

El Librito

2026-2027



Escuela de Guadalupe

660 Julian Street
Denver, CO 80204

Office Hours: 7:45 a.m. - 4:30 p.m. (When school is in session)
Telephone: 303-964-8456

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Disclaimer

This handbook is intended to be informational for students and families. At times, Escuela de Guadalupe may deviate from policies depending on the circumstances of individual cases. Escuela de Guadalupe may also update policies during the school year.

History & Mission

History

The creation of Escuela de Guadalupe was the result of collaboration by the pastor of Our Lady of Guadalupe parish, Jesuits, Sisters of Loretto and Highland neighborhood residents.

This group formed a steering committee that strove to provide northwest Denver with the kind of education that creates pathways for higher education for students from diverse ethnic, economic and linguistic backgrounds.

Through surveys, extensive study, and discussion, the committee found that local residents needed a quality elementary school that promoted Catholic values, while honoring the cultures of its families.

Escuela de Guadalupe opened its doors in September 1999 as an independent Catholic school to meet the needs of its students through successful research-driven programs. Our school helps its students prepare for top-tier middle school education.

Escuela de Guadalupe contributes to the future of the entire Denver community by producing leaders for the world of tomorrow.

With broad community support, Escuela de Guadalupe provides an excellent, affordable, private, Catholic, dual-language education.

Mission

We provide an academically excellent, Catholic education in English and Spanish to cultivate the next generation of community leaders.

Strategies

The biliterate program gives students a meaningful way to acquire a new language since we all are communicators, problem solvers and thinkers.

Respecting the language

Students are expected to speak English in the English component classrooms and Spanish in the Spanish component classrooms.

Teacher's Model

The teachers teach in their native language to ensure that students are receiving the best education and pronunciation for that language.

Testing and Materials

Authentic testing and materials emphasize the integrity of the language within the larger community and preserve cultural perspectives and values.

Homework

Every day, teachers in all grades assign homework that provides practice related to classroom instruction. Middle school homework will be assigned daily. For large projects, teachers will provide a calendar in advance and work with students to plan work.

Practicing both languages throughout the day

We practice speaking during lunch time, passing in the hallway, community service, and cultural events and when someone initiates the conversation in this language.

General Rule

Students will respond in the same language in which the conversation was initiated. We never use the phrase, “I don’t speak English” or “I don’t speak Spanish.” We would rather say, “I am learning English” or “I am learning Spanish”.

Our Culture**Principles**

Escuela de Guadalupe seeks to strengthen the culture of our community through faith, servant leadership and a holistic education to develop student confidence in their abilities and in themselves. We accomplish this by consistently modeling respect for cultural diversity and acknowledging the inherent dignity of our students and their families. We provide a quality Catholic biliterate education emulating the attributes of Christ and honoring our unique and diverse history. We are compelled by the belief and sincere expectation that our students are becoming compassionate leaders who will have a positive impact on the world of tomorrow.

Purpose

Escuela de Guadalupe focuses on developing a loving, culturally responsive, faith-based education. The focus on academic rigor seeks to develop students of strong character who become strong leaders that exemplify the characteristics of compassion, honesty, respect, responsibility, integrity and self-discipline.

Beliefs

We believe our children can learn to speak the language of another and will be more likely to understand, respect and even love people that speak other languages and have different cultures. Each member of the community needs to be responsible for our students’ education. We believe in respect (culture, faith & beliefs), serving others, and student success. We will cultivate lifelong learners and compassionate leaders.

Escuela Principles

Diversity, Empowerment, Faith, Respect, and Excellence

Staff & Faculty

The safety of our students is one of our priorities and Escuela de Guadalupe ensures that each staff/faculty member successfully passes a background check and is CPR/First Aid certified prior to working with our students.

	NICKY FREEBURG, Ed.D. PRESIDENT Contact: 303-964-0816 Nicky@escuelaguadalupe.org		MARIELLA ROBLEDO PRINCIPAL Contact: 303-964-8456 Mariella_Robledo@escuelaguadalupe.org
	SANDRA REESE ASSISTANT PRINCIPAL Contact: 303-964-8456 Sandra_Reese@escuelaguadalupe.org		
	MIRIAM ORIZAGA OFFICE COORDINATOR Contact: 303-964-8456 Miriam_Orizaga@escuelaguadalupe.org		JULIE HARRIS DIRECTOR OF FINANCE, HR, & OPERATIONS Contact: 303-964-0816 Julie_Harris@escuelaguadalupe.org
	CAROLINE BALCAVAGE DIRECTOR OF PHILANTHROPY Contact: 303-964-0816 Caroline_Orr@escuelaguadalupe.org		SANDRA GARCIA DIRECTOR OF ADMISSIONS & FINANCIAL AID Contact: 303-964-8456 Sandra_Garcia@escuelaguadalupe.org

	JANALEE CHMEL DIRECTOR OF MARKETING Contact: 303-964-0816 Janalee_Chmel@escuelaguadalupe.org		ZOE HOEKSTRA EVENTS & ANNUAL GIVING MANAGER Contact: 303-964-0816 Zoe_Hoekstra@escuelaguadalupe.org
	BIANCA BALDERRAMA STUDENT SERVICES COORDINATOR Contact: 303-964-8456 Bianca_Balderrama@escuelaguadalupe.org		KIRA COLGAN COUNSELOR Contact: 303-964-8456 Kira_Colgan@escuelaguadalupe.org
	CLAUDIA LUNA-ASTURIAS COUNSELOR Contact: 303-964-8456 Claudia_Luna-Asturias@escuelaguadalupe.org		ELIZABETH FLORES DE LUNA LUNCH ATTENDANT Contact: 303-964-8456
	DAVID VALLEJO CUSTODIAN Contact: 303-964-8456 Maintenance@escuelaguadalupe.org		EDITH COYAZO CRUZ CUSTODIAN Contact: 303-964-8456 Maintenance@escuelaguadalupe.org
	<i>Faculty</i> DAYMI VERA PRE-K DIRECTOR & SPANISH TEACHER Contact: 303-964-8456 Daymi_Vera@escuelaguadalupe.org		<i>Faculty</i> PRE-K ASSISTANT DIRECTOR & ENGLISH TEACHER Contact: 303-964-8456

	<i>Faculty</i> ALICE PACHECO PRE-K AIDE Contacto: 303-964-8456 Alice_Pacheco@escuelaguadalupe.org		<i>Faculty</i> MARTHA TIENDA PHYSICAL EDUCATION TEACHER, ATHLETIC DIRECTOR, AND 4th/5th GRADE TEACHER ASSISTANT Contact: 303-964-8456 Martha_Tienda@escuelaguadalupe.org
	<i>Faculty</i> CRISTINA GUERRERO KINDERGARTEN SPANISH COMPONENT TEACHER Contact: 303-964-8456 Cristina_Guerrero@escuelaguadalupe.org		<i>Faculty</i> STEFANIE ESPARZA KINDERGARTEN ENGLISH COMPONENT TEACHER Contact: 303-964-8456 Stefanie_Esparza@escuelaguadalupe.org
	<i>Faculty</i> MAYRA MENDOZA KINDERGARTEN AIDE Contact: 303-964-8456 Mayra_Mendoza@escuelaguadalupe.org		<i>Faculty</i> MARIBEL POLO 1ST/2ND GRADE SPANISH COMPONENT TEACHER Contact: 303-964-8456 Maribel_Polo@escuelaguadalupe.org
	<i>Faculty</i> LEIDY VIVIANA VELASQUEZ 1ST/2ND GRADE SPANISH COMPONENT TEACHER ASSISTANT Contact: 303-964-8456 Leidy_Velasquez@escuelaguadalupe.org		<i>Faculty</i> KARINA ACOSTA-FERRERA 1ST/2ND GRADE ENGLISH COMPONENT TEACHER Contact: 303-964-8456 Karina_Acosta@escuelaguadalupe.org
	<i>Faculty</i> JESSICA MAGALLANES ROBLES 1ST/2ND GRADE ENGLISH COMPONENT TEACHER ASSISTANT Contact: 303-964-8456 Jessica_Magallanes@escuelaguadalupe.org		<i>Faculty</i> JULIA COGAN 3RD GRADE ENGLISH/SPANISH COMPONENT TEACHER Contact: 303-964-8456 Julia_Cogan@escuelaguadalupe.org

	<i>Faculty</i> ELIZABETH GONZALEZ 3RD GRADE ENGLISH/SPANISH COMPONENT TEACHER ASSISTANT Contact: 303-964-8456 Elizabeth_Gonzalez@escuelaguadalupe.org		<i>Faculty</i> DANIELA AMISTADI 4TH/5TH GRADE ENGLISH COMPONENT TEACHER Contact: 303-964-8456 Daniela_Amistadi@escuelaguadalupe.org
	<i>Faculty</i> MIRIAM O'CONNOR 4TH/5TH GRADE SPANISH COMPONENT TEACHER Contact: 303-964-8456 Miriam_O'Connor@escuelaguadalupe.org		<i>Faculty</i> LINDA MALLORY MIDDLE SCHOOL MATH & SCIENCE TEACHER Contact: 303-964-8456 Linda_Mallory@escuelaguadalupe.org
	<i>Faculty</i> SEAN CLEARY MIDDLE SCHOOL RELIGION ENGLISH COMPONENT & SOCIAL STUDIES TEACHER Contact: 303-964-8456 Sean_Cleary@escuelaguadalupe.org		<i>Faculty</i> JAKE SCHAUMLOEFFEL MIDDLE SCHOOL ENGLISH & SOCIAL STUDIES TEACHER Contact: 303-964-8456 Jake@escuelaguadalupe.org
	<i>Faculty</i> MITCHEL WILLIAMS MIDDLE SCHOOL MATH & TECHNOLOGY TEACHER Contact: 303-964-8456 Mitchel_Williams@escuelaguadalupe.org		<i>Faculty</i> PILAR ROBLEDO ART TEACHER, MIDDLE SCHOOL JOURNALISM TEACHER & SPANISH TEACHER Contact: 303-964-8456 Pilar_Robledo@escuelaguadalupe.org
	<i>Faculty</i> MAX ARROYO MUSIC TEACHER Contact: 303-964-8456 Max_Arroyo@escuelaguadalupe.org		<i>Faculty</i> SHARON FOSTER TITLE COORDINATOR Contact: 303-964-8456 Sharon_Foster@escuelaguadalupe.org

Members of the Board of Trustees

Trina Wardell, *Chair*

Scot Anderson, *Vice-Chair*

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Tim Miller, *Treasurer*

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Elle Bruno

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Tom Loftus

Iswari Natarajan

Matt Perkins

Ryan Ramey

Susanna Vela

Parent Information

Forms

Families will receive all the mandatory forms for both parents to sign at the beginning of August. Each of these forms must be signed by both parents before the first day of school, or your student will not be allowed to attend classes until the forms are signed. If you need help completing these forms, the school hosts Registration Days where staff is available to help you.

School and Family Association

Escuela de Guadalupe works, with parents, in their children's faith formation and continues the development of values that begins at home. The school, however, has a mission to be a Catholic school and to teach students in the Catholic faith. All students must fully participate in Religion class and other faith formation activities.

Acceptance to Escuela is a privilege, not a right. Parents have the right to request admission to Escuela de Guadalupe for their children, but the privilege of attending school depends on parental acceptance of the school's faith formation, instruction program and their willingness to accept responsibility for their child's educational cost. Because Escuela recognizes parents as the primary educators of their children, the school believes that it has a responsibility to continue the child's faith formation. If parents' beliefs, values, and public practices cause a disruption to the educational climate of the school, it becomes impossible for the school to support parents in their children's faith formation. In cases where parents engage in such conduct, the continued enrollment of their children may be denied.

Acceptance at Escuela de Guadalupe depends on the school's ability to meet the child's educational needs. The school may not have all of the resources necessary to meet the educational, physical, psychological, and/ or emotional needs of a particular child. While the school will make an effort to meet reasonable needs, if the child's needs exceed the resources of the school, the child's best interests may be best served by placing the child in a different educational setting with the appropriate resources for the child.

Parent Association

The purpose of the Parent Association includes the following:

1. Promote a positive spirit with the Escuela de Guadalupe community
2. Promote parent engagement
3. Attend school fundraising events
4. Guide and integrate new members and new families to the school
5. Assist the school with fundraising in efforts to provide educational opportunities, facilities and assistance to its students

At all times, the Parent Association will cooperate and consult with school administration to ensure that the nature of its activities, the manner and timing of its contributions are consistent with the educational purpose and financial needs of Escuela de Guadalupe. The Parent Association will be an auxiliary organization of the school and will be subject to the direction of the Board of Trustees. The Parent association shall follow the ACIS guidelines.

Parent Commitment

We recognize the importance of a parent's responsibility of reinforcing learning at home by helping their children with homework, having constant communication with teachers and following their suggestions. We ask that parents take an active role by going to the library, helping with homework, and reading with their child.

Parent Behavior

A child should not be deprived of an education or be penalized for the actions of the parents. However, parents can significantly reduce their ability to effectively serve their sons / daughters and parents may be asked to withdraw their students from school for any of the following reasons:

- Refusal to cooperate with school personnel
- Refusal to adhere to school policy and regulations
- Interference in matters of administration or discipline
- Make inappropriate and negative comments regarding the school and / or school personnel
- Make threats of any kind to any member of the community, included but not limited to faculty, staff, students, or fellow parents.

In such cases, a reasonable effort must be made and documented to obtain the minimum required parental cooperation. The principal must verify that parents were informed to end inappropriate behavior and begin to cooperate with the school or this policy, the withdrawal of students for reasons of parental behavior, would apply. If such an effort does not correct the situation, the President and Principal may ask parents to withdraw their children. Documentation signed by the President, Principal, and parents, as well as any other information or evidence of parent consultation on the matter, will be kept on file.

Registration for the following school year may be denied based on this policy but is not limited to the actions specified in this document.

Neutrality Policy

The school directs its teachers, administrators, and staff to remain neutral in all situations involving family law matters, such as custody arrangements and divorce proceedings, except in cases of child abuse or neglect demonstrated to the school's satisfaction. Faculty, administrators, and staff will not provide voluntary statements or take a position in non-child abuse matters.

In the event that Escuela de Guadalupe becomes involved in a private dispute between parents of a student or regarding a student—whether through requests for information from court investigators, document production requests, subpoenas to testify, or other circumstances which take Escuela de Guadalupe personnel away from their primary role—parent/s must reimburse the school for those costs, which may include, but are not limited to, attorneys' fees, substitute teacher expenses, the cost of copying documents or providing records, and travel expenses.

Parent Communication Concerns and Guidelines

At Escuela de Guadalupe, our objective is to solve all situations in a positive and constructive manner. If a parent has a concern, the school requests that the following guidelines be adhered to:

- Regarding discipline, instruction, curriculum, or learning materials, first contact your child's teacher.
- Always remember to approach members of our staff courteously, knowing that their desire is to help you and your child.
- If you do not believe that the problem is being resolved satisfactorily or in a timely manner, please contact the Main Office to schedule a meeting with the principal.
- Concerns regarding teachers or school policy should be directed to the principal.
- If, after addressing your concerns to the principal, you do not believe that the problem has been understood or resolved, please contact the President.

When addressing a teacher or administrator regarding an issue that is not easily resolved, do not do so through quick emails or phone calls. Make a phone call or send an email requesting a meeting, with a brief

description of the problem that requires attention. Long and detailed emails are not acceptable or helpful. At Escuela, we prefer that communication be done face-to-face whenever possible. This allows for further questions and clarifications to ensure that the communication has been effective.

