <ul style="list-style-type: none"> ● Parent/Guardian Contact ● In-school suspension ● Detention ● 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>Third Offense</p> <ul style="list-style-type: none"> ● In-school suspension and parent/guardian contact ● Detention ● Behavior Support Plan

Definition of Level 1 Offenses (only those that may need clarification are listed below):

- **Boisterous or Rowdy Behavior-** Behaving in such a way as could reasonably cause injury to a student, teacher or other staff member (i.e., running through the halls, horse playing, wrestling, inappropriate use of equipment or materials, etc.). *Note: Any serious physical injury, which results from a student's dangerous behavior, will be considered an assault and may result in Level 4 consequences.
- **Disruptive Behavior in the Classroom or During School Activity-** Intentional acts or conduct in the classroom, school building or upon school grounds that disrupts the educational process (i.e., talking, making noises, getting out of 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 the district.

Level 2	Possible Actions Taken Grades K - 5	Possible Actions Taken Grades 6 - 12
<ul style="list-style-type: none"> ● Academic Dishonesty ● Defiance of Authority /Insubordination ● Dress Code Violation that Cannot be Corrected Immediately ● Forgery ● Gambling ● Horseplay ● Inciting to Fight ● Misuse of School Equipment ● Possession and or Use of Tobacco Products ● Possession and or Use of E-cigarette or Vaping Device ● Tampering with Safety Equipment ● Skipping Class, Mandatory Tutoring, Detention, or Leaving School Without Permission ● Use of Foul Language or Profanity ● Inappropriate Public Display of Affection ● Possession of Incendiary Devices ● Possession of a toy weapon ● Running away from class or staff member ● Other 	<p>First Offense</p> <ul style="list-style-type: none"> ● Parent/Guardian contact ● Conference with Student ● Buddy Room ● Focus Room ● In-school suspension <p>Second Offense</p> <ul style="list-style-type: none"> ● Parent/Guardian Contact ● Focus Room ● In-school suspension ● Behavior Support Plan <p>Third Offense</p> <ul style="list-style-type: none"> ● In-school suspension and parent/guardian Contact ● Out of School Suspension ● A third offense may be treated as Continuous Misconduct 	<p>First Offense</p> <ul style="list-style-type: none"> ● Parent/Guardian contact ● Conference with Student ● Buddy Room ● Focus Room ● In-school suspension ● Detention <p>Second Offense</p> <ul style="list-style-type: none"> ● Parent/Guardian Contact ● Detention ● In-school suspension ● Behavior Support Plan <p>Third Offense</p> <ul style="list-style-type: none"> ● Detention ● In-school suspension and parent/guardian contact ● Out of school Suspension

Definition of Level 2 Offenses:

- **Academic Dishonesty-** Cheating on tests, copying assignments or papers, etc. Academic dishonesty may include, but is not limited to, plagiarism, claiming credit for another person's work; cheating on tests, assignments, projects or similar activities; fabrication of facts, sources or other supporting materials; unauthorized collaboration, facilitation of academic dishonesty and other misconduct related to academics.
- **Defiance of Authority/Insubordination-** Refusal to follow directions from school personnel or comply with classroom or school rules.
- **Dress Code Violation that Cannot be Corrected Immediately-** Student comes to school without proper uniform top or bottom.
- **Forgery-** Making, completing, altering, or authenticating any written document so that it purports to have been made by another party. **Note: The offense includes, but is not limited to, signing a parent and/or guardian, teacher, or school personnel's signature on documents.*
- **Gambling-** Betting on an uncertain outcome, regardless of stakes; engaging in any game of chance or activity in which something of real or symbolic value may be won or lost. Gambling includes, but is not limited to, betting on outcomes of activities, assignments, contests, and games.
- **Horseplay-pushing and shoving, grabbing another's clothes, tripping, playing tricks on another.**
- **Inciting to Fight-** The intentional promotion or advocacy of student misconduct by another student for the purpose of substantially disrupting any school function or classroom. If a student utilizes social media to promote or incite a fight (i.e., videotaping fights and posting the videos on the web), can be included as a participant in violation of an offense that may include inciting to fight, fighting, or bullying.
- **Misuse of School Equipment-** The willful or intentional misuse of any school owned equipment that results in damage to school equipment.
- **Possession and or Use of Tobacco Products-** The use in any manner or possession in any form or manner of tobacco or tobacco products while on or upon school premises, including, but not limited to smoking, chewing, or inhaling tobacco.
- **The possession, concealment or display of a toy weapon** including but not limited to, toy guns/toy weapons that would not put a reasonable person in fear or apprehension of harm.
- **Tampering with Safety Equipment-** The intentional activation of fire alarms or like warning devices and safety equipment.
- **Skiping Class, Mandatory Tutoring, Detention, or Leaving School Without Permission-** The unauthorized absence from school, mandatory tutoring, detention, or leaving school ground during the designated school day without obtaining consent of the proper school authority.
- **Use of Foul Language or Profanity-** The use of any language, acts, unwelcome remarks or expressions, names or slurs or any other behavior including obscene gestures, which are offensive to modesty or decency. Any slurs, innuendoes or other verbal conduct reflecting on an individual's sex, race, religion, color, national origin, ancestry, age, disability or sexual orientation that have the purpose or effect of creating an intimidating, hostile, or offensive educational environment.
- **Inappropriate Public Display of Affection-** Lewd and/or inappropriate behaviors between students such as kissing, touching, overly affectionate hugging, or other acts of physical intimacy.
- **Possession of Incendiary Devices-** The possession of any combustible or explosive substance or device(s), including fireworks, is forbidden.

Level 3	Possible Actions Taken Grades K - 5	Possible Actions Taken Grades 6 - 12
<ul style="list-style-type: none"> ● Fighting ● Bullying ● Alcohol Related Activity ● Drug Related Activity ● Possession/Use of a Toxic Substance ● False Reports/Bomb Threats ● Hate Related Conduct ● Sexual Harassment ● Stealing ● Threatening Another Student or Staff Member ● Vandalism ● Gross Disrespect/Verbal Abuse of Student or Staff ● Sexual Misconduct ● Possession, exhibition, and or distribution of obscene material ● Misuse of computer or violation of network practices ● Continuous Misconduct ● Receiving stolen property ● Sexting and or possession of sexually explicit, vulgar, or violent material ● Conspiracy to commit a Level 3 offense ● Other 	<p>Possible Actions Taken Grades K - 5</p> <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 <p>Second Offense</p> <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 <p>Third Offense</p> <ul style="list-style-type: none"> ● Out of school suspension with possible further action ● Mandatory Behavior Contract ● Discipline Hearing upon breaking <p>Fourth Offense</p> <ul style="list-style-type: none"> ● Discipline Hearing upon breaking Behavior Contract ● Out of school suspension with possible further action 	<p>Possible Actions Taken Grades 6 - 12</p> <p>First Offense</p> <ul style="list-style-type: none"> ● Parent/Guardian Contact ● In school suspension ● Out of school suspension ● Behavior Contract ● Restitution (where appropriate) ● For Drug/Alcohol Related Activity: Up to 10 days suspension; Referral to Professional Counseling or Substance Abuse Counseling <p>Second Offense</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 <p>Third Offense</p> <ul style="list-style-type: none"> ● Out of school suspension (10 days) with referral to Discipline Hearing and possible further action

Definition of Level 3 Offenses:

- **Fighting-** Mutual combat in which both parties have contributed to the conflict, either verbally or by physical action. If a student utilizes social media to promote or incite a fight, i.e., videotaping fights and posting the videos on the Internet, the student may be included as a participant in violation of an offense that may include inciting to fight, fighting or bullying.
- **Bullying-** Intimidation or harassment of a student or multiple students perpetuated by individuals or groups. The behavior is continuous or has the potential to be continuous. Bullying includes, but is not limited to, physical actions, including violence, gestures, theft or damaging property; oral or written taunts, including name-calling, put-downs, extortion, or threats; or threats of retaliation for reporting such acts. Bullying may also include cyberbullying or cyber threats. Cyber bullying is sending or posting harmful or cruel text or images using the Internet or other digital communication devices. Cyber threats are online materials that threaten or raise concerns about violence against others, suicide or self-harm.
- **Alcohol Related Activity-** Possession of or use of alcohol at school, on school property or during a school activity. This includes coming to school under the influence of alcohol.
- **Drug Related Activity-** Possession of or use of drugs on school property or during a school activity. This includes coming to school under the influence of drugs. Possession of drug paraphernalia or items used to

pack, weigh, store, contain, conceal, inject, ingest, inhale, or otherwise introduce into the body a controlled substance.

- **Possession/Use of a Toxic Substance-** Possession or use of intoxicants, which cause a loss of control or inebriation (i.e., glue, solvent, aerosols and similar substances).
- **False Reports/Bomb Threats-** Making a false bomb report; alerting emergency personnel when no emergency exists.
- **Hate Related Conduct-** Intentional misconduct directed toward a selected person in part because of the student's belief or perception regarding race, religion, color, disability, gender, sexual orientation, national origin or ancestry of that person.
- **Sexual Harassment-** Unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature when such conduct has the purpose or effect of unreasonably interfering with a student's educational performance or creating an intimidating, hostile, or offensive educational environment. Examples of sexual harassment include, but are not limited to, sexual jokes, or comments; requests for sexual favors; and other unwelcome verbal conduct of a sexual nature. Sexual harassment also includes the misuse of social media in publishing or displaying any defamatory, racially offensive, abusive, obscene, profane, sexually oriented or threatening materials or messages either publicly or privately.
- **Stealing-** The unlawful theft or attempted theft of personal property of another with the intent to deprive the person of the property.
- **Misuse of Computer or Violation of Network Practices-** Any misuse or inappropriate network practices including, but not limited to, practices that do not conform to the District Internet Usage Policy. If utilizing social media in an unacceptable manner such as: invading the privacy of individuals, publishing or displaying any defamatory, racially offensive, abusive, obscene, profane, sexually oriented or threatening materials or messages either publicly or privately and using the district network for illegal, harassing, vandalizing, inappropriate or obscene activities.
- **Threatening Another Student or Staff Member-** Intentional verbal or physical threat to do harm to a student or staff member by a student who possesses an apparent ability to do so and in doing so creates a reasonable fear that violence may occur.
- **Vandalism-** The willful or malicious destruction and/or damage of school property or the property of another (i.e., damaging textbooks, lockers, equipment, walls, furniture, writing gang graffiti, etc.).
- **Gross Disrespect/Verbal Abuse of Student or Staff-** Any act of disrespect directed at a staff member which includes use of profane, vulgar or insulting remarks, gestures, or inappropriate comments that disrespect or is intended to disrespect such employee.
- **Sexual Misconduct-** An actual and intentional touching or fondling, which would constitute sexual contact regardless of whether the touching occurs through or under the clothing (i.e., putting hands underneath another's clothing, exposing themselves, etc.). This offense includes touching or fondling members of the same sex as well as members of the opposite sex. *Note: A student's consent or voluntary participation in any form of sexual misconduct is irrelevant and all students found to have engaged in sexual misconduct will receive the same consequences.
- **Possession, exhibition, and or distribution of obscene material-** Possessing, exhibiting, or distributing material, which offends a person's common decency and morals.
- **Continuous Misconduct -** Persistent violations of the Student Code of Conduct where appropriate documentation of interventions utilized by school personnel has been presented. Three to five offenses will qualify as a continuous misconduct violation. Violations after the 5th offense may be referred to a Discipline Hearing.
- **Receiving stolen property-** Receiving or possessing property which has been stolen from another student and/or school personnel. *Note: This offense only applies to students who did not steal the property.
- **Sexting and or possession of sexually explicit, vulgar, or violent material -** Students may not possess or display, electronically or otherwise, sexually explicit, vulgar or violent material including, but not limited to, pornography or depictions of nudity, violence or explicit death or injury.
- **Conspiracy to commit a Level 3 offense-** An agreement, plan and/or concerted effort by two or more persons to commit a Class III offense.

Level 4	Possible Actions Taken Grades K - 5	Possible Actions Taken Grades 6 - 12
<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 	<p>First Offense</p> <ul style="list-style-type: none"> ● Parent/Guardian Contact and out of school suspension up to 10 days with possible discipline hearing ● Behavior contract <p>Second Offense</p> <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 <p>Subsequent Offense</p> <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"> ○ Out of school suspension for a period of 11 to 180 days ○ Referral to appropriate law enforcement authorities ○ Referral to Alternate School ○ Expulsion 	<p>Any Level 4 Offenses will result in an out of school suspension for a period up to 10 days and a discipline hearing.</p> <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

Definition of Level 4 Offenses:

- **Arson-** Starting a fire or causing an explosion with the intent to damage personal property and/or buildings (i.e., setting papers/books on fire, placing lighted matches or burning paper in trash can/container, exploding fireworks/bombs, setting property or building on fire, etc.).
- **Assault of Staff or Student-** An actual and intentional touching or striking of school personnel or another student against his/her will with the intent of causing serious physical harm, or an attempt to do the same, or placing a person in apprehension of immediate physical injury. *Note: This offense includes, but it not limited to, scratching, biting, spitting, kicking, pushing/throwing a student against a locker, wall or on the ground, cutting another student’s hair and/or putting bodily fluids on school personnel or another student.
- **Gang Related Activity-** As used herein, the phrase “gang-like activity” shall mean any conduct engaged in by a student 1) on behalf of any gang; 2) to perpetuate the existence of any gang; 3) to affect the common purpose and design of any gang; or 4) to represent a gang affiliation, loyalty or membership in any way while on school grounds or while attending a school function. These activities include recruiting students for membership in any gang and threatening or intimidating other students or school personnel to commit acts or omissions against his/her will in furtherance of the common purpose and design of any gang. For purpose of district policy, the term “gang” shall be defined as any ongoing organization, association or group of three (3) or more persons, whether formal or informal, having as one of its primary activities the commission of a criminal act, which has a common name or common identifying sign or symbol, whose members individually or collectively engage in or have engaged in a pattern of gang activity.