Administration and faculty will address the problem / concern in a spirit of collaboration and compassion. We ask that the involved party do the same. In the same spirit, parents are requested to refrain from forms of mass communication to parents of an entire class or any other large group of people through sending emails, WhatsApp or other forms of mass communication with concerns regarding teachers, staff, administration or policies. Again, direct and positive communication with the professionals involved is essential in our community.

Parent Communication

Clear and consistent communication is the key to a successful school year. Teachers maintain constant communication with parents through email, phone calls, and conferences about attendance, behavior, progress, and any other details related to student progress or success. We will continue to send important communications through our newsletter that is sent via email every Monday. All parents must provide an email. Please read all of the information that is sent and complete the documents that must be returned. If you do not have access to a printer, you may request a copy from the main office.

In case of an emergency, a text will be sent to you if there is a fire, Lockdown, Lockout or Shelter in Place. At the beginning of the school year, a practice text is sent to see if all parents receive it and are ready in case an emergency text needs to be sent in the future. Likewise, in case of a school closing due to snow, a text will be sent by Veracross. It will also be posted on the school page, on Facebook and will be announced on channel 4 and 9.

Visitor Procedures

All visitors, including parents, must register in the office and obtain a visitor's pass before walking the building or going to the classrooms. This policy is for the safety of all students. As a parent, you must call the office in advance so that the school can be aware of your visit. If you are bringing lunch to your child, you must leave it in the Main Office and the school Front Office Coordinator will deliver it to the student at lunch. All visitors without a pass will be asked to go to the Main Office.

The only exception to the visitor pass are the Pre-K Parents during the drop off hours (8:00-8:15 a.m.) and at 4:05 p.m. (3:00 p.m. on Wednesdays) to pick up their children in the classroom.

If the person picking up the child is not on the contact list, they will be denied. Parents must call ahead of time to let the office know that they give permission for their child to go with a person that is not on the emergency contact list.

Attendance

Our students are expected to maintain a high level of attendance and punctuality. Parents are responsible for contacting the school before 9:00 a.m. to justify your child's absence due to illness. If your child is ill for more than two days, you will need to provide a note from the doctor to justify the absences. If the student has more than eight absences, their case will be evaluated, and the principal will work with parents to determine if the school will continue to be an option for the family.

Parent Volunteer Hours

A basic principle of Escuela de Guadalupe is to engage our parents to support the educational process of our students. Through parental involvement, we are more successful. Parents/family members are asked to volunteer their time and talents to help the school community. We rely on parent / family involvement to

make Escuela de Guadalupe a vital, active, and high-performing school. We ask that our parents commit to 10 hours of volunteering or more during the academic year per family. Please see our calendar of events for volunteer opportunities throughout the school year. Some volunteer opportunities are consistently necessary, such as helping with our lunch, recess, and snack throughout the day. We also have many events throughout the year where we also need help. If you can donate materials, talent, or time to school, contact Miss Sandra Garcia. Volunteer hours must be completed by May 30.

Parent Transportation

All drivers transporting students to sporting events, field trips, or activities must follow all school regulations for volunteer drivers (parent drivers must complete a background check and provide a copy of the Driver's License and auto insurance). All students requiring transportation to any school-sponsored activity must have a written authorization from their parents/guardians allowing them to travel with drivers that the parents/guardians have authorized. No student may ride to or from a school sponsored event with an adult who has not been previously authorized by their parent/guardian. Students are not to drive themselves or other students to any school activity.

Syllabus

Every time there is a change in the learning unit and the language, a syllabus will be sent home and will also be posted outside of the classroom with the essential questions, standards, topics, materials, and assessment.

School Year

Our school year and long school days help us develop skills and knowledge in both languages. We have 174 academic days throughout the school year.

Number of Students per Class

The number of students per class is small; this helps students receive attention in their personal, academic and emotional growth.

Teacher Assistants

Teachers collaborate with Teacher Assistants to plan and develop their lesson plans. Teacher Assistants focus on helping students in their native language, developing their second language skills, and in other content areas by supporting the teacher in class.

Directory

A school directory is released in the Fall. This directory includes an alphabetical list of students and parents with their phone numbers. All registered families are included unless they specify that they do not wish to be included via the form at the beginning of the school year. The information in the school directory is strictly used by the families of Escuela de Guadalupe and should not be shared outside the school community or used for professional or other non-school purposes.

Marketing & Media Guidelines

Escuela de Guadalupe Logo Usage Guidelines

The following guidelines pertain to usage of the Escuela de Guadalupe logos and name. We are proud of our unique and distinguished brand, and we like to use it to promote our events, teams, and students. However, in order to protect our brand, we must promote our school with consistency. These guidelines will ensure that we are all ambassadors of the Escuela de Guadalupe brand.

Purpose of these guidelines:

- To enhance the coherence of our brand assets to ensure that the Escuela de Guadalupe brand is consistent, professional, and appealing across a variety of media.
- To elevate our internal and external communications to reflect our professionalism and authority as a premier school.
- To provide our community with clear and consistent guidelines for communications and logo usage.

For full Brand Guidelines, including approved palette and fonts, contact the Director of Marketing.

Usage

Neither the school logo nor the Lobos logo may be used without first seeking permission from the Director of Marketing. The Director of Marketing must approve all designs before they go into production.

Merchandise and Apparel

- All designs for club/activity wear/gear must be pre-approved by the Director of Marketing prior to production of any apparel or merchandise.
- All designs for merchandise and apparel sold by any school-approved website or shop must be pre-approved by the Director of Marketing prior to production.
- Any apparel or gear used by athletic teams must adhere to the brand standards for the school and must be pre-approved by the Director of Marketing prior to production.
- If athletic apparel and gear use any of the logos or images associated with Escuela de Guadalupe's brand identity, they must follow brand standards, and must be pre-approved by the Director of Marketing.

Examples of uses that will likely be approved:

- Application of the logo or school name on items used for private parties, such as graduations.
- Application of the logo or school name on items sold to benefit Escuela de Guadalupe.

Uses that will likely be denied:

- Application of the logo or school name on any items to be sold for any purpose other than to benefit Escuela de Guadalupe.
- Application of the logo or name on any athletic wear without first consulting the Director of Marketing.
- Application of the logo or school name on any items to be used in ways that suggest Escuela de Guadalupe's involvement in, or approval of an event, item, subject, or issue that has not first been approved by the Director of Marketing.

Access to logos for approved uses

If you have any questions about which logos or icons are most appropriate for your purposes, or if you need a specific file format (TIFF, EPS, etc.) please contact the Director of Marketing.

Social Media Guidelines

All social media accounts associated with Escuela de Guadalupe, including accounts for school clubs, etc., must be approved by the Director of Marketing, and must adhere to the following guidelines:

- Accounts must be added to the social media accounts spreadsheet
- A faculty or staff member MUST have access to the account
- Parents may not create or manage a social media account that represents Escuela de Guadalupe in any way
- Students may not be in charge of posting content to any Escuela-related social media channel
- The account must be set to "private"
- The account must follow the official Escuela account on the platform used (ie. Instagram), if applicable
- Student last names cannot be used
- All other guidelines outlined in the Escuela Communication Guidelines document must be followed

Social Media Posting

If you would like Escuela de Guadalupe to consider posting your photographs on its social media channels, please email them to janalee_chmel@escuelaguadalupe.org.

Standards:

- Frequency: Our goal is to post at least once a day, except on weekends. We are open to posting more often but it depends on the subject(s) of the photos.
- Subjects: We have a dynamic school with interesting classes, sports, people, and extracurricular activities happening every day. Not all photos taken at every function can be posted.
- The Director of Marketing has authority to decide which photos, subjects, and cadences best tell the full Escuela story.

School Schedule/Attendance Requirements/Student Drop-off & Pick up Procedure

School Hours

8:30 a.m. - 4:00 p.m. Pre-K-5th grade

8:15 a.m. - 4:00 p.m. Middle School

The school doors will be locked at all times.

The metal gate, which opens to the playground area and the alley, will be closed at 8:15 a.m. and will open at 4:05 p.m.

3:00 p.m. Early dismissal on Wednesdays

ALL PARENTS AND VISITORS MUST OBTAIN A VISITOR PASS DURING THESE HOURS. NO EXCEPTIONS.

Arrival Time

- Beginning at 7:55 a.m., students in Kindergarten through 8th grade may be dropped off in the alley.
- Pre-K students must be escorted to the Pre-K playground, where parents must sign them in with the teacher.
- Students in Kindergarten through 5th grade will remain on the playground until 8:15 a.m.
- Middle School students (6th–8th grade) should report directly to their classrooms upon arrival at school.

Students are not allowed to enter the building or the classroom during these 15 minutes. If a parent has an appointment with a teacher, principal, etc., the student must be taken to the playground and the parent may enter the building.

At 8:15 a.m. the teachers will walk the K-5th grade students into the building to start their school day. At that time, all the doors will be locked, and the only entrance will be through the main glass doors. **ALL PARENTS AND VISITORS MUST COME TO THE OFFICE FOR A VISITOR'S PASS AFTER 8:30 a.m.** If your child arrives at 8:30 a.m., he/she must obtain a tardy slip at the main office.

Drop-off during Snow/Rain:

- **Pre-K** students will be dropped-off in their classroom.
- **K - 8th grade** students will be dropped-off at the red alley doors and will go directly to the gym.

If a student has a medical condition that prevents them from staying outside during these 15 minutes, they may be escorted by the parent to the main office to wait during this time. **Parents and students are not allowed to wait in the gym, cafeteria, hallways, or classrooms unless you have a meeting with the teacher.**

Attendance and Chronic Absenteeism:

- At Escuela de Guadalupe, we believe that regular school attendance is essential to a student's academic success, faith formation, social-emotional development, and sense of belonging within our school community. We recognize that parents and the school share the responsibility of ensuring that students attend school consistently and arrive on time each day.
- In accordance with school attendance guidelines, a student is considered chronically absent when they miss 10% or more of the school year, regardless of whether the absences are excused or unexcused.
- For students enrolled for the full 173-day school year, a student who misses 17 or more school days will be considered chronically absent.
- The following absences count toward chronic absenteeism:
 - Excused absences (Medical circumstances will be reviewed on a case-by-case basis.)
 - Unexcused absences
 - Suspensions
- Because every day of instruction is important, families are encouraged to schedule vacations, appointments, and other non-emergency activities outside of school hours whenever possible.

- It is not acceptable to extend school vacations or to take your child/children out of school for a vacation during the school year. Every case will be evaluated by the principal to consider if this school is a fit for the family.

Attendance Contract

Families may be asked to participate in an Attendance Contract when attendance concerns arise. Regular attendance allows students to fully participate in their academic, spiritual, and community life and supports their growth as faith-filled leaders and learners.

Procedure for Reporting Absences

If your child will not be at school due to illness or family emergency, you must contact the Front Office Coordinator, Miss Miriam Orizaga, at **303-964-8456 x221** or send an email to Miriam.Orizaga@escuelaguadalupe.org before 9:00 a.m. If this is a chronic issue, then a meeting will be scheduled with the principal.

Procedure for Make-up Work due to Absences

When your child is absent from school, you must call the school to let us know your student will be out for the day by 9:00 a.m. The students and the parents are responsible for asking for the homework for all days missed if the absences were justified. When the student returns to school, he/she must ask for the assignments and will have the same number of days as they were absent to make up work. For example, one day absent gives one day for make-up; two consecutive days absent gives two days for make-up work. Middle school students who have missed or incomplete work will be sent to the Learning Lab. If the missed homework is not turned in, the teacher will assign a zero for the assignment.

We will not email homework and we ask that students pick up homework upon the student's return.

Tardy Procedure

Escuela de Guadalupe enforces a strict attendance policy. Every student is expected to be on time every day. The students must be seated, in their classroom, ready to learn at 8:15 a.m. for Middle School and 8:30 a.m. for Elementary. **ALL PARENTS AND VISITORS MUST COME TO THE OFFICE FOR A VISITOR'S PASS AFTER 8:30 A.M. If your child arrives after 8:30 a.m., he/she must obtain a tardy slip at the main office. If they do not get a tardy slip, they may not enter the classroom.** For middle school, please refer to the late schedule.

- **8:15 a.m. arrival is considered tardy for Middle School.**
- **8:30 a.m. arrival is considered tardy for Elementary School.**

If your student receives 3 tardies, the teacher will contact the parents. **A fourth tardy will equal one unexcused absence.**

We ask that you schedule doctor appointments during days when school is not in session. If you are unable to schedule a doctor appointment on these days, you must notify the school one day prior to the day your student will miss class. **When the student returns the next day, you must provide a doctor's note.**

Dismissal

- Students will be picked up in the alley, with the exception of Pre-K students, who must be picked up by their parents at the Pre-K playground.
- Students may not be picked up from the office during the school day unless parents provide documentation of a scheduled medical appointment. This is the only circumstance under which a student may be dismissed through the office.
- Students may not leave school early for extracurricular activities before the official dismissal time.

Pick-up during Snow/Rain:

- **Pre-K** Students must be picked-up in their classroom (**with siblings**).
- **K - 8th grade** Students will exit through the red alley doors.

Weather

When the temperature is below 30 degrees, children will not go outside. Children are encouraged to bring and wear cold weather appropriate clothing such as hats, coats, snow pants, mittens and boots.

When the temperature is 85 degrees or above, students will not go outside. Teachers will check the temperature of the equipment and make the determination whether it is safe to play on the equipment. Students are encouraged to bring and wear hats and or sunglasses, and water bottles (labeled with their name) for outside time. Teachers will provide water and will apply sunscreen on the student before going outside, provided there is a signed Sunscreen Release Form on file and the parent has provided sunscreen. In the event that the weather keeps the children in, indoor gross motor activities will be provided.

School Closures, Snow Days, or Emergency Closings

The Principal and President of Escuela will determine if classes are to be canceled because of weather or other emergencies by 6 a.m. that day. A Veracross notification will be sent to either your cell phone or email address that you provided. The Escuela de Guadalupe website, www.escuelaguadalupe.org will also provide closure information. You can watch TV news stations 4 & 9 for school closures.

Please be aware that if you live far from school, your weather conditions may differ. We expect parents to make their own decisions about safe travel. We will be conscious of weather conditions when applying excused tardies. It will not be customary to dismiss school early because it is snowing, except in extreme cases. If school is dismissed early, you can pick up your child using the Snow/Rain Pick-Up procedure (above). In efforts to fully serve our families and be true to our commitment of excellence, we will make every effort to have school every day.

Academics

Kinder - 5th Grade Curriculum Program

Mathematics

Eureka Math

This curriculum is provided in both English and Spanish and helps students focus on deeper key concepts, in order to solve math problems. Students understand that a few principles lead to deeper reasoning. It is all about logical connections between topics.

Science & Social Studies

PhD Science & Impact/Impactivo

This subject is taught in both English and Spanish. Units are taught in three-to-five-week cycles of Spanish and English. By the end of each unit, the students are expected to bring all of their learning together and demonstrate their learning through projects, presentations and written papers.

Religion

Faith and Life

Each class begins the day with a school-wide prayer, which alternates language each week. We use the Archdiocese of Denver's religion curriculum including the Faith and Life textbook series and read Scripture, Bible stories, participate in weekly Masses and monthly prayer services. Our rigorous curriculum is built around broad themes that are grade-appropriate and consider the values of the Catholic faith. Instruction is given in English and Spanish. Second grade students receive the Blessed Sacrament of Reconciliation. Third grade students prepare to receive the Blessed Sacraments of First Communion and Confirmation.

Literacy

Maravillas/Wonders Curriculum

This curriculum is provided in both English and Spanish and builds strong literacy foundations, social emotional learning skills and provides students equity of access to rich texts and rigorous instruction.

Middle School Curriculum Program

Literacy

Fishtank Learning Curriculum

This curriculum is designed to prepare students for secondary and postsecondary success. All the lessons are built around rigorous objectives with target tasks, questions and anchor problems that push students to think critically. The central goal is to help students become excellent readers, writers, problem-solvers, creative thinkers, and community members. The English Language Arts curriculum aims to widen students' perspectives so that they can better understand themselves and the world around them. The curriculum is aligned with the Common Core State Standards and the Massachusetts Curriculum Frameworks. Every unit and lesson identify specific standards that are the focus of instruction.

Math

Eureka Math

This curriculum is provided in both English and Spanish. The curriculum helps students to focus on deeper key concepts, in order to solve math problems. Students understand that a few principles lead to deeper reasoning. It is all about logical connections between topics.

Science

The science program at Escuela de Guadalupe is aligned with the 2020 Colorado Academic Standards for Science. Each teacher uses the standards as a guide for designing grade level units and utilizes a variety of resources for reading and laboratory activities. For reading materials, teachers use web-based platforms such as CK12 and Squidbooks which are aligned with the state standards, as well as multi-disciplinary programs such as Newsela and Readworks. In middle school, the New Jersey Center for Teaching and Learning Science curriculum is used as a resource for presentations, assessments, and lab activities.

Social Studies

Discovery Education Social Studies Curriculum

This curriculum utilizes multi-modal resources that help bring real world issues and historical content from around the world to students. The collection includes original content from Discovery Education and carefully selected resources from trusted education producers, associations, agencies, and news, entertainment, and sports brands. The curriculum and suggested lesson guides are aligned with Colorado's Academic Standards for social studies and teachers are even able to look up resources and materials by standard through the online database. Sixth graders focus on the regions of the Americas, seventh graders focus on world history, and eighth graders dig into the depths of United States history, from its earliest beginnings until the Civil War and Reconstruction.

Religion

Faith and Life

We use the religion curriculum of the Archdiocese of Denver and read scripture, Bible stories, participate in weekly mass and monthly prayer services. Our rigorous curriculum is developed around broad issues that are grade appropriate and consider the values of the Catholic faith.

Language and Literature in Spanish

Senderos from Vista Higher Learning

Senderos is a digital solution that uses engaging videos, authentic texts, differentiated instruction, and leveled practice activities to expand students' listening, reading, speaking, and writing competencies as they learn about their own cultures and those of other Spanish-speakers around the world. It supports the development of language and critical thinking skills in bilingual students. It provides for the practice of vocabulary and language structures from social studies, science, arts, and music content areas. Students learn about the Spanish-speaking world through literary and informational texts, authentic audios, regional videos, and music and art video presentations.

Glossary for Terminology used at Escuela de Guadalupe

Language Development (K - 2nd grade only)

This corresponds to their second language where students will develop skills for comprehension, fluency, vocabulary, pronunciation, and grammar. Students will build these skills through their Language Development course.

Native Language for Literacy (Home Language)

Students in Grades Pre-K to 2nd receive their formal literacy instruction in their target language. This native language is often the language the student has the most vocabulary in to support meaning making in reading and writing. However, in some cases, parents and teachers opt to challenge a student who demonstrates strong bilingual skills as long as they show proficiency in both languages.

Additional Curriculum

Art

Students learn about artists around the world and how to interpret and read art. Students incorporate what they are working on in math, content, religion, literacy with art.

Music

Music class will combine music theory, playing, rehearsing, improvising and song writing. Students are taught to sing in both languages. This is demonstrated in the development of the masses, programs and events of the school.

Physical Education

The physical education program teaches students about healthy living behaviors, individual physical fitness and group/team sports.

Middle School Electives

Art

Students will develop confidence, creativity, and self-expression in the visual arts. Through art, the students will cultivate their cultural awareness, imagination, and skill.

Music

Music class will combine music theory, playing, rehearsing, improvising and song writing. Students are taught to sing in both languages. This is demonstrated in the development of the masses, programs and events of the school.

Robotics

The mission of the Robotics class is to inspire young people to be science and technology leaders and innovators by engaging them in exciting mentor-based programs that build science, engineering, and technology skills, and that foster well-rounded life capabilities including self-confidence, communication, and leadership.

Podcasting

In the podcasting elective, students will create one episode of a podcast telling a story that is important to them, with the opportunity to enter the podcast into a national competition against other middle schoolers. Students will learn the basics of what podcasting is, how to record a podcast, how to tell a meaningful story, and how to sound like themselves while telling their story.

Book Club

Book Club is an elective that encourages students to develop a love of reading while building critical thinking, communication, and collaboration skills. Students will explore a variety of age-appropriate books and genres, participate in engaging discussions, share perspectives, and complete creative activities that deepen their understanding of the texts. This elective fosters a supportive community of readers and helps students grow as thoughtful, confident learners.

Never Alone: Your Friends in Heaven

Students embark on a journey across the Americas to meet ordinary people who became extraordinary "friends in high places." From right here in Colorado to Mexico and South America, students will uncover the true stories of saints who changed the world and can change their life today. Students will read the saints' own words and see how they apply to them. They will analyze modern portrayals to see what the movies get right and what they don't. Students will dive into the mind-blowing miracles that are accredited to these men and women. Students will discover how they are never alone when they have the most influential friends cheering them on from Heaven.

Middle School Holistic Formation Classes

Life Skills

Students will learn essential life skills related to interpersonal interactions, self-improvement, financial literacy, careers, and public speaking. This class will allow students to learn and practice new skills. This class will be taught in English. Students will take each class for one trimester.

Emotional Development

Students will learn about adolescent development and will practice individual and interpersonal wellness skills. This class will be taught in Spanish. Students will take each class for one trimester.

Journalism

Students will have the opportunity to learn about essential components of journalism and will ultimately create their own newspaper. This class will be taught in Spanish. Students will take each class for one trimester.

Curriculum Related Information

Individualized Learning Plan

Students, who are not meeting grade level standards during the school year, will meet with their classroom teacher and Principal to write an individualized learning plan. The individualized learning plan is to ensure that each student is meeting our academic standards. The student will be provided individual assistance from our Title I tutor, Teacher Assistant or lead Teacher in the classroom and support them in their native and second language. If the student does not make satisfactory progress toward these academic goals, they may need to advance to an Academic Contract.

Syllabus

In the primary grades, after each 6-weeks of school, students in K - 2nd grades, will receive a syllabus that will give a clear description of what students will be learning, the language of instruction and what they must be familiar with and accomplish by the end of the unit based on curriculum standards and grade level skills. After each 6-weeks of school, 3rd - 5th graders will receive a syllabus that will give a clear description of what your student will be learning, the language of instruction and what they must be familiar with and accomplish by the end of the unit based on curriculum standards and grade level skills. This syllabus is sent again at the end of the unit with an evaluation of mastery of these standards.

In middle school, a unit syllabus will be sent home at the start of each new unit. These will give an overview of the subject, learning goals, and any projects that students need to complete during the unit.

Language Choice

We respect the language of instruction by staying in the language in the classroom. We respect others' language choice (the language in which the person initiates conversation) during lunch or on the playground.

Pre-K Information

3.6 Mission

Welcome to Escuela de Guadalupe Pre k Dual language Catholic program. Our Program was established in 2016. We believe that children learn from supportive relational experiences derived from positive community, family and teacher involvement. Provide a positive learning environment that gives children

opportunities to encourage exploration, creativity and growth in all aspects of child development. These are some of the most important years of your child's development, we look forward to having you join us as we work together in building a strong foundation for your child's future.

3.6 Vision

Our vision here at Escuela de Guadalupe is for Parents, Teachers, and Children to partner in the learning process and provide a developmentally appropriate learning environment which supports growth of the whole child and instills a love for learning.

In the Pre-K Classroom, which is a full day biliterate Pre-K program from 8:00 a.m. to 4:00 p.m., there are 2 teachers and 1 part time teacher assistant (10:00-3:00pm). Students work and have an ongoing positive relationship with the teachers throughout the day. Students in the Pre-K classroom will spend a total of 1 school year in this classroom building a strong secure positive relationship with the teachers helping them to prepare and transition to kindergarten.

State law requires that a Parent/ Guardian, or an authorized person is required to sign his or her child **IN** and **OUT** each day. Attendance is taken at 8:30 am each day and a continuous count of children will be kept throughout the day.

When a child is not picked up after school, staff will first try to contact the parent/guardian, then the emergency contacts. After 60 minutes with no response, the Department of Social Services/ Police will be contacted by staff and the child will be placed in their custody. Children will never be left alone or allowed to leave with an unauthorized person.

Ages of Pre-K students accepted

In the Pre- Kindergarten class at Escuela de Guadalupe, we accept ages 4 and 5 years old, at the beginning of the school year. We do not change diapers or help with toilet training. However, in the event of an accident, the child will be given a change of clothes to change into by themselves. Parents must provide an extra change of clothes. If the child is unable to change their own clothes, staff will assist the child as needed. In the event your child does not have a clean change of clothes, the school will provide one from our own supply of clothing.

2.9 Transitions

Here at Escuela de Guadalupe we have only 1 Pre-K classroom. It is a full day biliterate Pre-K program from 8:00 am to 4:00pm Monday - Friday. There are 2 teachers and 1 part time assistant, we provide several ways to support children from home to Pre-K for example : Orientation in May for new parents , where they will have the opportunity to meet Pre-K teachers and at that time Pre-K teachers will share information with families such as school calendar, curriculum, daily routines and answer any questions or concerns parents may have to make the transition as smooth as possible.

In August we will host an open house for parents and students. It is an opportunity for parents and students to tour the classroom, meet teachers, and communicate any anticipated concerns, also an opportunity for students to meet their peers.

In September here at Escuela we will also hold Back to School night where parents can meet with teachers and teachers will use a PowerPoint presentation along with handouts with information about curriculum, daily routines, and yearly programs and events where parents can participate.

Children also transition out of a school for multiple reasons, such as the family moving to another state or area or because the child is going to kinder in another school. This type of transition can also be

stressful for a child and families, to support a child's transition to a new program. We offer exit conferences between families and program teachers, share assessment data so families can make it available to the child's new teacher, also communication between programs (if authorized) We will also support a child by providing a "memory book" that the child can look at and share with friends and teachers at the new school. We also have informational documents that can provide you with to help your child with the transition.

Here at Escuela other ways transitions are supported is in August Pre-K and Kindergarten teachers meet to share information and allow Pre-k students who are transitioning to Kinder here at Escuela to meet Kindergarten teachers and tour classrooms. For students who will transition to Kindergarten to another school, we will provide a transition form, and additional resources to support and make the transition as smooth as possible.

Additional ways transitions are supported is through our Early Childhood Mental Health Specialist, Alondra Escareno. We provide referral information to the families as appropriate for any child whom a developmental concern has been identified through the Early Childhood Mental Health Specialist, also Kira Colgan or Claudia Luna Asturias (School Counselors/ Consultants) can provide resources to families as well. We also hold Parent/ Teacher conferences twice a year to discuss children's progress and strategies to help them with Kindergarten readiness.

Students will spend a total of 1 school year in the Pre-K classroom ages 4-5 years building a strong positive relationship with teachers helping them to prepare and transition to kindergarten.

4.5 Continuity of Care

Continuity of care means that children and their caregiver remain together for one year in our program here at Escuela which offers 1 Pre-K classroom. For young children to grow and thrive, they need stable relationships with caring adults who are invested in their health, social, cognitive, physical, and language development. At Escuela de Guadalupe we recognize the importance of the continuity of care for young children and their families and have implemented policies which support that practice for the continuity of care for the children in the program (4-5 years old). Policies include: stay with the same teacher and same peer group for the duration of this program which is 1 year.

Lesson Planning

Paid Teacher Planning Time is important to increasing positive outcomes for children. Effective teaching requires time for teachers to design developmentally appropriate lessons, prepare materials, choose effective strategies, and strategize with co-workers, families, and administrators. Teachers and teaching staff, therefore, need a protected time when they are not caring for and teaching children to review and plan for the diverse needs of the young children in their classrooms. Here at Escuela de Guadalupe, we acknowledge the importance of paid teacher planning time which takes place outside of the classroom and free from responsibilities of caring for children. Therefore, all teaching staff are provided with 1 hour weekly outside the classroom, which is reflected in their individual weekly schedules.

4.3 Teacher-Child Ratios and Group Sizes

6 weeks to 18 months (infants)	1 staff member to 5 infants N/A
12 months to 36 months	1 staff member to 5 toddlers N/A
24 months to 36 months	1 staff member to 7 toddlers N/A

2 ½ years to 3 years	1 staff member to 8 children
3 years to 4 years	1 staff member to 10 children
4 years to 5 years	1 staff member to 12 children
5 years and older	1 staff member to 15 children
Mixed age group ½ to 6 years	1 staff member to 10 children

The standards set forth by NAEYC for group size and Teacher-Child ratios are widely considered to be best practice. The lower recommended ratios are intended to support one-to-one interactions that build increased knowledge of the individual needs of children and support practices that encourage a child's development. Lower ratios also allow staff to better meet the physical, cognitive, and social/emotional needs of the children in their care.

Staff-to-Child Ratio and Class Size

Age Category	Ratio	Maximum Class Size*
Infant	1:4	8
Toddler/Two	1:6	12
Preschool	1:10	20
Kindergarten	1:12	24
**School-Age	1:15	30

At Escuela de Guadalupe, we meet/exceed NAEYC's recommendation regarding lower group sizes and improved adult-child ratios. Our enrollment policy is that no more than 23 children will be enrolled in the Preschool Classroom with 2 teachers and 1 assistant teacher.

2.16 Inclusion and Special Needs

It is well documented that the beginning years of all children's lives are critical for building the early foundations of learning and wellness needed for success in school and later in life. During these years, children's brains develop rapidly, influenced by the experiences they share with their families, teachers, peers, and in their communities. Like all children, children with disabilities must be exposed to a variety of rich experiences where they can learn in the context of play and everyday interactions and engage with their peers with and without disabilities. In partnership with families, high-quality early childhood programs can facilitate the experiences that foster learning for all children.

Escuela de Guadalupe is committed to providing high-quality inclusive support and care for families and children with special needs. To that end, we are committed to partnering with families and children with special needs to support their inclusion within the classroom and program, as well as meet

their learning and development goals. Some examples of how we can support the child's inclusion into the program include specialized seating, providing individualized schedules, and, among many other supports, materials specially selected for their unique physical and/or social-emotional needs. Parents and guardians have a special understanding of their children's unique qualities and characteristics, such as temperament, strengths, and interests. Those insights are valuable and add important information that will help us as teachers and professionals better meet the needs of your child and family. We will also be sharing information we learn about your child during informal check-ins at pick-up and drop-off, during scheduled meetings, or as needed. The goal is to work collaboratively to help your child to be successful. Identifying developmental issues that may affect a child's success in school and later in their adult life and supporting the family to obtain early intervention is the key to mediating any issues that may arise for a child. If the parent or teacher of an enrolled child has a concern that their child has a developmental delay or other problem, (physical, developmental, emotional, social, or behavioral), staff can support the parent with contacting the appropriate agency, for example Child Find, for further observation and evaluation. Child Find is part of the Colorado system for identifying children suspected of having a delay in development. If a young child is not meeting typical developmental milestones, or someone is concerned about the child's growth or learning, Child Find teams evaluate how the child plays, learns, speaks, behaves, and moves. The purpose of the evaluation is to determine if there is a significant delay or if there is a need for early intervention or special education services. Evaluations conducted by Child Find teams are at no cost to parents.