- **Possession/Use of a Firearm-** Possession and/or use of a firearm or gun of any kind that can be used to injure someone or place someone in fear or apprehension of bodily harm. As defined by the Gun Free Schools Act, a “firearm” shall mean:
 - any weapon that is designed or adapted to expel a projectile by the action of an explosive or other propellant;
 - the frame or receiver of any weapon described above;
 - any firearm muffler or firearm silencer;
 - any explosive, incendiary, or poison gas; or
 - any combination of parts either designed or intended for use in converting any device into any destructive device described above and from which a destructive device may readily be assembled.
- **Possession and/or Use of a Weapon Other Than a Firearm-** Possession and/or use of an instrument, device or projectile that could reasonably be used for attack or defense against another person; any instrument or device that could reasonably be used to threaten, intimidate, or inflict physical injury or harm to another person.
- **Possession and or use of a simulated weapon-** The possession, concealment or display of a simulated weapon including, but not limited to, toy guns and/or cap guns that would put a reasonable person in fear or apprehension of harm.
- **Possession/Use of Explosives-** The carrying, concealing, use, or sale of a bomb, dynamite, or other deadly explosives. *Note: An “explosive” is defined as any explosive, incendiary or bomb or similar device designed or adapted for the purpose of causing death, serious physical injury or substantial property damage; any device designed or adapted for delivering or shooting a weapon (i.e. fireworks, gas bombs, fire bombs, ammunition, etc.
- **Possession of Drugs with Intent to Distribute-** The possession of illegal drugs where the amount would be considered greater than that for personal use by virtue of the quantity, packaging or other circumstances which demonstrate intent or effort to sell/distribute.
- **Unauthorized Entry-** Students entering into the school or certain areas of the building without permission; allowing or assisting any individual(s) to enter a district facility other than through designated entrances or allowing unauthorized persons to enter a district facility through any entrance; and returning to school premises while serving a suspension. A district facility may include a school provided transportation vehicle.
- **Conspiracy to commit a Level 4 offense-** An agreement, plan, and/or concerted effort by two or more persons to commit a Class IV offense.

Student Conduct At School And On Buses (Policy 2610)

The safety of students at school and their transportation to and from school is a responsibility which they and their parents/guardians share with school officials and bus drivers. A student’s failure to obey these rules puts the bus driver, students and the public at risk of danger and will not be tolerated. If repeated verbal and written warnings, suspensions and other remedies by the bus driver and school officials have no effect on the student’s behavior, students are subject to long-term loss of riding privileges.

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

Students are not permitted to get off at other bus stops other than the stop that has been assigned to them unless a written request has been submitted and approved by a school administrator at least two days prior.

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

Elementary Students Who are Returned from the Bus

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.

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.

Fees:

1st Time: \$5.00

2nd Time: \$10.00

More than 2 times: \$15.00

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 24 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.

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 are continually exhibiting behaviors that disrupt the school learning environment and the smooth operation of the school, often times causing themselves and others difficulty in school. The behavior contract will clearly outline the expectations of the student, school and parents, as well as defining the consequences associated with noncompliance of the contract. New students enrolling at 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 an Alternative Education Program. The Alternative Education Program is located offsite and parents/guardians are responsible for transportation. A reinstatement hearing must be conducted prior to the student returning to Guadalupe Centers Schools as a full-time student.

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

Procedures for Suspensions And Expulsions Of Regular Education Students

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 district 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 district's schools. 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 suspension 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 District'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 questions 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 district, school, and teachers, attendance, grades, schedule, fees, lunch balance, assessment scores, behavior incidents, health, and transportation. Infinite Campus is also used to complete online registration and the free and reduced lunch application each year. Parents can download the app on their cell phones by searching for Infinite Campus. If there are questions or you need assistance, please call your child's school.

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

To ensure the safety of all students and staff, everyone should cooperate to make the school a safe place. Due to Covid-19, parents and visitors will be restricted from entering the building unless an appointment has been made beforehand. All visitors with appointments will go through a health screen and temperature check in the 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 district or are moving to another school attendance area should notify the school a few days 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 High School



AZTECS



Guadalupe Centers HIGH SCHOOL

Letter From Our Principal

Dear Aztec Students and Parents,

Welcome to Guadalupe Centers High School (GCHS), home of the Aztecs! Our dedicated staff is excited to welcome you back for the 2021-2022 school year. If you are new to our school, we are excited you have chosen to join the Aztec Family.

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

Our commitment is to provide rigorous and engaging academic and cultural experiences so that students are prepared to positively impact their communities. As we begin the 2021-2022 school year, we urge our students and families to maintain a focus on academic excellence while also making it a goal to get involved in our school community through extracurricular activities. This will not only make school more enjoyable, but it is also proven to lead to higher academic achievement, an increased rate of high school graduation, and college attendance.

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

We're excited to begin our Real World Learning journey during the 2021-2022 school year. Moving forward, GCHS will offer 3 different academies for students to participate in. We have expanded our Early College Academy where students earn college credit at one of the Metropolitan Community College campuses. Additionally, we are expanding our Career Academy to include Summit Technical Academy and continued partnerships with MindDrive and aSTEAM Village. Lastly, we are embarking on a new journey with our Impact Academy. The Impact Academy will allow students to work on Client Connected Projects during the school day in their own workspace at MCC - Penn Valley. Our goal is for students to graduate with two or more Market Value Assets. A market value asset is defined as one of the following: 9 college credits, an internship (minimum of 60 hours), a Client Connected Project, or a career certificate. We are excited to begin this journey together as we know it will pay dividends for GCHS students!

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

Sincerely,

Mr. Michael Meaney
Principal, Guadalupe Centers High School

Teaching Staff

Anissa Abrego Ext. 395 Math	Christine Baird Ext. 377 ESL	Marci Baker Ext. 305 Special Education
Kelly Baylie Ext. 1002 Special Education	Wyatt Beebe Ext. 1003 PE	Brooke Boulware Ext. 7434 Music
Greg Brenner Ext. 321 Social Studies	Matthew Buckles Ext. 328 Social Studies	Brianna Eberle Ext. 346 Math
Martha Flowers Ext. 351 Science	Casey Fowler Ext. 359 Math	Zara Gibbon Ext. 322 Special Education
Andrew Heimberger Ext. 346 Seminar	Sarah Hellhake Ext. 378 Electives	Craig Krueger Ext. 324 Seminar
Ryan Marrs Ext. 342 Business Electives	Caitlin McCartney Ext. 366 Science	Rachel Miller Ext. 354 ESL
Katherine Moore Ext. 363 Art	Anyi Mosquera Ext. 427 Spanish	Derek Neufeld Ext. 384 Social Studies
Joe Pistone Ext. 388 Instructional Coach	Ariel Ravindran Ext. 352 Instructional Coach	Joel Rios Ext. 371 Science
Christina Sheffel Ext. 330 Math	Kevin Steger Ext. 339 Math	Grace Sutter Ext. 332 ELA
Katherine Sweeney Ext. 371 ELA	Lisa Thies-Fox Ext. 331 ELA	Lizbeth Vargas Ext. 349 Spanish
Benjamin Williams Ext. 373 ELA		

Support Staff

Elda Aranda Ext. 312 Focus Room	Marie Claire Brass Ext. 347 College and Career Advisor	Lorena Carrion Ext. 317 Custodial
Isamara Cortez-Cruz Ext. 317 Paraprofessional	Teresa Draper Ext. 305 Nurse	Sydney Maserang Ext. 310 Counselor
Katie McClave Ext. 397 CIS Site Coordinator	Grace Sanchez Ext. 317 Register/Front Office	Keith Schoen Ext. 352 Real World Coordinator
Galon Spong Ext. 229. IT Specialist	Paola Vera Ext. 337 Parent Liaison	Sayra Villela Ext. 317 Paraprofessional