Escuela de Guadalupe is an environment that works to accommodate the learning and developmental needs and goals of all children. Families with a child who has identified special needs and an Individualized Education Plan (IEP), Individual Family Service Plan (IFSP) or 504 plan are encouraged to provide a copy of the plan to Escuela de Guadalupe which is shared only with the child's teacher and is kept locked in the (Director's office). Sharing the education plan ensures that teachers and staff working with your child are aware of the goals for the child and the strategies used with the child that are both developmentally appropriate and support the child's learning goals. Sharing the plan ensures that the recommendations found in the plan are being followed while the child is in this program.

Recommendations for accommodations and modifications that the program will follow include adding visual cues and supports (picture charts/schedules/directions), ensuring ease of handling (adding rubber grips to markers/adding spring loaded scissors) and among other accommodations, supporting the child's social and emotional growth during transitions, for example, by providing visual and verbal cues. If there are any changes to the information in the plan, please make sure that the child's teacher and the Escuela de Guadalupe administration is made aware of those changes. Providing us and the doctor and therapists with a signed release allowing free exchange of information also encourages better communication between all parties and allows the program to better collaborate with families and medical personnel to better meet the needs of the child.

It is important to note that although Escuela de Guadalupe will work with all children to address a variety of disabilities, our staff does not have specialized degrees or expertise that may be needed to address every disability or health need. In the event the parents or the teachers have a concern regarding any one child's development, the parents and the teachers will meet and discuss all available options that will provide the child with necessary help and interventions. This is a collaborative venture; participation and cooperation of all involved parties is needed to meet the learning and development needs of the child. In some cases, the administrative staff in consultation with the family, the nurse consultant, and/or other specialists may determine if we are unable to meet the needs of the child and the family. If that happens, we will work closely with specialists to refer the family and the child to a more appropriate placement.

2.14 Connecting families with resources

Families experience well-being when all family members are healthy, safe, and financially secure. When families face challenges in one or more of these areas, their ability to support child outcomes and school readiness can be affected. Here at Escuela de Guadalupe our program is committed to helping families connect with their community-based services, training, and information resources that can increase their overall well-being. Community-based services include a variety of supports and services for children and families. Services may focus on children's developmental needs including, for example, early intervention services like screening for speech, language, or physical delays. Other services may focus on families, programs such as the Supplemental Nutrition Assistance Program (SNAP), information on Community food banks, or services to help families find affordable housing. Other community-based services we can help families access include but are not limited to are medical and dental care, early childhood mental health consultation, parent education programs, public library services, and job assistance programs. For families and children facing health, safety, or financial challenges, this program can be an important link to support a family's access to services that address their needs. The first step we take to learn about the overall strengths and challenges of families is to ask all families to complete a " Learning about Your Child and Your Family" questionnaire which you will receive at enrollment. The questionnaire will help your child's teacher and the director better understand your family and your child, as well as gain insight into the needs of your family and your child's development and learning needs. With this knowledge, the director and teacher will better be able to address those needs. Teacher/Family conferences are an example of another time when we will be asking questions about successes and challenges your family may be having and any concerns you may have about your child's social, academic, and physical development. Of course, if your family needs support or you have specific concerns, you can always contact us anytime by speaking personally with your child's teacher and/or the Director, or you can phone or email us. Also, a binder with a list of resources, as well as a variety of pamphlets, brochures, and other materials are located in the Pre-K classroom at the left-hand corner under the parent board on a table next to the exit door and are accessible at any time. You can also request resources or materials emailed or mailed to you.

When a teacher has concerns about a child's development from reviewing the child's formal assessment results and informal observations in the classroom, they will bring their findings and concerns to the director and then a meeting will be scheduled with the family to review and discuss next steps. When a family has concerns about a child's development and brings it to the attention of the staff (teacher, director, or both) either through in person discussion /phone conversation/email or through completing our " Learning about Your Child And Your Family " questionnaire, the director will meet with the teacher to discuss the information provided and schedule a meeting with the family to explore their concerns and talk about the appropriate next steps to identify any delays in development. One of those steps could include a recommendation that the family speak with the child's pediatrician and early intervention services. This program can support the family and connect with early intervention services. Support could include completing a referral to Child find or Early intervention, filling out any questionnaire requested by the agency, and adopting remediation strategies, if recommended, in the classroom. For more detailed information on how the program works with and supports families with children who have identified or suspected special needs, please refer to "Early Intervention and Special Needs " policy in this handbook. For families with other specific needs, the program can link families to community support, training, and information resources that can increase overall well-being. For example, if your family is experiencing trauma such as homelessness, and needs the support of a community-based resource or service, we can help identify a service and connect you with that service. Other services available that focus on family needs include, for example, health care, housing, job, and food assistance. We can also provide you with information on a variety of topics, including child development, nutrition, parenting, and among other

topics, discipline. In sum, we at Escuela de Guadalupe are here to support your family and your attending child/children as you need.

2.7b Parent/Teacher Conferences

At Escuela de Guadalupe, we believe that frequent and open communication between the program, teaching staff and families is important for the child's development and well-being. We encourage families and teachers to visit and converse with each other briefly during drop off and pick-up. As a program, families receive daily update verbal, text or email notification. Opportunities for more in-depth and extensive conversation are also vital. Conferences allow a family and teacher to spend time discussing children's overall progress and well-being and work together in partnership to support a child's learning and healthy development. Conferences are highly encouraged for all families. To quote a teacher, "Conferences are a time to sit down together with families and talk, hope, and plan strategies that will foster growth. And it allows time to celebrate how truly special the child is!" The conference will include a discussion of the assessment data gathered on your child's development and provide you with the opportunity to add your feedback about what you have observed and noted. You will be asked to sign the assessment data to verify that the information has been discussed, your questions answered, and have had your feedback added if provided. If a teacher has concerns about a child, the parents will be notified, and a separate meeting may be necessary.

Developmental evaluations and parent conferences for Pre-K children are conducted twice a year. At Escuela de Guadalupe conferences are held in November and March of each school year. It is expected that 100% of our parents meet with their children's teacher to review the progress report. At Escuela de Guadalupe we work hard to make sure that a conference can be scheduled with you at a mutually convenient time and you have the option of having them in person, virtually through a zoom or by phone. Pre-K parents can sign up through the Sign Up Genius site. If parents have additional concerns or questions throughout the year, a conference can be scheduled at any time upon request.

2.2/2.3/2.5/2.6 Policy on Communication with Families

A strong and trusting connection between families and caregivers is an important part of developing a high-quality early care and learning environment and at Escuela de Guadalupe we place a high value on establishing and maintaining open lines of communication between the program and families. We believe that all children can benefit from open and frequent dialogue between families and caregivers/educators because it helps both families and teachers to be aware of the child's interests, concerns, and developmental needs which can support teachers and families to support the child's growth more effectively. Also, open communication between families and teachers can also provide children with a model of positive and healthy communication which will help them in their own social development. In sum, when families communicate with a program openly and effectively, teachers can have a better understanding of what is happening at home, as well as what goals, hopes and dreams families have for their child, and the reverse is true for families. Families can better understand what is happening at school and the goals of the teacher. When teachers and families communicate effectively, children benefit.

As early childhood caregivers and educators, we at Escuela de Guadalupe want to provide the best care possible for your child in our program and an open exchange of information between families and the program is critical to providing that high quality care and education. When your child first starts the program and at the start of every year thereafter, you will be asked to complete a "Tell me a little bit about your child and your family" form which will help us collect valuable information about your child and family such as priorities, interests, home routines, cultural and social practices, and/or goals. Understanding this information can enhance teacher interactions and instruction. Just as you will be asked to share information about your child with us, we will also be sharing information with you.

While your child is in our care, we have an opportunity to consistently observe and learn about the child's social/emotional, intellectual, and physical development. Program staff make careful observations and notes, as well as provide screenings and assessments of children, which are helpful for identifying strengths and possible areas of challenge that might arise during the early years. Sharing these observations with you is critical to the process of creating supportive interactions and experiences for your child both at home and at school. We share these insights and information during family conferences which take place 2 times a year. However, we also believe that daily communication between teachers and families is critical. It is the policy of ESCUELA DE GUADALUPE, that families of Pre k children are provided child's activities, learning, and interests through an app "Teaching Strategies Family" as well as monthly newsletters, and daily conversations, text or email. Parents may also request a meeting with a teacher and/or Director anytime.

2.11 Policy on Family Leadership

Here at ESCUELA DE GUADALUPE we believe that families are equal partners and active participants in goals and decisions about their child's well-being, development, and learning. To that end, we encourage families to actively take part in making decisions concerning their children's education. In day to day two-way communication, in teacher/family meetings, we encourage teachers and families jointly set goals for children's education and learning both at home and at school. We also believe that families have the knowledge and skills to represent a "parent voice" to support children's learning and development in partnership with the program and that any family member – a parent, grandparent, kinship care provider, foster parent, or anyone in a parenting role - has the potential to become a Family Leader. To ensure that the "parent voice" is heard, we regularly ask for family input about significant decisions through surveys that are sent out via email and text. We also have Escuela Parent Association who meet regularly to provide the "parent voice" in important decisions regarding such things as curriculum choices, quality improvement planning, fund raising activities, events for all families to get to know each other and work together to support their children, and among other activities, parent educational events. If you are interested in joining the group, please communicate your interest to the Director or the classroom teacher. If you do not want to join but would like to contribute an idea or serve as a short-term volunteer, please do not hesitate to communicate with us. Your voice is important to us!

2.1/4.6/4.7 Dual-language Families and Children

At Escuela de Guadalupe we are dedicated to providing our families with quality childcare. In some circumstances, communication creates a barrier between family and Escuela de Guadalupe staff which can impact the quality of services we provide. We will utilize a translator from Translation Excellence, Inc, 3300 S. Parker STE 200 Aurora Colorado 80014 INFO@TRANSLATIONEXCELLENCE.COM, Toll Free 877-409-6737, Phone 720-325-0459. We will use their service to schedule an over-the-phone appointment to assist families. All costs associated with the translation service are paid by the program. We will also ensure that written forms of communication are translated either through a language translation service or by using Google translation services. The following documents are currently available in the front office in the entry way on a community information board. Also located in the Pre-K classroom on the parent information board on the right side of the exit door and is accessible at any time for viewing.

Additionally, if there is a predominant language in a classroom, in addition to English, it is the policy of this program that we will provide a teacher or aide in the classroom who is bilingual in that language. Research has shown that bilingual teachers and staff can help build strong relationships and communication between families and a program and can support the development of the young learner. To that end, we will also ensure that there are materials in the classroom which help a child feel represented and will also support the language development of the young dual-language learner. We do include labels in English and Spanish,

welcome signs at the entrance are in English and Spanish, our circle time routines are written out in English and Spanish. The materials in the Pre k classroom are accessible to children such as dolls, clothes, music, books, etc. representing diversity of culture, race, abilities and languages.

3.1b Our Quality Improvement Plan

On-going cyclical quality improvement is a process which is used to identify a program's strengths and opportunities for improvement, and is a key part of high quality early learning and care programs and services. Continuous quality improvement is a process which ensures that an organization and its partners are systematic and intentional about improving services and practices, and increasing positive outcomes for families and their children. This process is valued and used here at Escuela de Guadalupe, a hard copy binder of our Quality Improvement Plan is available and is located along with other resources and materials is accessible for viewing at any time in the front school office on the right hand side on a small table. Also in the Pre-K classroom a hard copy binder is available for viewing next to the exit door under the parent information board on the right hand side and is available for access at any time. It is shared with families, staff, and stakeholders. Upon request, we can also provide you with a hard or emailed PDF of the Plan. Our Leadership team, including the President, Principal, and others on the Board have reviewed the plan and have access to the hard copy of the plan.

3.3/5.5 Equity and Diversity

While diversity may include different faiths, gender roles, socioeconomic status, and ethnicity, it is not limited to just these areas. Diversity also includes the different physical, cognitive, and social abilities that one possesses. Escuela de Guadalupe values and welcomes the diversity of the community, families, and children we serve and offers classrooms that are equitable and inclusive of all children and families. We strive to create a developmentally appropriate classroom environment that not only reflects each child's unique abilities but also encompasses their home culture and experiences as well.

One of the most important things that we do to help ensure that our program reflects the diversity of our community and is responsive to their needs, as well as the needs of the children we serve, is we conduct annual self-assessments in various areas, including Family Engagement, Inclusive Teaching and Learning, Culturally Responsive Practices, Reducing Bias, and Trauma Informed Programming. Other ways we work to ensure that ESCUELA DE GUADALUPE remains sensitive to the diversity of our families and children is we ask families to complete the "Learning about Your Child and Your Family" questionnaire, which will give us insights into your family's traditions and needs.

If you or your family is experiencing trauma or other adversity or challenges and in need of a community-based resource or service, we can help you connect with those supports.

5.5a Trauma Informed Practices

Our teachers have also received training on trauma informed practices in Early Childhood Settings, as well as training about Creating a Safe Places: The diversity of our community and society is also reflected in the teaching that occurs in the classrooms and in the materials, for example, the books, music, and props, that are found in the classrooms. We warmly invite families, staff, and members of our community to share their traditions and customs with the program and the children in the classroom. These stories and experiences will be valued and respected as part of the children's learning experience.

4.1 Curriculum

One of the important indicators of a high-quality early childhood education and care program is its use of developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curriculum and learning environments that are aligned with the State Early Learning and Development

Standards. What is a curriculum? According to the National Association for the Education of Young Children (NAEYC), “curriculum” is the organized framework that delineates the content children are to learn, the processes through which children will use to achieve the identified curricular goals, what teachers will do to help children achieve these goals, and the context in which teaching, and learning occur (Bredekamp & Rosegrant, 1995). Essentially, a curriculum identifies the “what” and “how” of the learning experiences children will have. Here at ESCUELA DE GUADALUPE/ PRE-K PROGRAM, we follow CREATIVE CURRICULUM We chose this for our program because it is age appropriate, hands on, and uses projects-based investigations that allow us to apply them to real life and daily experiences. Also, this curriculum helps teachers to build children’s confidence, creativity and critical thinking skills to promote positive outcomes. This curriculum is available in Spanish/English. They provide teachers with resources (books, tips, suggestions, materials and strategies) on how to work with their group of children in both languages.

What are the Colorado Early Learning and Development Guidelines (ELDGS)? The ELDGS lay out the expectations and developmental milestones of what would be developmentally, linguistically, and culturally appropriate for children from birth through age 8. The areas covered include approaches towards learning, physical well-being, motor development including adaptive skills, social and emotional development, language, literacy, the arts, cognition, and general knowledge such as early mathematics and science. In sum, they provide descriptions for what children can know and are able to do so that everyone who Interacts with young children can prepare them to be successful in school and elsewhere. Here at ESCUELA DE GUADALUPE/ PREK PROGRAM we urge anyone involved with a child to look at the website that provides sections specifically designed to support families and educators. Having a knowledge of the ELDGS will provide a better understanding of what we do here Escuela de Guadalupe Pre K program and follow Colorado Early Learning and Development Guidelines.

Performance Evaluation

Here at Escuela de Guadalupe, Pre-K teachers performance and classroom observation will be evaluated bi-annually. The performance evaluation will be conducted by the Pre-K Director, Ines Polanco. Teachers will be asked to complete a self-evaluation. We will meet to review the evaluation, and, at that time, we can discuss the teacher’s professional growth goals and plans.

The form will be used for the self-evaluation, the classroom observation and part of the overall evaluation. One copy of this form is to be completed by the teaching staff as a self-evaluation and one copy by the Director as performance appraisal, including any appropriate example or comment for each rating. Upon completion of the forms, an appointment will be set for comparison and discussion of ratings between staff person and the Pre-K Director.

Academic Expectations

Grade Level Expectations as a Dual Language School

Goal: Grades Pre-K - 2nd will build foundational literacy skills in their native language while also building skills in their target language.

Goal: at the end of Grade 3, students will be bilingual.

Goal: at the end of Grade 5, students will be biliterate.

Goal: Middle School will be able to engage in their Spanish class which is equivalent to one they would encounter in a Latino country and will be prepared for High School in the rest of their subjects in English.

Homework

Students must complete all assigned homework. This means the assignment must be turned in on time and it is 100% complete, showing their effort.

Failure to Turn In Homework

Parents are responsible to ensure that homework is done every night. Teachers record daily homework completion. Each time a student does not finish their homework, the student will receive the lowest grade possible and will have to complete it at home. If the student does not complete their homework three times, the teacher will contact the parents directly.

If students have been absent, they must obtain in-class assignments as well as homework from their teachers. The students will have the same number of days as they were absent to make up work. For example, one day absent gives one day for make-up; two consecutive days absent gives two days for make-up work. If the missed homework is not turned in, the teacher will assign a zero for the assignment. Ultimately, the student and the parents are responsible for getting and turning in the make-up work. For excused absences, homework cannot be requested in advance.

If the student has an unexcused absence, they will receive a zero for any missed assignments.

Homework is an important expectation at all grade levels. Parents should establish a regular homework routine and have a quiet place where students can study. Homework includes daily reading plus daily homework and studying.

It is important to look for the resources to help you if you do not understand something. It is never an excuse to not complete your homework because of the language. If your child does not understand, they must ask questions BEFORE they leave their class that day. Students are expected to be responsible to bring homework and the other necessary materials to school every day including musical instruments, books, etc.

Plagiarism/Cheating

Work copied from other students or other sources (internet, books, online curriculum, Chat GPT or other AI generated work) will not be accepted. This includes homework, classwork, projects, exams, etc. You will immediately receive a grade of 0 and you will receive the consequences for copying on the exam, work, homework etc. Cheating of any kind will not be tolerated. Students, including those who help another student, who choose to cheat, face a failing grade, suspension, and/or expulsion. A student participating in an extracurricular activity at Escuela de Guadalupe, who is involved in cheating, may not participate in any competition for 3 days after the cheating incident or as determined by the Principal. Cheating is defined as a student who receives credit for work that is not entirely their own.

Daily Homework Time Expectations

Pre-K - Students will have homework only once per week. Homework will go home on Monday and must return on Friday of that same week.

K - A minimum of 30 minutes per day for Math and Literacy.

1st - 2nd - A minimum of 30 minutes per day.

3rd - 5th - A minimum of 45 minutes per day related to different subjects depending on their classes.

6th- 8th - Will fluctuate based on class engagement and productivity as well as assignment and project due dates.

Daily Reading Time Expectations

Pre-K- Minimum of 10 minutes of reading per day at least five days a week.

K - A minimum of 20 minutes each night at least 5 days per week

1st - 2nd - A minimum of 20 minutes of reading per day at least 5 days a week.

3rd - 30 minutes of reading and writing nightly.

4th - 5th - A minimum of 4 total hours of reading per week.

6th - 8th - Will fluctuate based on class engagement and productivity as well as assignment and project due dates.

Grades

Mastery Grading Chart for Grades K - 2nd:

- ***Exceeds Proficiency*** = Consistently exceeds standard expectations (>95%)
- ***Proficient*** = Consistently meets standard expectations (80-95%)
- ***Partially proficient*** = Able to demonstrate the standard at times but not consistently at grade level expectations (60-79%)
- ***Below Grade Level*** = Able to demonstrate the standard below grade level expectations (<59%)
- **Specials classes will be graded using the scale below**

Mastery Grading Chart for Grades 3rd - 8th:

- ***A+ (Exceeds Proficiency and Superior Effort/Quality)*** Student consistently exceeds grade level expectations of demonstration of standard with superior effort and quality (>95%)
- ***A (Proficient)*** = Consistently able to demonstrate standard at or above grade level expectations (90-95%)
- ***B (Proficient)*** = Able to demonstrate standard most of the times at grade level expectations (80-89%)
- ***C (Partially proficient)*** = Able to partially demonstrate the performance standard at grade level expectation (70-79%)
- ***D (Partially proficient)*** = Unable to demonstrate the performance standard at grade level expectations (60-69%)
- ***F (Lack skill and/or effort)*** = Skill development does not support the student's ability to apply this performance standard or student fails to put reasonable effort into working on this (<59%)

Grade Retention- All Grades (Pre-K - 8th grade)

Throughout the school year, teachers will meet with parents of the students who are below grade level and an individualized plan will be developed to help students improve in those areas where they are not at grade level. The school may require the student to attend summer school or an outside program if their grades or skills are still below grade level. If the school recommends a summer school program for the student to reach grade level, it will be mandatory for the student to attend. The family will be responsible for finding

an outside program if Escuela de Guadalupe does not offer summer school. If an elementary student has not shown sufficient improvement or growth by the end of the year, he/she will have to repeat the school year. This decision will be made by the school; if parents are not in agreement, they will need to find another school for their child. If for some reason that same student must repeat another school year, he/she will have to be removed from school. No student may repeat twice at Escuela de Guadalupe.

Middle School students (6th to 8th grade) who have an average grade of “D” during any trimester must agree to an academic contract. If the student finished the school year with an average grade of “D” in any class, the student will need to complete summer school to recover the credit. The family will be responsible for finding an outside program if Escuela de Guadalupe does not offer summer school. The family will need to submit documentation that the student has successfully completed the summer school program by August. If the student fails to meet the outlined expectations of their academic contract or if they do not successfully complete a summer school program, the student will not return to Escuela the next school year.

Middle School students (6th to 8th grade) who have an average grade of “F” will need to repeat the year at another school. No student may repeat the year in Middle School at Escuela de Guadalupe.

Graduation / Continuation

Graduation ceremonies for Kinder and 8th grade should be kept appropriately simple and inexpensive. The 8th grade graduation ceremony will include a Eucharistic liturgy and should be followed by a simple and dignified ceremony that recognizes the unique value of this stage of Catholic education that has just been completed. Students in this grade will graduate as long as they meet all the academic requirements (They must not have an average grade of “F” in any subject or an average grade of “D” in two subjects), satisfactory in behavior and that their parents have completed all the financial obligations required of them by Escuela until the month of May.

Veracross

Escuela de Guadalupe uses Veracross to help keep you informed about your student’s progress. You can login anytime to check your student’s current grades, homework, missing assignments, test scores, report cards, discipline, and to contact your student’s teachers. **You must ensure all information is updated.** You may access it via our web page.

You will receive your login information to access Veracross (if you do not have your password, please go to the main office).

*After you have entered the above information, you will need to change your password. If you misplace your password, you can contact the Front Office Coordinator.

Report cards will be sent home the first week of December, third week of March and first week of June. These report cards will include mastery levels for Grades K-2nd and letter grades for Grades 3rd - 8th.

It is also essential for parents to update their communication preferences to receive **emergency alerts** (web, email, and text) from the school. This is the best way for the school to communicate with parents in the event of an emergency.

Buen Compañero Awards

Students who show our community the values of being a good leader through their work, respecting their peers and helping others will receive a Buen Compañero Award. Once a month, teachers will identify the student that has shown these core values.

Parent/Teacher Conferences

Conferences are held in December and March. Parents must sign up with each student's teacher one week before the conferences. It is expected that 100% of our parents meet with their student's teacher to review academic progress. If you have any questions or concerns, you can contact the teacher at any time prior to conferences. **It is mandatory for parents and students to attend these conferences.**

Field Trips

There are field trips throughout the school year such as:

- Community Service Days for K - 8th grades
- Sister Susan Swain Service Day in May for K - 8th grades
- 5th Grade (Cal-Wood): this overnight field trip provides students with the opportunity to apply their Science content knowledge and to participate in team-building activities
- 8th Grade (Cal-Wood): this overnight field trip provides students with the opportunity to participate in team-building activities and to reflect on their time at Escuela de Guadalupe. There is a faith component added to this field trip for 8th grade.
- Depending on the grade and topic of the year they will participate in additional field trips

Parents must sign a field trip form at the beginning of the school year. The teachers will provide details of each field trip including the day, time, transportation, and cost. If you do not want your student to participate in a certain field trip, your child will have to complete work at the school in lieu of attending the field trip. For many of these field trips, public transportation will be used, or we may ask for parent drivers (parent drivers must complete a background check and provide a copy of the Driver's License and auto insurance). Parents, with the coordination of the teachers, may assist as chaperones. When using public bus transportation, all the necessary requirements for the safety of the students will be taken. If the parent does not feel safe to send their child, this will be understood, but the student must come to school that same day to complete assignments based on the theme of the trip. Parents will have to pay at the beginning of the school year for their child's field trips. Please see the payments that correspond to the trips in your billing account.

Rules for Chaperones

Chaperones will be responsible to follow school personnel guidance for the safety of all participants. It is important for parent chaperones to uphold the rules set forth by the school and to follow the leadership of the teacher in charge. The following rules are intended to ensure the health and safety of all students:

- Chaperones are responsible for the health and safety of the students in their group; at no point can the chaperone leave their group unmonitored or unsupervised
 - If a student needs to use the restroom, they should be accompanied by the chaperone or another student
- Chaperones should not purchase food or objects for students
- Chaperones should be present to their supervision duties and only use their cell phones in case of emergency
- Chaperones cannot bring younger siblings or family members on field trips

- For any problem or safety concern, parent chaperones must immediately report the situation to the teacher in charge or directly to the school at (303) 964-8456
- It is not guaranteed that chaperones will be in the same group as their student and chaperones will need to respect the group organization done by the teacher

Middle School Retreats

Middle school will have two retreats during the year which will help them in their faith formation as well as in their social, critical thinking, and leadership skills.

Extra-Curricular Activities After School

Students who stay after school for Extra-Curricular or sports activities will meet immediately after dismissal (4:20 p.m.) with their respective teachers or coaches unless they are under the direct supervision of a parent. For security reasons, no student is allowed to wait outside the building to be picked up by their parents or an authorized adult.

Expectations of Athletes

Participation: Athletics is voluntary, but a revocable privilege. With this privilege comes responsibilities to maintain the established standards of conduct of this school on and off the field. Students may only compete in a league competition as a member of their school team, based on the school in which they are enrolled in at the time of competition. Students who are not part of their school team may not independently play in a league competition.

Education: Athletics are just one of the many parts of the education program that is provided to you at Escuela de Guadalupe. The reason you are in school is to learn and therefore, academics will always come first before play. Maintaining your academic eligibility is your sole responsibility and not that of your coaches or teachers. You must maintain a minimum of 3.0 GPA each semester with no Ds or Fs in any subject in order to practice and/or compete. Eligibility may also be lost due to poor citizenship inside or outside of school as well as your attendance. Participating in athletics and being part of a team may mean sacrifices. The commitment an athlete makes to the team and coach requires that choices be made and priorities met. You must attend school for the entire school day in order to be eligible to participate in any competition that same day.

Coming Ready To Play: Athletes should come to practice on time, ready to listen and ready to learn. Athletes should be prepared physically and mentally for the season. This includes training in the preseason and taking care of your body and mind throughout the season.

Conduct on and off the Field: On the field: athletes are respectful towards their teammates, coaches, opponents, fans and officials. They play by all the rules of the game all the time. On campus: athletes set an example of good citizenship. They help promote school spirit and they should strive to be positive leaders in school activities. In the classroom: athletes show respect for teachers and fellow students. Students will bring all materials needed for success in school daily. This includes their PE uniform. At all times: athletes represent their team, school and community. Athletes should be conscious of their appearance and manners at all times.

Sportsmanship: Athletics mean more than competition between individuals or teams representing different schools. It is a means of learning the lessons of life. Winning and losing are a part of competition and it should be done with modesty in victory and graciousness in defeat. Sportsmanship is defined as those qualities which are characterized by generosity and genuine concern for others.

Alcohol, Drugs, Narcotics: Possession, use, sale, furnishing, or being under the influence of alcohol, drugs, or narcotics, or any kind of controlled substance, will result in immediate suspension from participation in athletics.

Steroid Warning: Use of steroids to increase strength or growth can cause serious health problems. Steroids can keep teenagers from growing to their full height; they can also cause heart disease, stroke, and damage liver function. These health hazards are in addition to the civil and criminal penalties for unauthorized sale, use, or exchange of anabolic steroids. As a requirement in participating in student athletes, students must pledge not to use androgenic/anabolic steroids and dietary supplements banned by the U.S. Anti-Doping Agency and the substance Synephrine, unless with a written prescription from a licensed health care practitioner to treat a medical condition.

Quitting the Team: An athlete must remain on the team that he/she is participating in until the entire schedule has been completed. An athlete who quits the team or is removed from the team for any reason before the completion of the season will not receive any awards, nor be permitted to play on a different team until the completion of the first team's season and will not be reimbursed the participation fees.

Uniforms and Equipment: Uniforms are issued each season to the athlete. The athlete is solely responsible for the care of that uniform. In case of loss, an athlete will not be able to participate in either practice or competition until the fee of \$40 is paid to replace the lost item. Students issued any equipment by the Athletic Director or the coach are responsible for the care of that item throughout the duration of the season. Any loss or damage of said equipment will result in a fine determined by the Athletic Director for replacement purposes. All equipment used for practices and competitions are to be returned to the equipment closet immediately after the end of the session. When shorts are not issued to the athlete, the athlete must provide his/her own shorts that are all black in color and subject to minimum length restrictions. No tight and/or short volleyball or spandex shorts are to be worn for practice or competition. All equipment and uniforms should be handed in on the day of the last event to avoid a replacement fine.

Unsupervised Play: No athlete may participate in any unsupervised play of any kind while in the gymnasium or within the school buildings or grounds. An adult coach, teacher, staff member or the Athletic Director must be present for any activities to commence.

Play Requirements: All athletes are expected to have the following items taken care of before the season begins and before practicing:

- Physical Card
- Insurance Waiver
- Signed Driver Release Form
- Permission/Code of Conduct Form
- CSAL and School Registration Completed
- Fees Paid in Full

An athlete who misses the registration deadline set forth by CSAL and/or Escuela, will not be allowed to practice or compete. An athlete who has not paid the required fees before the deadline will not be placed on any team and may not participate in the season.

Expectations of Parents

Keeping Athletics in Perspective: Emphasize that academics always come first. This includes dressing out and participating in Physical Education. Assist the student to structure time wisely so that athletics do not interfere with academics. Use athletics as a way to teach our children how to react and interact with other people during tense situations. Help your athlete understand that athletic ability varies with body maturity and that effort is just as important as natural ability.

Supporting your Student Athlete: Encourage participation by both girls and boys. Allow the student to select the sport based on their perceived ability and likes. Provide a pressure free environment for players and coaches. Be supportive of your athlete; see that they get their medical needs met; see that they have proper equipment; attend as many of your child's contests as possible. Stress the importance of the complete athlete, both mental and physical preparation. Do not emphasize quitting as the best way to solve problems, but rather perseverance.

Supporting the Program: Coaches at Escuela are volunteering their time and talents. Be supportive of the coaching staff and Athletic Director. Go to all meetings requested. Being on a successful team is important to your athlete, supporting the coaches' preparation plan. Talk to your athlete frequently about how things are going within their sport. Make arrangements to talk to the coaches or athletic director privately and early about perceived problems. During the season, take into consideration practice and games when planning family events. Understand the needs of the particular sports. Some take more equipment, some take more time, and others may call for some form of year-round preparation.