Administration Staff

Michael Meaney Ext. 383 Principal	Luis Posada Ext. 353 Assistant Principal	Nubia Rede Ext. 367 Administrative Assistant/ Attendance Clerk
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GCHS Bell Schedule

Monday and Thursday				Tuesday and Friday			
	Start	End	Minutes		Start	End	Minutes
Bus Drop Off	8:30 AM	8:45 AM		Bus Drop Off	8:30 AM	8:45 AM	
1st Hr.	8:50	9:58	68	1st Hr.	8:50	10:06	76
2nd Hr.	10:02	11:10	68	2nd Hr.	10:10	11:26	76
Advisory	11:14	11:50	36	3rd Hr.	11:30	1:12	76
3rd Hr.	11:54	1:28	68	Lunch 1	11:34	11:56	22
Lunch 1	11:58	12:20	22	Lunch 2	12:14	12:36	22
Lunch 2	12:32	12:54	22	Lunch 3	12:50	1:12	22
Lunch 3	1:06	1:28	22	4th Hr.	1:16	2:32	76
4th Hr.	1:32	2:40	68	5th Hr.	2:36	3:55	79
5th Hr.	2:44	3:55	71				
After school activities: 4:00 PM - 5:30 PM - M,T,Th,F							

Wednesday			
	Start	End	Minutes
Bus Drop Off	8:30 AM	8:45 AM	
1st Hr.	8:50	9:41	51
2nd Hr.	9:45	10:36	51
3rd Hr.	10:40	11:58	52
Lunch 1	10:44	11:06	22
Lunch 2	11:10	11:32	22
Lunch 3	11:36	11:58	22
4th Hr.	12:02	12:53	51
5th Hr.	12:57	1:49	52
After School Activities- 1:50pm – 3:55pm			

Trimester Schedule

This 2021-2022 school year we will introduce the trimester schedule to reduce student anxiety through more focused course work, expands credit earning opportunities, and builds more space for RWL experiences.

Our bell schedule will now have five periods on Tuesday, Wednesday and Friday. Monday and Thursdays will have the same schedule with the addition of advisory.

Here is an example of a four years academic plan

Freshmen Year			
	Fall	Winter	Spring
1st	PE	Physics	Physics
2nd	ELA 1	ELA Workshop	ELA 1
3rd	Algebra 1	Math Workshop	Algebra 1
4th	World History	World History	Art
5th	Freshmen Seminar	Spanish 1	Spanish 1
Sophomore Year			
	Fall	Winter	Spring
1st	Math Workshop	Geometry	Geometry
2nd	ELA 2	ELA 2	ELA Workshop / EOC Prep
3rd	Chemistry	Chemistry	PE
4th	Elective	American History	American History
5th	Elective	Spanish 2	Spanish 2
Junior Year			
	Fall	Winter	Spring
1st	Elective	Elective	Elective
2nd	Elective	Elective	Elective
3rd	Alg. II	Workshop	Alg. II
4th	Bio	Bio	Art
5th	Junior Seminar	ELA 3	ELA 3
Senior Year			
	Fall	Winter	Spring
1st	Elective	Elective	Elective
2nd	Elective	Elective	Elective
3rd	Gov	Gov	PE
4th	ELA 4	Elective	Elective
5th	Senior Seminar / Personal Finance	Senior Seminar / Personal Finance	Elective

- Trimester 1: August 16 – November 5
- Trimester 2: November 8 – February 25
- Trimester 3: February 28 – May 27

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. “A” Honor Roll = 3.50 to 3.99 GPA. “B” Honor Roll = 3.00 to 3.49 GPA.

INTERVENTIONS FOR FAILING STUDENTS

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

Tutoring/Study Hall

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

Summer School for Failed Courses

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

- Regardless of the time it takes to complete credit recovery; students will remain in summer school for the entire session.

Retaking Courses

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

GRADUATION REQUIREMENTS

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

Subject Area	Units of Credit	Early College Units of Credit	DESE Minimum Requirements
Communication 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	6.5	6.5	7
Total	26	24	24

- Students must complete 25 hours of community service as part of the graduation requirement.
- Students who have IEPs, late transfer students from other high schools, and Early College students may be excused from the Foreign Language requirement.

- The total number of credits required for Early College students is 24 due to not being scheduled in classes when being transported between the high school and college campuses.
- According to Board Policy 6451, students may earn credits through experiential learning or testing. All alternative credits must be preapproved and aligned to a student's ICAP

* Health is embedded within Physical Education. Students taking Health as an embedded credit must take 1.5 credits of Physical Education

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.

OFF-CAMPUS COURSE/PROGRAM OFFERINGS

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

Eligibility Requirements.

1. Cumulative Grade Point Average (GPA) 2.50+ for MCC- Penn Valley 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 is a program for students motivated to pursue any type of health career following high school. Each student will earn Certified Nursing Assistant Certification and take up to 18 hours of college credit on the Penn Valley campus at the Health and Science Building.

Manual Career & Technical Center

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

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 that is sourced from a local business, organization, or community partner. The projects that students participate in the Impact Academy will present students and teachers with challenges that often have no clear solutions. Learning to overcome difficult, ambiguous, or confusing challenges is an essential part of the Impact Academy.

Summit Technology Academy

Provides high school Juniors and Seniors 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 that serves students from 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.

aSTEAM Village

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

GRADING

At Guadalupe Centers High School, we will continue to use the Standards-Based Grading (SBG) system. The goal of SBG is to accurately communicate what students know and are able to do in relation to the learning standards we have identified as important in each subject area. Students show mastery of a learning standard when they demonstrate the application of that knowledge or skill over time. Marks on progress and quarterly report cards will no longer show a letter grade but instead show a student's current level of performance on each prioritized learning standard based on the following four levels: **Below Basic, Basic, Proficient, and Advanced**. You may be familiar with these as they are the same levels of proficiency that are used on the Missouri state assessments.

<p>Advanced: Score 4.0: In addition to Score 3.0 performance, in-depth inferences and applications that go beyond what was taught.</p>	<p>Avanzado: Puedo realizar las actividades sin errores significativos y entiendo las características clave de las habilidades.</p>
<p>Proficient: Score 3.0: No major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</p>	<p>Competente: Puedo desempeñar las habilidades sin errores significativos.</p>
<p>Basic: Score 2.0: No major errors or omissions regarding the simpler details and processes but major errors and omissions regarding the more complex ideas and processes (Score 3.0 content).</p>	<p>Básico: Cometo errores significativos cuando desempeño las habilidades pero <u>aún</u> así puedo alcanzar una cierta aproximación a las habilidades.</p>
<p>Below Basic: Score 1.0: With help, a partial understanding of some of the simpler details and processes (Score 2.0 content) and some of the more complex ideas and processes (Score 3.0 content).</p> <p>Score 0.0: Even with help, no understanding or skill demonstrated.</p>	<p>Inferior al Básico: Cometo muchos errores cuando desempeño las habilidades y no puedo hacerlas.</p> <p>O no se puede juzgar mi capacidad.</p>