Financial Obligations: The school maintains a policy that students with outstanding tuition balances are not permitted to participate in athletic programs. Parents are encouraged to contact the school's Director of Admissions & Financial Aid to discuss payment options or resolve any outstanding balances. Likewise, all athletics fees must be paid for students to be able to participate in athletics. This rule is intended to ensure all financial obligations are met in a timely manner.

Required Parent Classes: www.csalsden.org is the resource to find a list of the required parent classes, times, dates, locations and registration. The Archdiocese of Denver Catholic Schools Athletic League has adopted the Play Like a Champion Today (PLACT) Sports as a Ministry program from the University of Notre Dame. The Sports as a Ministry initiative of the Play Like a Champion Educational Series is a research-based, child-centered curriculum designed to help us recognize the spiritual nature of sports, train youth sport coaches to be effective ministers; and to promote the moral and character development of our youth.

All coaches and assistant coaches will attend a "Coaches Workshop" and be certified to coach in the Archdiocese of Denver Catholic Schools Athletic League. Coaches and assistant coaches will receive a PLACT workshop certificate along with a badge indicating our solidarity and commitment to the CSAL and PLACT.

All parents of students participating in CSAL programs will attend a “Parents Workshop” and receive a PLACT workshop certificate indicating our solidarity and commitment to the CSAL and PLACT.

At least one parent per family must attend a Parents Workshop for their child to participate in a sport. Families are required to attend only one workshop. The workshop must be completed before the child can participate in a sport-no grace period will be provided.

Role Modeling/Professionalism: Because youths are impressionable, many athletes imitate the action of their parents. Parents should model exemplary behavior on and off the field, and encourage their athletes to do the same. As spectators, parents should refrain from communicating with participants, coaches and officials until the completion of the event.

Driving to Competitions: All athletes must have a signed permission form on file with the school each academic year. This permission allows for your student to ride with other parents/guardians and athletes to and from the school to competition. No driver under 18 is allowed to transport any other athlete even with a permission form. All seats in the vehicle must have access to safety restraints and may not be over crowded. Teachers, school staff and coaches are prohibited to drive any athlete at any time.

Closed Practices: Practices are reserved for athletes and coaches only. The gym or field is therefore closed to spectators of any kind. No family, parents, siblings, or friends.

Spectating Supervision: While attending a competition either at home or away, please supervise your children at all times. There should be no running, playing, or sitting on the sidelines especially in high traffic areas of play. Between periods of play, there should be no children playing in the court or field, and no balls of any kind are to be brought to the competition unless for pre-game warm-up reasons only. These should be held by an adult or secured at all times to avoid game interruption or injury.

Injuries: All injuries should be reported to the coach immediately so that an injury report form can be filled out and attention can be brought to the injury for appropriate care. Parents/Guardians will be notified immediately of any injury via phone and then followed up with via email. Return to play is at the discretion of a physician, coach, or athletic director depending upon the nature and severity of the injury.

Student Rights & Responsibilities

With every **RIGHT**, comes a **RESPONSIBILITY!**

“By taking responsibility, we can make our school a better place.”

1. I have a right to **BE HEARD...**
and a responsibility to **LISTEN TO OTHERS.**
“I am assertive and not aggressive.”
“If I am being teased or bullied, I talk until someone listens.”
“When I have hurt others, I listen to how they are feeling.”
“I share talk time in class with others.”
2. I have a right to **LEARN...**
and a responsibility to **COME TO CLASS PREPARED.**
“I ask questions until I understand.”
“I dedicate my full attention in class to learning.”
“I am critical about what I hear and read.”
“I am at school by 8:15 every day and prepared with all of my materials.”

-
3. I have a right to **A SAFE PLAYGROUND...**
and a responsibility to **USE THE EQUIPMENT PROPERLY.**
*"I include everyone who wants to play."
"I am careful to look before I run, throw the ball or swing."
"I leave my own toys at home and share the school equipment and space."
"I use Peace Place or Peer Mediators to work out conflicts peacefully."*
-
4. I have a right to **BE RESPECTED...**
and a responsibility to **TREAT OTHERS WITH RESPECT.**
*"I listen respectfully to others even if I don't agree."
"I respect the language choice of others."
"I forgive others for their mistakes."
"I don't use names or gestures that support unfair stereotypes or negative labels."*
-
5. I have a right to **A SAFE SCHOOL...**
and a responsibility to **HELP KEEP IT SAFE.**
*"I have a right to not be teased or abused."
"I speak up when I see others are being hurt, teased or bullied."
"I walk in the school and stay where adults are."
"I listen to others when they say to stop."*
-
6. I have a right to **MY OWN PERSONAL SPACE...**
and a responsibility to **RESPECT OTHERS' PRIVACY.**
*"I use my words to let others know when I need more space."
"I give other students privacy in the restrooms."
"I never use private information about others to tease them or leave them out."
"I do not play too rough or play tackle games."*
-
7. I have a right to **KNOW THE RULES...**
and a responsibility to **FOLLOW THEM.**
*"I listen to the adults to learn about safe limits."
"I only bring to school what I need."
"I solve problems peacefully."
"I am honest in my words and my actions."*
-

Discipline Policy

In maintaining a learning community that models peaceful problem solving and compassionate leadership, students at Escuela de Guadalupe are expected to make behavior choices that protect the rights of others and model their own responsibilities in our community.

For students in Pre-K - 5th grade, use of positive strategies are in place to correct the behavior with the following procedures:

1. Redirect the student with activities appropriate for the age.
2. Keep the student busy with creative activities.
3. Offering alternatives to the solution.
4. The teacher will speak to the student and will explain the behavior that is expected.
5. Using time outside, the student will be removed from the group and will remain away from the group.
6. Rewarding students with positive and appropriate behavior.
7. **If the student demonstrates destructive behavior or endangers other students or teachers, parents will be notified so they can be in contact with the principal and teacher to develop a**

behavior plan. If the student continues with the behavior, we will be forced to terminate the return to class.

Levels of intervention with behavior infractions:

- 1) Initially, adults will use direct statements to redirect the student's behavior such as "I need you to listen right now." Or "I need you to stop kicking the swing."
 - a. What are you doing that is causing a problem right now? (i.e. I am interrupting the class.)
 - b. How is your behavior taking others' rights away? (i.e. Others have a right to be heard.)
 - c. What responsibilities do you need to take care of right now? (i.e. I have a responsibility to listen to others.)
 - d. Are you ready to do that now?
- 2) If the student is able to take responsibility for his behavior at this time, then the adult communicates with the classroom teacher that this incident took place and is resolved.

A student who does not take responsibility for his/her behavior at this time will be sent to the "Peace Place" in the classroom to fill out a Behavior Reflection Form where the student has some work to do to process his/her behavior. The student spends time working on the sheet and returns to class when the form has been completed.

- 3) If the student returns to the class and continues with the same behavior, they will be sent to the Main Office with a note from the adult explaining the behavior. The teacher will record the incident in Veracross.

For students in middle school, a demerit and discipline system will be enforced. Positive reinforcement and reflection are used to elevate the student's behavior.

Minor Infractions:

- Disruptive in the classroom
- Foul language
- Disrespect

Major Infractions:

- Defiance
- Lying
- Cheating
- Sexual and/or physical harassment
- Physical harm

If a student commits a minor infraction, the classroom teacher will follow these three steps.

1. Initially, adults will use direct statements to redirect the student's behavior such as "I need you to listen right now." Or "I need you to stop kicking the swing."
 - a. What are you doing that is causing a problem right now? (i.e. I am interrupting the class.)
 - b. How is your behavior taking others' rights away? (i.e. Others have a right to be heard.)

- c. What responsibilities do you need to take care of right now? (i.e. I have a responsibility to listen to others.)
 - d. Are you ready to do that now?
2. If the student is able to take responsibility for his behavior at this time, then the adult communicates with the classroom teacher that this incident took place and is resolved.

A student who does not take responsibility for his/her behavior at this time will be sent to the “Peace Place” in the classroom to fill out a Behavior Reflection Form where the student has some work to do to process his/her behavior. The student spends time working on the sheet and returns to class when the form has been completed.

3. If the student returns to the class and continues with the same behavior, they will be sent to the Main Office with a note from the adult explaining the behavior. The teacher will record the incident in Veracross.

If a student commits a major infraction, they are immediately referred to the office.

Middle School Detention

Detention will be held on Wednesdays after school from 3:30 - 4:30 p.m. During that time, the student will work on homework or read a book. If the student participates in sports, they will not participate on that day. Our Assistant Principal will communicate to parents when the student will need to serve detention, including when a student has earned 6 or more demerits.

Zero Tolerance

When the behavior infraction includes the student hurting someone else physically or emotionally, the discipline plan accelerates to being sent to the principal’s office. Escuela de Guadalupe’s discipline policy has zero tolerance for hitting, fighting, pinching, teasing, bullying, name calling, harassing, sexual harassment, demeaning gestures or racist terminology. These behavior choices will result in suspension, work assignments and/or service-learning hours that require the student to learn more about the harm these behaviors caused for others and our community. **Sexual harassment will result in immediate expulsion.**

Disciplinary Actions and Sanctions

The Principal, Assistant Principal, and/or President and other school personnel may interview students at any time for investigative purposes which may include reviews of relative documents (emails, texts, social media). **Parents may not attend such investigations unless the Principal or President invites them to do so. The school requires student and parent cooperation in investigations to provide truthful, accurate, and complete information.** The following penalties may be imposed on students in the sole discretion of the school in any order:

- **Conference with parent and student**
- **Denial of specific privileges**
- **Conditional Freedom:** The Principal may place a student on probation for behavior. The student and parents will be notified, in writing, of the reason for the probation, the consequences and / or resulting restrictions, the period of probation, and how probation can be terminated.
- **Restorative Justice and/or community service**

- **Suspension** (see below)
- **Parent withdrawal of student from school:** Parents may have the option to voluntarily withdraw their child instead of facing expulsion.
- **Expulsion** (see below)

School personnel will only share the consequences that a student receives with the parents/guardians of that student. To respect the privacy of our students, we will not share the consequences that a student receives with parents/guardians of other students.

Suspension

Suspension is a disciplinary action that will be used at the sole discretion of the Principal. The suspension is not intended to be corrective in itself; instead, the suspension sends the message that the offensive behavior does not belong in the school. A student may be suspended for serious misconduct or continued misconduct on or off campus. Suspension is generally given off campus but may be served on campus at the discretion of the Principal, depending on the individual situation. If there is a health or safety concern, suspension may be served off campus.

The suspension should not normally exceed five consecutive school days. However, a student may be suspended from campus for longer than this in certain circumstances which may include, but are not limited to, the following: awaiting the results of a pending investigation, awaiting documentation of the professional evaluation or when isolation is deemed it is in the best interest of the suspended student or the community. Parents will be notified immediately and are expected to pick up the student as soon as possible. Parents will remain involved in the process through verbal or written communication or conferences. Suspension does not carry an academic penalty, and the student must keep up with class work and homework.

Since the reasons for suspension generally differ in degree from the reasons for expulsion, parents and students will be informed that continued or repeated misconduct may result in a recommended removal or expulsion.

Reasons for Immediate Suspension

Depending on the discretion of the Principal, the following student offenses are possible reasons for immediate suspension that may also lead to expulsion after an investigation is performed by the Disciplinary Committee. This list will not be considered exhaustive:

1. Serious disobedience, insubordination, or lack of respect for authority, including, among others:
 - a. Not wanting to follow the school rules, depending on the gravity of the situation
 - b. Copying, cheating, plagiarism, or dishonesty of any kind after the first warning
2. Language or behavior that is immoral, profane, vulgar, or obscene on or off campus, depending on the gravity of the situation
3. Use, sale, distribution or possession of drugs, alcohol or any other legally controlled substance or drug or vaping paraphernalia
4. Injury or damage to persons or property, vandalism, or serious threat to them
5. Sexual, physical, visual or verbal harassment / harassment or abuse of school personnel, students, parents or guests
6. Hazing
7. Unauthorized absence or continued tardiness
8. Assault or possession of a deadly object or weapon

9. Serious theft or dishonesty
10. Scandalous or seriously disruptive behavior, depending on the gravity of the situation
11. Conduct at school, online, or elsewhere that reflects negativity against the school
12. Failure to comply with the Internet Use Agreement, hacking the school's computer system, or viewing or attempting to view material via the Internet that is deemed inappropriate under the Internet Use Agreement
13. Sexting (the sending, receiving or forwarding of sexually explicit messages, photographs or images between digital devices or the exchange of such communication with others)
14. Inappropriate behavior in the restrooms that violates the safety and morals of one or more students.

Expulsion

Expulsion is an extreme and permanent disciplinary action enacted for the common good. The authority to expel resides exclusively with the President, the Principal, and the Discipline Committee. The Discipline Committee may include members of administration, staff, faculty, and counselors. The members of the Discipline Committee remain confidential and students/parents may not request to know who is on the committee.

Generally, an expulsion is the result of continued disciplinary offenses, on or off campus, that have not been remedied by minor disciplinary actions, such as detention, probation, or suspension. However, immediate expulsion may result from actions, on or off campus, that:

- Are in violation of criminal law
- Are serious enough to shock conscience or damage the reputation of the school or parish community
- Pose a threat for the health, welfare, or safety of the student or the school community

The student will generally be suspended (see above); if he/she is not suspended, parents will be notified immediately. Conferences will be held with the Principal, parents, and appropriate staff; if desired by him/her or the family, the student can be included for part of the conference. Further concerns can be addressed with the President, as needed.

Disciplinary Records

Escuela de Guadalupe expects students and families to be open and honest about disciplinary history as we may be as well. Disciplinary records regarding suspension or expulsion will be shared with a student's new school. They are not available to students or parents.

Off-campus Safety/Behavior

Since Escuela, together with the parents, participate in the formation of the student and in the provision of their safety, the school administration can notify parents when they become aware of concerns about the life or behavior of the students, even off campus in order to protect students. Students may be subject to the full range of disciplinary policies, penalties, and procedures that apply to unhealthy, dangerous, or immoral conduct that occurs off campus, including conduct that adversely affects the educational process or mission of the school community. Examples of this off-campus behavior include, but are not limited to, the following:

- Threats or harassment electronically/online or by cell phone
- Threats of violence
- Alcohol or drug use

- Tobacco use, including vaping
- Fighting
- Hazing
- Possession or sale of drugs
- Reckless driving
- Sexual assault

The intervention may include, but is not limited to:

- Guidance/Counseling
- Substance abuse or other specialized counseling
- Detention, suspension or expulsion
- Withdrawal from participation in school activities, class trips, student government and other leadership positions, and graduation ceremonies

Students are expected to reflect with a Christian attitude and to be respectful in their relationships with everyone at school: peers, teachers, administration, other school personnel, and visitors. In addition, specific classroom rules must be respected. Strictly enforced rules include, but are not limited to:

- No disrespecting visiting teachers, substitutes, supervisors, students, or adults
- No chewing gum, carbonated drinks, energy drinks
- Do not eat or drink in the hallways
- Do not throw snowballs or ice
- Do not leave campus during the school day without the supervision of an adult
- No dangerous objects, matches, lighters, or weapons
- No skates, scooters or skateboards
- No threats or humiliation

Bullying Policy

“Treat others as you want to be treated”

Statement

Bullying and intimidation are actions that are contrary to a safe community and the development of compassionate leadership. This behavior undermines the Christian atmosphere of the school and deprives the student of a safe and caring learning environment. Our students must be willing to utilize their listening problem-solving skills to foster a positive school environment.

Definition

Bullying is defined as any specific and intentional aggression by a student, or a group of students directed against another student with the intent to ridicule, humiliate or intimidate the other student. This aggression may be physical, verbal, or social and may include, but is not limited to, physical intimidation or assault, extortion, oral or written threats, malicious teasing, putdowns, name calling, threatening looks, gestures or actions, cruel rumors, false accusations, social isolation, and any act which disturbs peace. It is often repeated and occurs when there's a real or perceived power imbalance.

Escuela de Guadalupe expects parents to be involved in the process of helping their children understand the meaning of this type of aggression by giving them examples that clarify a bullying action.

Escuela de Guadalupe expects students to behave in a manner that is consistent with their level of development, maturity, and demonstrates abilities to recognize the well-being of other students, school,

staff, parents, and volunteers. Our students must show respect for cultural diversity and recognize the inherent dignity of our students and their families.

Examples of specific but not limited behaviors that constitute bullying are:

- Visual: gestures, photos, notes, emails
- Sexual Harassment: inappropriate touching
- Inappropriate gestures
- Verbal: insults, jokes, or offensive comments about religion, gender, sexual orientation, ethnicity, or socio-economic status, teasing, ordering, mimicking, and/or speaking ill of a person. This includes written insults.
- Physical acts of bullying: such as hitting, slapping, tripping, pushing, kicking, pulling hair, damaging property or work; ripping clothes, instigating students, hiding personal things, exclusions that hurt.
- Relational bullying: hurting someone's reputation or relationships, such as by excluding them.
- Cyber or Digital: such as Facebook, Instagram, Snapchat, Google, Twitter, text messages, or any other social media.

Reporting

Students, families, and staff have the right to report incidents of bullying. Students could make anonymous reports about bullying to teachers and school administrators (Principal) as well as parents. Parents or teachers should make the bullying report together with the student.

- Teachers or other school personnel who witness bullying or receive reports of bullying from students should report it to the Principal.
- The Principal will investigate any written or anonymous reports and will include an intervention strategy to resolve the problem with the school staff. The intervention strategy will be determined by the Principal and / or teachers.

Faculty Responsibility

- Act as role models of tolerance, compassion, honesty, respect, responsibility, integrity, and caring behavior.
- Openly discussing bullying within each classroom and fostering a class culture of respect of faith and beliefs for others encourages students to be compassionate leaders.
- Teach students the skills for empowering themselves and give them the opportunity to practice these skills.
- Notify the Principal of any bullying including notifications made by parents.
- Treat all parties equally and fairly to achieve a positive outcome for all those involved.
- Protect the victim from further harm.

Administration Responsibilities

- The principal and Assistant Principal are in charge of the investigation or designate the team to investigate the reports of bullying.
- The student(s) involved has to complete an interview with the Principal and/or Assistant Principal if the behaviors were offensive or inappropriate and fill out a reflection document and promise to change her/his behavior.
- Accurate description of this incident is to be recorded on “bullying reflection” page

- Principal and/or Assistant Principal to assess the situation and follow the school's discipline consequence plan.
- Intervention strategies to protect victims from additional bullying will be put in place.

Discipline Consequence Plan

Consequences may include but are not limited to the following actions:

1. First incident: Incident is recorded in the student's file. Parents are informed of bullying.
2. Second Incident: follow step one, parents are requested for formal meeting with the principal and/or assistant principal, and develop a plan with the assistance of the counselor (behavior contract)
3. Third incident: If the student will not make a change and the students at the school no longer feel safe and/or the learning environment is distracting because of the attitude of the student in question, the student will be suspended, outside counseling will be required, and/or expulsion.

Written Records

- Use the bullying form to keep written records of bullying incidents and the solution.
- Building on the core values of respect and love, the school encourages community members to be respectful, to work in peace and with integrity, making a safe environment possible for all members of the school.

Middle School Expectations

Academic Expectations & Learning Lab:

- Middle school students are expected to complete their assignments on time and to maintain their grade higher than a C in all their courses.
- Any student who has not completed or does not turn in classwork or homework will be required to attend the Learning Lab until they successfully complete the work earning a D or higher grade. The Non-Detention Learning Lab is an opportunity for students to meet expectations for their learning. Students will receive teacher support if they need it to complete their assignments.

Expectations of Behavior Learning Lab

Students in the Learning Lab, at any level, are expected to remain quietly seated for the entire period and complete schoolwork or read. Failure to comply with behavior expectations for Learning Lab will result in disciplinary action.

Honor Roll

- **Honor Student of Excellence-** Students who receive A in all subjects with no missed assignments.
- **High Honors Student-** Students who receive an A in all subjects.
- **Honor Student-** Students who have a B average.

Uniform Expectations

Students are expected to bring the required uniform daily unless otherwise announced. The students are excused from wearing the uniform the day of their birthday. Students must wear their tie all day when it is required.

Uniform A	Uniform B	Uniform C	Uniform D
Formal Uniform • With tie • Sweater required	Semi-Formal Uniform • With tie • Sweater optional	Informal Uniform • Tie optional • Sweater optional	P.E. uniform • gray t-shirt with logo • shorts/sweatpants with logo

Hoodies, sweatshirts, or jackets that are not part of the uniform may not be worn at mass or in the classroom. When it is cold, students are expected to wear a uniform sweater to mass and in the classrooms.

Escuela **“Spirit Wear”** (other clothing that has the Escuela logo but is not part of the uniform) may only be worn on designated dress-down days.

Behavioral Expectations

Discipline levels matrix:

- **After School Detention:** (Wednesdays from 3:30 - 4:30 p.m.): after 6 demerits for behavior level 2
- Recurring or unresolved behaviors at any level will lead to a parent meeting and disciplinary contract
- Failure to comply with the disciplinary contract will be considered Level 3 behavior and will result in an internal suspension.
- **The school-wide discipline policy specifically mentions that there are certain zero tolerance misbehaviors that could lead to an external suspension or expulsion of the student under prior investigation.** This Discipline Committee will be in charge of this investigation. Please see (The Discipline Policy).

Level 1: 1 Demerit	Level 2: After School Detention	Level 3: All Day
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• No bathroom pass • No supervision • Incomplete homework • Homework not turned in • Not prepared for class • Inappropriate uniform • Laptop not charged • Gum • Doing things that you are not supposed to be doing • Late to class • Disrespectful or destruction of property (breaking pencils or littering)	• Copying • Inappropriate use of technology • Disrupt during instruction • Do not respond to redirection • Disrespectful to teachers and administrative staff • Vandalism (minor) • Cell Phone in school • >6 demerits	• Physical altercation • Bullying • Copying during an exam • Vandalism (major) • >12 demerits • Failure to follow behavior plan
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Expectations of Behavior During Detention

Students in detention, at any level, are expected to remain quietly seated for the entire period of detention and complete schoolwork or read. Failure to comply with behavior expectations for detention will result in 2 additional detentions.

Middle School Interventions

	Detention (Behavioral)	Learning Laboratory (Academic)
Level 1: Lunch/ Recess	(there is no detention during Lunch and Recess)	• Homework not turned in (may be passed to after school if you make this decision) • Attendance will be until they complete homework or assignments.
Level 2: After School	6+ demerits Any violation of Level 2	• Homework not turned in (breach of Level 1 expectations) • Attendance will be until they complete homework or assignments.
Level 3: All Day	12+ demerits Any violation of Level 3 Not being able to follow the discipline contract	• D or F in any class • Attendance will continue until grade is C or higher • Level 1 or 2 are not working

Uniform Policy

School Uniform Store

The blue shirt, school sweaters, shorts, and skorts should be purchased at **Educational Outfitters**.

Address: 8170 S. University Blvd #250, Centennial, CO 80122

Telephone: 720-200-6666

Hours: Please visit the website for most up to date store hours.

Website: <https://denver.educationaloutfitters.com/>

Pre-K

Pre-K students are required to wear the navy polo with the school logo when attending school. Please make sure to put their name on it to prevent any confusion. Any appropriate pants may be worn.

Elementary (Kindergarten - 5th grade)

It is mandatory for each elementary student of Escuela de Guadalupe to wear the required uniform that is composed of:

- **Navy blue uniform pants/slacks** (no leggings or tight pants)
- **Light blue polo shirt** with the Escuela de Guadalupe logo (short or long sleeve)
- **Navy blue sweater or quarter zip** with the Escuela de Guadalupe logo (to be worn only when cold or for special events)
- **Navy blue shorts or skorts** will be used in the months of August, September, May and June (**skirts are not allowed**). Shorts and skirts will not be allowed if they are above the knee.
- **Black or blue belt** All students will have to wear their shirt tucked inside their pants, shorts or skort with a black or blue belt.
- **Black or navy blue socks** are required and will have to be used at all times. Short ankle socks are not allowed.
- **Black uniform shoes or all-black tennis shoes** All students will be required to wear black uniform shoes or all-black tennis shoes (shoes or tennis with other colors are not accepted).

Throughout the school year in the months of August, September, May, and June, black uniform shoes/all-black tennis shoes and black or navy socks (to the calf or knee) will be worn with shorts, long pants, or skorts. Sandals, shoes that have lights, high heels, or shoes that have wheels will not be allowed.

Hoodies, sweatshirts, or jackets that are not part of the uniform may not be worn at mass or in the classroom. When it is cold, students are expected to wear a uniform sweater to mass and in the classrooms.

Escuela **“Spirit Wear”** (other clothing that has the Escuela logo but is not part of the uniform) may only be worn on designated dress-down days.

Middle School (6th - 8th)

Each middle school student at Escuela de Guadalupe is required to wear the required uniform that is comprised of:

Boys – will wear a white button-down shirt and will continue to wear navy pants. A tie that matches the girls' skorts, which will be worn on mass days and other special occasions.

- **Oxford Shirt** – buttons, white, short or long sleeve with the Escuela de Guadalupe logo
- **Uniform pants/slacks** – Navy blue; shorts will be worn during the months of August, September, May and June and on days when we do not have mass during those months.
- **Black or blue belt** All students will have to wear their shirt tucked inside their pants, shorts with a black or blue belt.
- **Navy or black socks (up to the calf or knees)** are required and must be worn all day (white socks are not allowed)
- **Black uniform shoes or all-black tennis shoes** All students will be required to wear black uniform shoes or all-black tennis shoes (shoes or tennis with other colors are not accepted).
- **Navy blue sweater or zip up sweatshirt** with the Escuela de Guadalupe logo (to be worn only when cold or for special events). No other type of sweater will be allowed inside the building.

Girls – will wear a skort or pants and a button-down blouse every day. When the cold weather months begin, they will be able to wear stockings under the skort.

- **Oxford Blouse** – buttons, white, short or long sleeve with the Escuela de Guadalupe logo
- **Skort** – plaid, knee length
- **Navy blue uniform pants/slacks** can be worn on days when we do not have Mass.
- **Navy or black socks** (up to the calf or knees) are required and must be worn all day (white socks are not allowed)
- **Black uniform shoes or all-black tennis shoes** All students will be required to wear black uniform shoes or all-black tennis shoes (shoes or tennis with other colors are not accepted).
- **Navy blue sweater or zip up sweatshirt** with the Escuela de Guadalupe logo (to be worn only when cold or for special events). No other type of sweater will be allowed inside the building.

All students at Escuela de Guadalupe:

- Winter boots All students are required to wear winter boots during the cold months. They must bring their uniform shoes in their backpack to change into once they are inside the school. The students will leave their winter boots in their cubbies or lockers.
- Winter coats All students are required to wear a winter coat during the cold months. The only sweater allowed to be worn during the school day on cold days will be the blue cardigan with the school's logo.
- Haircuts must be simple and neat (no designs or lines). Girls will be required to have their hair pulled back with a solid white, blue, or black simple tie. Any other colored hair tie or ornament will be asked to be removed (hair must be out of the face and must not obstruct view). Girls in 6th-8th grade are able to have their hair down so long as it is kept presentable.
- Hair Color must be a color within the range of the student's natural hair color. Other colors are not allowed.
- Nails must be clean and short.

Physical Education Uniform

Kinder - 2nd grade Students will wear their complete Escuela uniform with tennis shoes.

3rd grade - 8th grade

For physical education, students will need to have the physical education uniform. You can purchase this uniform at **Educational Outfitters**. The complete uniform consists of a gray shirt with the Escuela logo, navy blue athletic shorts with the logo and tennis shoes that they will wear that day. You can also buy blue sweatpants with the logo; it is important that students have these sweatpants during the winter months. If any of the indicated things are missing, they will lose points from their grade on that day.

If the student does not wear the required uniform as mentioned above, the P.E. teacher will notify the parents through Veracross. The third time that the student does not follow the uniform policy, the teacher will contact the parents to schedule a conference. Middle school students will receive a demerit for not having the full uniform and will have consequences according to the middle school discipline regulations.

Formal Dress Day

Wear appropriate clothing for school. These days include picture days, non-uniform days (Valentines, etc.), donation dress down day, and birthdays.

Not Allowed

No bandanas, scarves, hats, leggings etc. Nothing that is distracting: jewelry, haircuts, or hair colors. Earrings must be stud only – no hoops or earrings that dangle. No make-up or painted nails. No temporary tattoos. Please help your student come to school well-dressed, neat, and clean. There are some non-uniform days marked on the calendar. Also, students can dress casually on the day that he/she celebrates his/her birthday at school.

Remember that uniform policy models the value of simplicity.

Students must report to school properly uniformed, to prevent school personnel from spending extra time solving the problem. Parent support is very important in this regard. Pride and discipline in our uniform policy will translate to more time spent educating our students. It would be appreciated to have everyone's support in helping to maintain the uniform policy.

Lost & Found

Lost and Found items will be placed in a black tub across the main office. Unclaimed items will be given away after 15 days, when the tub gets full, and before vacations whichever comes first. Please label your student's belongings (names must be written on sweaters!) and be sure they are responsible for their belongings. Help teach the students to respect what parents have worked hard to provide and to respect personal belongings.

Respecting School Property

The students of Escuela are responsible for taking care of our school property. They cannot write on tables, desks or walls, damage lockers, cubbies, bathrooms stalls, playground equipment, etc. The students must take care of their books and instruments. If a student is determined responsible for damage or loss of school property, the student and parent will be expected to pay for replacing the item or repairing the damage. A student may be suspended due to the severity of the damage.

Laptops or iPad

Students should use laptops or iPad with teacher's authorization. They should only do school related work and with prior permission from a teacher. The Internet will only be used with the direct supervision of a teacher. If the rules are not followed the consequence could result in the loss of the use of the laptops or iPad or in suspension depending on the seriousness of the case.

Restrooms

Inappropriate behavior in the restrooms will not be tolerated and students will have severe consequences. We will determine which restrooms each classroom will use depending on the grade. Students may not use another grade's restroom without prior teacher permission. The consequences of these actions are in the discipline policy.

Hallways

No student should be alone unless they go to their designated restroom. If a student is introduced to a visitor in the hallway, they should welcome and greet them. The student will have to walk through the hallways at all times and not run. When you are with your class, you will have to walk in a single line down the hallway making sure not to push others. The consequences of these actions are in the discipline policy.

Lockers

K - 2nd graders receive a locker or hooks to hang backpack and jackets throughout the day. Students should remember to take the backpack home every day. The school is not responsible for lost or stolen items. Parents are not allowed in the classrooms or hallways during school hours unless you have a scheduled meeting with a teacher.