GRADING SCALES

Achievement level	Overall Score	Letter Grade	GPA Points
<i>Nivel de Aprendizaje</i>	<i>Puntaje total</i>	<i>Calificación en Letras</i>	<i>Promedio GPA</i>
Advanced- <i>Avanzado</i>	3.51-4.00	A	4
	3.26-3.5	A-	3.7
Proficient- <i>Competente</i>	3.09-3.35	B+	3.3
	2.93-3.08	B	3
	2.76-2.92	B-	2.7
Basic- <i>Básico</i>	2.51-2.75	C+	2.3
	2.26-2.5	C	2
	2.00-2.25	C-	1.7
	1.5-1.99	D	1.5
Below Basic- <i>Inferior al Básico</i>	1.49-or Below o <i>Menos</i>	F	0

The goal is for all students to reach Proficient or Advanced levels of performance on each learning standard by the end of each semester. Therefore, each grade report will reflect student progress toward the learning standards. The number of standards reported will vary depending on their individual classes. Teachers will use examples of student work, observations, and various assessments to identify what students know and are able to do. After the end of each semester, students will have their final marks converted to a letter grade for their high school transcript and for GPA calculations.

Participation in Sport, clubs, & after-school activities

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

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

Interscholastic Athletics

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

Participation

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

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

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

Guadalupe Centers Middle School



AZTECS

Dear Parents/Guardians:

Welcome to Guadalupe Centers Middle School and the 2021-2022 school year! We have been working hard preparing for the new academic year. Please keep your copy of the handbook to use as a guide. As questions arise, many of the answers can be found here.

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

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

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

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

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

Thank you for your support!

Let's have a great 2021-22 school year!

Claudia Meyer

Claudia Meyer
Principal
Guadalupe Centers Middle School
Home of the Aztecs

Guadalupe Centers Middle School Core Values



AZTECS

Guadalupe Centers Middle School Mission Statement

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

Guadalupe Centers Middle School Vision Statement

Students prepared to positively impact their community.

Guadalupe Centers Middle School Value Statement

In our school we are a strong family where:

- Learning is our priority
- Relationships are our focus
- Culture is our foundation

SCHOOL MOTTO

A- Accountability

Z- Zeal

T- Trust

E- Excellence

C- Character

S- Success

Principal- Claudia Meyer

Mrs. Claudia Meyer is the Principal at Guadalupe Centers Middle School. This will be her seventh year as a building administrator. Mrs. Meyer has 25 years experience in the educational field. Her experience ranges from a classroom teacher, school counselor and school administration. She graduated with her Bachelors of Science in Education from Central Missouri State University, and graduated with a Masters of Arts in Teaching from Webster University. She also received her Specialist Degree in Educational Administration from William Woods University. She is currently working towards her Doctorate Degree in Educational Administration from William Woods University.

Vice Principal- Lineth Posada

Mrs. Lineth Posada is the Vice Principal at Guadalupe Centers Middle School. This is her 12th year in education and 1st year as an administrator. She previously taught at various school districts and settings that include Garden City, KS, Kansas City, Kansas Public School, and most recently Lee's Summit Public Schools. In addition, Mrs. Posada taught Kindergarten and 1st at Guadalupe Centers Elementary as well as high school Spanish courses at Guadalupe Centers High School. She grew up in Holcomb, Kansas. She attended Garden City Community College and later transferred to MidAmerica Nazarene University where she received her Bachelors of Science Degree in Elementary Education. Mrs. Posada received her Master's Degree in Educational Leadership from University of Central Missouri.

Counselor- Sophie Legenzoff
Parent Liaison- Selena Moran
Registrar- Rebeca Garcia

Nurse- Julia Goes
Security Officer- 1 KCPD Officer on Site Daily
Receptionist- Stephanie Romero

Instructional Coach (ELA & Social Studies) – Jenny Green
Instructional Coach (Math & Science) – Steve O'Sullivan
Focus Room - Anna Martinez

6th Grade

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

7th Grade

E.L.A.- Alicia Vargas
E.L.A.- Erin Nielsen
Math- Jessica Moore
Math- Audrey Schuler
Science- Celeste Pistole
Social Studies- Jennifer Durbin

8th Grade

E.L.A- Sandra Marlow
E.L.A- Shawn Robinson
Math- Kricie Malott
Math- Sami Wynne
Science- Cory Minnis
Social Studies- Andrew Acosta

Specials

Art- Cassidy VanHook
Music- Chase Shumsky
P.E.- Jamesia Price
Spanish- Lorena Nebergall
Business/Comp. Tech.- Samantha Byler

E.S.L. – Mara Gilyard
E.S.L. (Read 180) – Steffany Harris
E.S.L. Para-Educator- Jessica Keeley
E.S.L. Para-Educator- Gabriela Garza

Special Services- Whitney Thomas
Special Services- Hillary Holub
Speech/Language- Hannah Cox
Special Services Para-Educator- Mayra Astorga

Mascot: Aztec
Colors: Royal Blue, Black, White
Grades: 6th- 8th
Enrollment: 350
Staff: 51
Certified Staff: 34

Guadalupe Centers Middle School School Calendar 2021-2022

August

6th-9th	New Teacher Academy
10th-13th	Returning Teacher Academy
11th	New Student Orientation (4-6pm)
12th	Returning Student Orientation (4-6pm)
16th	First Day of School for 6th Grade/Half Day
17th	First Day of School for 7th and 8th Grade
30th-31st	NWEA Testing

September

Hispanic Heritage Month

1st-3rd	NWEA Testing
3rd	Student First Friday Bash After School (6th)
6th	No School/Labor Day
8th	Open House/Title 1 Meeting (5-7pm)
9th	HealthE Kids Screenings
10th	Grandparent's/Special Person's Day
17th	Honor Roll/Perfect Attendance Recognition
23rd	Picture Day
24th	Night Under the Stars (7:30-9pm)
29th	Half Day/Parent Teacher Conferences
30th	No School/Parent Teacher Conferences

October

1st	No School
14th	End of 1st Quarter
15th	No School/Professional Development
18th-19th	Signs of Suicide (SOS) Student Lessons in P.E.
20th	Parent/School Connection Night (SOS Night) (5-6pm)
	United Way Week
27th	8th Grade Student Leadership Training
29th	Trunk or Treat (5-8:30pm)

November

3rd	8th Grade Student Leadership Training
5th	Student First Friday Bash After School (7th)
10th	7th Grade Student Leadership Training
17th	7th Grade Student Leadership Training
16th	School Support Staff Day (Family Liaison, Para Professionals)
22nd-26th	No School/Thanksgiving Break

December

3rd	Student First Friday Bash After School (8th)
6th-10th	NWEA Testing
8th	Parent/School Connection Night (5-6pm)
15th	Winter Music Concert
17th	Holiday Assembly/ End of 2nd Quarter
20th-31st	No School/Winter Break

January

3rd	No School/Professional Development
4th	Students Return to School
7th	Student First Friday Bash After School (SPE)
12th	6th Grade Student Leadership Training
14th	Honor Roll/Perfect Attendance
17th	No School/ Martin Luther King Day
19th	6th Grade Student Leadership Training
24th-25th	Green Dot Lesson 1 in P.E. WIDA Testing

February

Black History Month

4th	Student First Friday Bash After School (6th)
7th-11th	School Counselor's Week
7th-8th	Green Dot Lesson 2 in P.E.
16th	Half Day/Parent Teacher Conference & Re-Enrollment
17th	No School/Parent Teacher Conference
18th	No School
21st	No School/Presidents Day
28th	Green Dot Lesson 3 for 6th Grade in P.E. 8th Grade Shadow Day at GCHS (?)

March

1st	Lottery
4th	Student First Friday Bash After School (7th)
4th	Maintenance Workers Day
11th	End of 3rd Quarter
18th	Art Show
23rd	Career Day
29th-31st	No School/Spring Break

April

1st	No School/Spring Break
8th	Student First Friday Bash After School (8th)
13th	Spring Music Concert
15th	No School/Good Friday
	5th Grade Visit Day
	6th Grade Success at GCMS (5-6pm)
18th-22nd	NWEA Testing
27th	Administrative Professionals Day
27th	Sports Banquet

May

1st	Principal's Day
2nd-6th	Teacher Appreciation Week
6th	Student First Friday Bash After School (SPE)
9th-13th	MAP Testing
11th	School Nurse's Day
23rd-27th	End of the Year Activities
26th	8th Grade Dance
27th	Half Day/Last Day of School/ End of 4th Quarter

SCHOOL HOURS

7:20-4:20- Office Hours
 8:00- Student Arrival
 8:05-8:25- Breakfast
 8:35- Aztec Class begins
 3:35- Student dismissal

DAILY BELL SCHEDULE

M, T, Th, & F	
AZTEC/Breakfast 8:35 - 8:57	<p style="text-align: center; color: blue; margin: 0;"><u>Daily Lunch Schedule:</u></p> <p style="margin: 5px 0;"><u>1st Lunch:</u> 11:20 - 11:40</p> <p style="margin: 5px 0;"><u>2nd Lunch:</u> 11:30 - 11:50</p> <p style="margin: 5px 0;"><u>3rd Lunch:</u> 11:45 - 12:05</p> <p style="margin: 5px 0;"><u>4th Lunch:</u> 11:55 - 12:15</p>
1st 9:01 - 9:44	
2nd 9:47 - 10:30	
3rd 10:33 - 11:16	
4th 11:19 - 12:27	
5th 12:30 - 1:13	
6th 1:16 - 1:59	
7th 2:02 - 2:45	
8th 2:48 - 3:31	
AZTEC/Dismissal 3:35 - 3:40	

Wednesday	
AZTEC/Breakfast 8:35 - 9:34	<p style="text-align: center; color: blue; margin: 0;"><u>Lunch Schedule</u> <u>For Wednesday Early Release:</u></p> <p style="margin: 5px 0;"><u>1st Lunch:</u> 11:22 - 11:42</p> <p style="margin: 5px 0;"><u>2nd Lunch:</u> 11:30 - 11:50</p> <p style="margin: 5px 0;"><u>3rd Lunch:</u> 11:45 - 12:05</p> <p style="margin: 5px 0;"><u>4th Lunch:</u> 11:55 - 12:15</p>
1st / 2nd 9:38 - 10:26	
3rd / 4th 10:29 - 11:17	
5th / 6th 11:20 - 12:34	
7th / 8th 12:37 - 1:25	
AZTEC 1:29 - 1:34	
1:34 Dismissal	

**SUPPLY LISTS
2021-2022**

6 th	7 th	8 th
<ul style="list-style-type: none"> • (see supply list below for all students) • 1 plastic folder for homework • 1 notebook • 2 composition notebooks • 3 pack dry erase markers • Highlighters 	<ul style="list-style-type: none"> • (see supply list below for all students) • 4 pack dry erase markers • 1 plastic folder for homework • 3 composition notebooks • 1 pack of index cards • 1 pack of crayons • 1 pack of colored pencils • 1 pack of markers • 2 highlighters • 1 additional pack of lined loose leaf paper • Clorox wipes • Post-It notes 	<ul style="list-style-type: none"> • (see supply list below for all students) • 3 composition notebooks • 2 3-hole punched folders • 3 pack dry erase markers • 1 pack of colored pencils • 1 pack of erasers (2-3) • 1 personal pencil sharpener

ALL STUDENTS
<ul style="list-style-type: none"> • 1: 3-4 inch 3 ring binder with inside pockets • 8 binder tabs (plastic, not paper) • 1 pencil pouch • 1 pack of lined loose leaf paper • 48 pencils • 1 box of Kleenex

SPORTS UNIFORMS & EQUIPMENT

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

GUIDELINES FOR USE OF LOCKERS

1. EACH student will be assigned a locker.
2. To open padlock:
 - a. **Start at "0"**.
 - b. **Turn to the right (→)** two whole turns and stop at the first number.
 - c. **Turn left (←)** one whole turn past the first number and stop at the second number.
 - d. **Turn right (→)** and stop at the third number and pull the shackle open.

3. **STUDENTS SHOULD NOT GIVE THEIR LOCKER COMBINATION TO ANYONE**
4. Illegal entrance into any locker is a violation of school policy and will result in disciplinary actions.
5. Lockers are to remain neatly organized and cleaned at all times. **Locker clean out will occur every quarter.**
6. **Tardiness** due to going to your locker will not be acceptable.
7. Should the locker become jammed, please notify your teacher and/or the office.
8. **School personnel may inspect lockers at any given time without notice.** The student is responsible for the contents in their locker.
9. Failure to adhere to the above guidelines is sufficient cause for a student to lose locker privileges.

INTERVENTIONS FOR FAILING STUDENTS

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

Mandatory Remedial Tutoring

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

Academic Contract

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

Mandatory Summer School

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

HOMEWORK COMPLETION

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

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

Absences and Homework

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

GRADING

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

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

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

TRADITIONAL GRADING SCALE

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

Term	Dates	Grade Card Distribution
1st Quarter	Aug. 16 - Oct. 14	October 23
2nd Quarter <i>End of 1st semester</i>	Oct. 15 - Dec. 17	January 8
3rd Quarter	Jan. 3 - Mar. 11	March 19
4th Quarter <i>End of 2nd semester</i>	Mar. 12 - May 27	May 28

HONOR ROLL

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

Principal's Honor Roll = All A's the entire school year.
"A" Honor Roll = All A's for the semester.
"B" Honor Roll = All A's or B's for the semester.

REQUIREMENTS TO PARTICIPATE IN SPORTS OR AFTER SCHOOL ACTIVITIES

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

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

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

AFTER SCHOOL CLUBS

(There will be a \$5.00 participation fee for all club members)

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

SPORTS

Meet on Mondays, Tuesdays, Thursday, and Friday ONLY
Days determined by coaches

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

(There will be a \$15.00 participation fee for all team members)

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

Guadalupe Centers
Elementary/PreK School



AZTECS

Letter From Our Principal

Dear Aztec Families,

Congratulations, your child has been selected to attend Guadalupe Centers Elementary School for the 2021-2022 school year! As Principal of Guadalupe Centers Elementary School, I would like to welcome you to the 2021-2022 school year, and can't wait to greet each of you and your students.

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

The past year has brought new and unprecedented challenges to our educational environment as well as to our everyday lives. We are grateful to have students, families, staff and community members that really show our Aztec S.T.R.O.N.G. core values in all that they do. We have shown SERVICE to our community by committing to safe and healthy practices at school and in our personal lives. We have had TRUST in our district and families to make the safest decisions for each of us. We have been RESILIENT in our efforts to learn and grow virtually, in-person, and through all of the ups and downs of the pandemic. We have had the NERVE to face our fears and accept the challenges in our academic and home lives. Finally, we are full of GRATITUDE to be part of a caring community that is committed to our vision of students prepared to positively impact their community, through it all. These core values that have helped us navigate difficult scenarios will continue to guide us as we move forward and work to build a bright future for each and every student at Guadalupe Centers Elementary School. As we transition back into a school setting closer to what we are traditionally used to, we are dedicated to continuing to provide all students with a quality educational experience.

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






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

Sincerely,

April Soberon, Principal
Guadalupe Centers Elementary School




Supply Lists











Guadalupe Centers Pre-K Supply List 2021-2022
Lista de útiles escolares para Pre-K
***Please label everything with your child's name**
***Por favor poner el nombre de su hijo/a en cada artículo**

Daily Mask		Cubre bocas diario	Water bottle		botella de agua
Blanket	Cobija				
Box of Kleenex	Pañuelos Desechables				
Change of Clothes (shirt, pants, underwear, socks) Ropa extra (camisa, pantalones, ropa interior, calcetines)					
					

Guadalupe Centers Elementary School 2021-2022
K-2nd Grade School Supply List
Escuela Primaria de Guadalupe Centers
Lista de útiles escolares de grados K-2

Each student needs the following items for their own personal use:
(Label items with student names in permanent marker)
Cada estudiante necesita los siguientes artículos para uso personal:
(Etiquetar artículo con nombre del estudiante con marcador permanente)

Daily Mask		Máscara Diaria	Water bottle		botella de agua
					
Dry-Erase Markers (1 pack) Marcadores para pizarra (1 paquete)					

<p>Glue sticks (2) Pegamento en barra (2)</p>	
<p>Scissors Tijeras</p>	
<p>Big Pink Erasers (2) Borrador rosa grande (2)</p>	
<p>Box of Crayons 24 pack Caja de Crayolas de 24 piezas</p>	
<p>Markers 1 box Caja de Marcadores</p>	
<p>1 box colored pencils Caja de lápices de color</p>	
<p>2 boxes of yellow pencils (at least 24) 2 cajas de lápices amarillos (24 como minimo)</p>	
<p>Plastic Rectangle Pencil Box (1) Caja rectangular plastica para lápices</p>	
<p>Backpack (1) Mochila (1)</p>	
<p>Headphones (1) to keep at school Audífonos (1) para el uso en el salon</p>	

Folders-

Kinder- 2 pocket folders (plastic preferred), 2 total
First Grade- 2 pocket folders (red, blue, yellow, green) 4 total, no designs please.
Second grade-2 pocket folders, 4 total



Kinder- 2 carpetas con bolsillo (plástico preferido), 2 en total
Primer grado: 4 carpetas con bolsillo (rojo, azul, amarillo, verde) sin diseños, por favor.
Carpetas de bolsillo de segundo grado-2, 4 en total

Binders-

Kinder- 2 1" binders with pockets and clear slip-in cover in front
First Grade- 1 1.5 inch binder
2nd graders- 1 (2.5 - 3) inch binder



Kinder- 2 carpetas de 1 pulgada con bolsillos y cubierta transparente deslizante en el frente
Primer grado: 1 carpeta de 1.5 pulgadas
Estudiantes de 2º grado: carpeta de 1 (2.5 - 3) pulgadas

Each student needs the following items for community use in the classroom:
Cada estudiante necesita los siguientes artículos para uso comunitario en el salón de clase:
(Do not put student name on items please)
(No ponga el nombre del estudiante en los artículos por favor)

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



Wide-ruled filler paper 1 pkg
Un paquete de papel de regla ancha



Hand Sanitizer (2 bottles) Sanitizante (2 unidades)



Tissues (2 boxes) Pañuelos Desechables (2 paquetes)





Sheet Protectors (1 pack) Protectores de hoja (1 paquete)



Gallon Ziplock bags (1 box) Bolsas Ziploc de (galon) (1 caja)











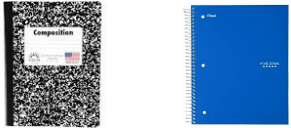







Sandwich size zip-lock bags	Bolsas Ziploc de sándwich	
1 pack of plain white index cards	1 paquete de fichas blancas simples	
Extra Pair of clothes (Kinder & 1st) Ropa extra (camisa, pantalones, ropa interior, calcetines) (Can keep in backpack)		



**Please bring school supplies with you to orientation night. They will be left in the classroom.

**Por favor traiga útiles escolares la noche de orientación. Se dejarán en las aulas.

Guadalupe Centers Elementary School 2020-2021 3rd-5th Grade School Supply List Escuela Primaria de Guadalupe Centers Lista de útiles escolares de grados 3er-5to		
Each student needs the following items for their own personal use: Cada estudiante necesita los siguientes artículos para uso personal:		
Daily Mask		Máscara Diaria
Water bottle		botella de agua
1 Package of white board markers (black only)	1 paquetes de marcadores de pizarra (solo en negro)	
Earbuds		Audifonos
4 Folders with pockets and 3 holes	4 Carpetas con bolsillos y clavos con 3 agujeros.	
One 2-inch binder	Carpeta de 2 pulgadas	

<p>Pencil case with holes Estuche de lapiceros con agujeros</p>	
<p>Pair of Scissors Tijeras</p>	
<p>2 composition notebooks, 2 spiral notebooks 2 cuadernos de composición, 2 cuadernos de espiral</p>	
<p>Package of dividers Paquete de divisores</p>	
<p>2 boxes of yellow pencils (at least 24) 2 cajas de lápices amarillos (24 como minimo)</p>	
<p>Pack of erasers (polymer preferred) Caja de borradores</p>	
<p>2 glue sticks 2 Barras de Pegamento</p>	
<p>2 highlighters (2 different colors) rotulador</p>	
<p>Pack of markers & pack of colored pencils Paquete de marcadores, paquete de crayones y paquete de lápices de colores.</p>	
<p>1 Pack of red pens, 1 pack of blue/black pens 1 paquete de plumas rojas, 1 paquete de plumas azules / negras</p>	



Post it notes Notas Post-it

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

(Do not put student names on items please)

Cada estudiante necesita los siguiente artículos para uso comunitario en clase:

(Favor de no poner el nombre del estudiante en los artículos)

2 packs of lined paper 2 paquetes de papel rayado



2 boxes of tissues 2 cajas de pañuelos



1 bottle of hand sanitizer Una botella de sanitizante



Pack of notecards Tarjetas de notas



Sheet Protectors (1 pack) Protectores de hoja (1 paquete)



**Please bring school supplies with you to orientation night. They will be left in the classroom.

**Por favor traiga los utensilios la noche de la orientación. Se quedarán en las aulas.

Guadalupe Centers Elementary School 2021-2022 Staff List

Administrators

April Soberon, Principal	asoberon@guadalupecenters.org
Elizabeth Marentes, Assistant Principal	emarentes@guadalupecenters.org
Jesse Harvey, Assistant Principal	jharvey@guadalupecenters.org

Front Office Staff

Arlin Ortiz, Registrar	aortiz@guadalupecenters.org
Lorena Patino, Parent Liaison	lpatino@guadalupecenters.org
Elisa Segovia, Receptionist/Attendance Clerk	esegovia@guadalupecenters.org
Magaly Medina, Administrative Assistant	mmedina@guadalupecenters.org
Rosa Almaraz, Pre-K Receptionist/Registrar/Family Liaison	ralmaraz@guadalupecenters.org 816-994-0303
Daniela Collahuazo-Toledo, Pre-K Family Advocate	dcollahuazotoledo@guadalupecenters.org
Megan Winfrey, Nurse	mwinfrey@guadalupecenters.org
Angelica Perez, Nurse Assistant	aperez@guadalupecenters.org
Yulissa Montoya, Lunch Accountability Monitor	ymontoya@guadalupecenters.org
Ruby Aguirre, Lunch Accountability Monitor	raguirre@guadalupecenters.org

Instructional Coaches/Certified Support Staff

Alison Buntin, Pre-K Curriculum & Instruction Coordinator	abuntin@guadalupecenters.org
Cherelle Curley, K/1 Instructional Coach	ccurley@guadalupecenters.org
Hailee Brewington, 2/3 Instructional Coach	hbrewington@guadalupecenters.org
Jennifer Clay, 4/5 Instructional Coach	jclay@guadalupecenters.org
Hillary Kosnac, Reading Interventionist (K-2)	hkosnac@guadalupecenters.org
Hannah Ickes, Reading Interventionist (3-5)	hmorris-iickes@guadalupecenters.org

Counselors

Kelsey Carpentier, Counselor	kcarpentier@guadalupecenters.org
Laura Adams, Counselor	ladams@guadalupecenters.org
Sheila Olivares, Social Worker	solivares@guadalupecenters.org

Pre-K

Jazmine Palacios, Teacher, Pinguinos	jpalacios@guadalupecenters.org
Priscilla Rodriguez, Teacher Assistant, Pinguinos	prodriguez@guadalupecenters.org
Elva DuQue, Teacher, Pandas	eduque@guadalupecenters.org
Cristina Negrete, Teacher Assistant, Pandas	cnegrete@guadalupecenters.org
Jesseca Lindsey, Teacher, Ositos	jlindsey@guadalupecenters.org
Esmerelda DeLeon, Teacher Assistant, Ositos	edeleon@guadalupecenters.org
Alexandra DuQue, Pre-K Teacher Assistant	aduque@guadalupecenters.org

Kindergarten

Cathy Irwin	cirwin@guadalupecenters.org
Matee Rivera Ramos	maiteeramos@guadalupecenters.org
Irene Frederick	ifrederick@guadalupecenters.org
Christina Shackelford	cshackelford@guadalupecenters.org
Claudia Jeffers	cjeffers@guadalupecenters.org

Tania Valenzuela	tvalenzuela@guadalupecenters.org
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1st grade

Anna Lourenco	alourenco@guadalupecenters.org
Salvador Montanez-Espinoza	smontanez-espinoza@guadalupecenters.org
Kari Amenson	kamenson@guadalupecenters.org
Wendy Bonilla	wbonilla@guadalupecenters.org
Sydney Shugrue	sshugrue@guadalupecenters.org
Michele Beck	mbeck@guadalupecenters.org

2nd grade

Isabelle Beckett	ibeckett@guadalupecenters.org
Madison Brand	mbrand@guadalupecenters.org
Meghan Henderson	mhenderson@guadalupecenters.org
Taylor Morris	tmorris@guadalupecenters.org
Natalie Yancey	nyancey@guadalupecenters.org

3rd grade

Johnna O'Bryan	jobryan@guadalupecenters.org
Dakotah Rodgers	drodgers@guadalupecenters.org
Maggie Rozean	mrozean@guadalupecenters.org

Cathy Kugler	ckugler@guadalupecenters.org
Erin Suchy	esuchy@guadalupecenters.org

4th grade

Michelle Sharp	msharp@guadalupecenters.org
Blayze Hembree	bhembree@guadalupecenters.org
Addie Nerstheimer	anerstheimer@guadalupecenters.org
Charlene Strasburg	cstrasburg@guadalupecenters.org
Jennifer Gleason	jgleason@guadalupecenters.org

5th grade

Joseph Pulido	jpulido@guadalupecenters.org
Miranda Holden	mholden@guadalupecenters.org
Maggie Sellars	msellars@guadalupecenters.org
Mary Garner	mgarner@guadalupecenters.org

Specials

Edgar Santa Cruz	esantacruz@guadalupecenters.org
Jesse Gomez, P.E.	jgomez@guadalupecenters.org
Shelly Alexander, Music	salexander@guadalupecenters.org
Victoria Loza Ordonez, Spanish	vlozaordonez@guadalupecenters.org

Meghan Bing, Library Media Specialist	mbing@guadalupecenters.org
Molly Reilly, Library Media Paraprofessional	mreilly@guadalupecenters.org

ELL

Lori Stark, ESL Teacher	lstark@guadalupecenters.org
Abigail Reeves, ESL Teacher	areeves@guadalupecenters.org
Anne Heidemann, ESL Teacher	aheidemann@guadalupecenters.org
Mirta Kelley, ESL Teacher	mkelley@guadalupecenters.org
Tabitha Guerrero, ESL Paraprofessional	tguerrero@guadalupecenters.org
Abigail Castillo, ESL Paraprofessional	acastillo@guadalupecenters.org

Special Services

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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-5 Bell Schedule

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

7:30-12:29 Wednesday ONLY

Student Arrival

Pre-K Students are required to be signed in by an authorized adult each morning. Please walk your student to the front doors of the Pre-K building off of Truman Rd. where a school staff member will welcome your child.

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.

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.

Breakfast is served before school starts from 7:05-7:25 AM.

All Students are required to come to school with a backpack. K-5 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., (10:00 AM on early release days). Any student who is picked up prior to dismissal time at 2:35 will need to be signed out by an authorized individual. An authorized individual should **ALWAYS** be prepared to show identification when they are picking up a student.

In Pre-K every child must be signed in and out daily by an authorized adult.

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

Fees:

1st Time: \$5.00

2nd Time: \$10.00

More than 2 times: \$15.00

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.

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.

Fees:

1st Time: \$5.00

2nd Time: \$10.00

More than 2 times: \$15.00

After School Care

After school care is available at an additional fee

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

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 and/or Thursday from 2:50-4:20. A late bus will be provided for transportation home.

Summer School for Students Scoring Below Basic

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

Homework/Skill Practice (Elementary Policy)

Students in grades K-5 should read 20 minutes every night. IXL practice online is also highly encouraged, as this platform helps students meet individualized student goals. Additional homework/skill practice may be sent home nightly inside of a homework folder. When homework is assigned, we encourage parents to go through the assignment with their child and check the work.

Participation in clubs & after-school activities:

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

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

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

School Bus Discipline

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

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

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

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

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 & refrain from bringing treats to school.

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. GC Pre-K staff can ONLY apply sunscreen on a child with a doctor's note. Otherwise, if you would like your child to wear a lip balm, please apply at home before coming to school.

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.