3rd - 8th graders are assigned a locker to store backpacks, jackets, or instruments. **Lockers must remain locked with a padlock, otherwise, students will lose the privileges of having a locker.** The school is not responsible for lost or stolen items. Students will not be able to put self-adhesive figures or write inside them. Students must use the locker that is given to them all year. If a student is using another student's locker, they will be sent to the principal's office. **Parents are not allowed in the hallway during the school day (unless they are volunteering that day).**

Playground/Gym Rules During Recess

No student should be pushed, tripped, hit, hurt, or disturbed. Do not pull or grab objects. Do not climb the slide in the opposite direction or throw the wood chips found in the playground area. Do not jump off the swings. Students who do not follow recess rules or intentionally hurt others will be suspended. (see Discipline Policy)

- Include everyone who wants to play
- Share space and playground equipment
- No food or drinks (except water)
- Do not leave the playground/gym area without teacher permission
- Do not go to the alley or cross the street to go for the balls
- Do not climb the stair railings
- Games that involve pushing, hitting, and some other physical contact can hurt people and are not allowed

- Snowballs, gravel or any other items that can hurt others, cannot be thrown and will result in a behavior referral
- Students who check out balls and equipment are responsible to return the equipment
- No balls or other equipment are to be taken out to playground either before or after school
- Leave your own sports equipment at home – we will share our school equipment with everyone

Students in Pre-K through 8th grade may not be in the gym unless supervised by a teacher.

Prohibited Items

- Hats
- Toys
- Journals
- Sunglasses
- Makeup/nail polish
- Dolls
- Stuffed Animals
- Bikes
- Valuable items that can be lost or broken
- Roller skates
- Ball of any kind
- Cellphones
- Chewing gum, candy
- Money, wallets, bags
- iPad/Radio/Smartwatches, etc.
- Electronic games
- Drugs
- Fidgets
- Fireworks

Cell Phones/ Smart Watches

STUDENTS MAY NOT POSSESS CELL PHONES OR SMART WATCHES DURING THE SCHOOL DAY. THIS INCLUDES DURING PICKUP AND DROPOFF.

If a student needs to bring their cell phone with them for the day, students may leave their cell phone/smart watch in the Main Office at the beginning of the day and retrieve it at the end of the day.

Infractions for student with a cell phone in school:

- **1st Time:** Teacher will confiscate the cell phone or smart watch. Parents will have to meet with the principal, and they will be given the cell phone or smart watch at that time.

- **2nd Time:** Teacher will confiscate the cell phone or smart watch. The cell phone or smart watch will not be returned until the end of the school year.

Drugs, Alcohol, Vapes

Students may be expelled depending on how the student was involved, after an investigation by the Discipline Committee along with advice from the police. Additionally, they will be referred to law enforcement officials. The use of alcohol, illegal drugs, or other controlled substances are harmful and contrary to our policies. The use, sale, possession, distribution of alcohol, tobacco, tobacco products, vapes, and/or illicit drugs by students on school property or as part of a school activity regardless of location is prohibited. A student may not be picked up by a parent who is intoxicated or under the influence of alcohol or drugs. Administrative staff will work with the parent to find alternative transportation for the parent and student.

Lunch & Snacks

School Lunch

We offer daily lunch consisting of the 5 items that include: milk, bread, grain, fruit and vegetables.

Please make sure we have information about your child in case he/she has allergies to any type of food. If you would like to apply for free / reduced lunch, you will have to complete the form. If you do not qualify for free / reduced lunch. Meals must be ordered and prepaid.

Fast food, sweets, soda, chips, chewing gum etc. WILL NOT BE ALLOWED AT SCHOOL AS PART OF THE FOOD PROGRAM. All meals must be eaten in the cafeteria, no food may be eaten in the classroom or outside. Each student will have to pick up the area where they ate and throw away their trash after they eat.

Lunch from Home

It is expected that all students eat breakfast at home. If students bring lunch from home, they are expected to bring a healthy lunch. Please make sure your child's lunch is in a well-insulated lunch box as lunch and snacks cannot be refrigerated or heated. Students are not allowed in the kitchen area. **STUDENTS WILL NOT BE ABLE TO HEAT THEIR FOOD BECAUSE THEY WILL NOT HAVE ACCESS TO THE MICROWAVE.**

Snacks

All **Pre-K - 5th grade** students will need to bring a simple and healthy afternoon snack. Snacks should not need to be refrigerated, nor should they require heating. Sweets, soda, chewing gums, and bread or cookies should be left at home.

Health Policy

State law requires that all immunizations for DPT, Polio, Hepatitis B, Hib, MMR and Varicella must be current by the first month of school. Please notify us immediately if your student contracts or is exposed to a contagious disease. We will notify parents of any contagious illness that the students may have been exposed to at school.

If your student has a bad cough, cold, diarrhea, fever, nausea, pink eye or is in any stage of a contagious disease, he/she needs to stay at home. We do not have the facilities to care for a sick student.

Students should not return to school until they are well enough for normal school activities. If your student is unable to participate in external games or other strenuous activities, please notify us in writing.

No over-the-counter medication may be administered to any student.

Vaccines

In compliance with Colorado law, children must be up to date with their age-appropriate immunizations.

The document showing this must be signed by a doctor or competent authority. Please turn in the documents prior to the beginning of school. Students who do not meet the state requirements will be excluded from school until they have been immunized or have turned in the required documents.

Illness/Injury

If a student becomes ill at school or has an injury, which is determined to be serious enough to go home, the school will use the emergency card numbers to call for someone to pick up the student. School staff will give the student immediate and temporary first aid care, if necessary, to preserve life, to prevent dangerous loss of blood or to prevent other such emergencies. If the student is seriously ill or injured, the school reserves the right to act as deemed necessary by the staff in a life-threatening situation. Ordinarily, school personnel will not transport seriously injured or ill students. If a parent cannot provide transportation to medical treatment, an ambulance will be called. After a serious accident or emergency illness of any sort, a record of the incident and the procedures taken will be made and filed.

It is extremely important that each child have up-to-date emergency information with any health problems on file in the office. Parents will be informed of any action taken for an incident other than a minor injury. It is understood that there is no nurse available at the school.

The principal, assistant principal, teachers, and other school personnel are responsible for the management of accidents and sudden illnesses that occur at school and during school-sponsored activities.

Students may not attend any afternoon or after school functions if they are absent that day or afternoon.

The procedure for responding to an acute illness or injury is:

1. Call 9-1-1 and provide the student with immediate and temporary first aid care, if needed.
2. Notify the child's parents or guardians. In all cases where it is possible to do so, wait for the instructions of the parent or guardian before continuing. The school's responsibility to provide treatment should be limited to immediate first aid that will protect the life of the individual until professional treatment can be ensured.
3. After a serious accident or emergency illness of any kind, a record of the incident and procedures taken should be made and filed in the school office.
4. The school reserves the right to act as deemed necessary by the principal or the designee of the principal in a life-threatening situation.

Essential first aid supplies will be available at all times. First aid kits must be carried on all excursions. The school principal will organize a practical plan to accomplish the above. This plan will be kept on file and will be released to all staff.

A student may be sent home for the following:

- Obvious injury or illness.
- Vomiting or diarrhea
- Persistent cough and fever.
- Strep Throat: the student may return to school 24 hours after an antibiotic is started if the student is feeling well enough and the temperature is normal.
- Chicken Pox: The student should stay home until there are no new spots and the old ones are covered in a scab.
- Lice: The student can return to school only after completing the treatment and the hair is lice-free and the treatment has started.
- Measles, Mumps, and Rubella: These are diseases that are highly contagious and must be diagnosed by a doctor.

Please note that if the student becomes ill at school and has a fever of 100.4 degrees or more, and/or has symptoms of illnesses such as vomiting, diarrhea, or persistent cough, they will need to be sent home until full recovery.

Parents should not send their child to school if he/she is not feeling well. The student will not benefit from the instruction if he is in poor health, and it will affect the fluid teaching-learning process for the rest of the students and teachers. This rule includes any student with the symptoms or illnesses described above.

Health Department regulations require the student to be home until fever free for a minimum of 24 hours without using fever reducing medicine.

A student who has been absent or has been sent home due to illness should not report to any after school events.

If a student becomes ill or is injured, they will be sent to the office for temporary care. Parents will be notified, and it will be the responsibility of the parents or the doctor to provide additional care.

Lice

Lice (or pediculosis) are a common occurrence in primary and middle schools. When identified, the following procedures should be followed:

- The school understands that pediculosis may not be an indication of neglect or lack of cleanliness and, where possible, confidentiality will be respected.
- When a student has been identified with nits and / or lice, the school will contact the parent / guardian to pick up their child for immediate treatment.
- The siblings of the infected student will also be evaluated.
- Classmates of a student identified with nits and / or lice may also be screened.
- The student and family will receive pediculosis information and instructions on how to treat their child and home to remove all nits and / or lice.

- Upon returning to school, a school employee must do a nit and / or head lice screening test at the school office before being allowed to return to the classroom.

Medication

Medication is seldom necessary for students during the school day. It can be justified for chronic or acute short-term health conditions. No medications, including aspirin, cough and cold medications (including cough drops), decongestants, or other over-the-counter or prescription medications, should be administered by school personnel, including a nurse, except under the following conditions: Written order from an authorized prescriber must be on file at the school, stating:

1. Child's name
2. Name of medication
3. Proper dosage of medication
4. Purpose of medication
5. Time of day/circumstances in which medication is to be administered
6. Anticipated number of days the medication must be administered
7. Possible side effects
8. Storage instructions

Whenever possible, the parent is required to be present to administer the medication. If the parent cannot be present, only a Registered Nurse (RN) or trained personnel, to whom a RN has delegated the task of administering medications, may administer the medication according to the written instructions of the licensed practitioner. Please ask the school office for a form and ask your child's health professional to complete the form. The medication must be brought in a container properly labeled by a pharmacy or an authorized prescriber. These medications must be protected at school to prevent ingestion by the wrong child. Medication must be kept in a safe place to which students do not have access. The person (s) trained and delegated to administer the medication is (are) to maintain a daily record of the medication administered. Individual records of such medications administered by school personnel will be kept indefinitely.

Counseling Services

Counseling services will be provided by Centus Counseling Consulting. These services will support our students in how to manage their feelings, resolve conflicts, and socio-emotional education. Additionally, they will deal with some other crisis situations.

SUSAN'S SCHOOL COUNSELING: A Centus Program – Escuela de Guadalupe Partnership

We are committed to supporting the social-emotional well-being and academic success of all our students. Our school counseling program is designed to provide a safe and nurturing environment where students can develop essential skills, build healthy relationships, and overcome challenges that may arise during their academic journey. Through our partnership with Susan's School Counseling: A Centus Program we have dedicated school clinicians on site who work closely with students, families, and teachers to ensure a holistic approach to student mental health support.

Centus school clinicians provide a range of services that promote positive mental health, social-emotional development, and academic achievement. Some of Centus School Counseling services fall under services covered by your tuition due to cost sharing by Escuela de Guadalupe and fundraising by Centus. For on-site, ongoing professional counseling the therapists will work with student families to utilize their insurance coverage whenever possible.

School clinicians typically spend approximately half their time providing a wide range of services designed to promote a culture of mental health awareness at Escuela de Guadalupe. The other half or more of their time is spent providing on-site professional behavioral health counseling on an ongoing basis for students in need of outpatient service beyond 1-2 supportive sessions.

Classroom Guidance Lessons

A service provided by Centus can include a school clinician delivering classroom guidance lessons that focus on important topics like empathy, conflict resolution, bullying prevention, goal setting, and decision-making. These interactive sessions are designed to promote positive character development and equip students with essential life skills.

Crisis Intervention / Brief Emotional Support

Another service provided by Centus is short term engagement with students in the event of a crisis or traumatic incident, or just a stressful day. Our school clinicians are trained to provide immediate support to students and staff and do follow up to be sure that the student or staff member has any necessary resources or support services. They work closely with the administration and external resources to ensure the safety and well-being of everyone involved.

Students can schedule, or be referred by school staff, short term, for 1-2 confidential one-on-one counseling sessions with the school clinician. In this confidential setting they can discuss personal concerns, their emotional well-being, and any stressors or challenges they may be facing. The clinician provides a supportive and empathetic environment, helping students develop coping strategies and problem-solving skills.

Group Counseling

Still another service provided by Centus is when school clinicians conduct small-group counseling sessions on various topics, such as friendship skills, anger management, study skills, and self-esteem. These groups offer a supportive setting for students to share their experiences, learn from one another, and enhance their social skills. Art therapy groups are also provided.

Collaboration and Consultation

Another provided service is our school clinicians collaborating with teachers, administrators, and parents to address student needs effectively. They provide consultation and support for academic planning, behavior management, and intervention strategies to create a positive and inclusive learning environment.

Individual Counseling

The professional, individual, ongoing outpatient counseling is provided to make high quality behavioral healthcare accessible to our students. It is also highly convenient for families not to have to find time to

make outpatient appointments outside of school hours. When a student needs more than 1-2 supportive sessions which are provided by your school tuition and Centus fundraising, the school clinician will contact the student's parents or guardians to seek consent for treatment.

The school clinician will then work with the student's parents or guardians to determine if insurance coverage is available for ongoing, professional, on-site, outpatient behavioral healthcare services. When it is determined that a student has inadequate insurance coverage the Centus clinician will provide the same services as often as possible. Centus clinicians also have a range of community resources to offer to families if the level of care needed is beyond what can be provided in the school setting. The use of insurance reimbursement helps keep Susan's School Counseling remain financially sustainable.

The members of the Escuela de Guadalupe School Counseling Team are:

Kira Colgan, M.S., LMFT, and Claudia Luna-Asturias, MSW, SWC

Safety Procedures

Emergency Drills

Fire, shelter-in-place, lockdown, and lockdown drills are held monthly in accordance with state regulations. Teachers will instruct students on the proper procedure. Other disaster drills will be held, such as tornado drills, etc. during the year. **Parents and other visitors are expected to participate in all disaster drills that take place while on campus.** In the event of a drill, the school will communicate with parents via the emergency alert system in Veracross.

Fire Drills

Allows students and staff to safely and efficiently exit the building and to arrive at predetermined meeting points. Teachers take attendance and report any missing students. Students who are in the restroom should exit the building immediately.

Shelter-In-Place

Ensures that all students and staff are secure in one common space. Teachers take attendance and report any missing students. Students who are in the restroom should move to the common space immediately.

Lockout

All external doors to the building are secure, meaning no one can enter or exit the building. All operations inside the building continue as normal. Any students who are outside (e.g. on the playground) should return inside the building immediately.

Lockdown

All students and staff will stop normal operations and classrooms/offices will be secure. Any students in the hallways should join the closest classroom to them.

In the event of a real situation with an active threat, the police will get involved and can request the lockdown. The school will notify parents through its communication procedure as soon as possible. However, student safety is of primary importance, this may mean that the school needs to be secured before parents can be contacted.

Parent-Student Reunification Procedure

The assistant principal will be responsible for managing any Reunification scenario.

Student release to parents/guardians or authorized Emergency Contacts is a crucial part of emergency planning. During an emergency or natural disaster, the standard student release procedure is often unsafe. The Escuela de Guadalupe Parent-Student Reunification Procedure has a priority to ensure the safety of the students to every extent possible.

There are a wide variety of emergency situations that might require parent-student reunification.

Parent-student reunification may be needed if the school is evacuated or closed as a result of a hazardous materials transportation accident, fire, natural gas leak, natural disaster, school violence or other local hazard. Parent-Student reunification is part of the school's Incident Command procedures.

As soon as possible, Escuela will notify the parents of lockdown or shelter-in-place situations and how parents are to proceed. **UNTIL DIRECTED BY THE SCHOOL, PARENTS ARE ASKED NOT TO COME TO OR CALL ESCUELA DURING THESE SITUATIONS. THIS MAY SLOW DOWN THE PROCESS WE HAVE IN PLACE TO PROTECT THE CHILDREN AND RELEASE THEM TO PARENTS/GUARDIANS IN A TIMELY WAY.**

Escuela de Guadalupe students will be escorted to the reunification site and will be supervised by teachers, until parents/guardians are directed to come to the reunification site and pick-up their child(ren).

- Parents will park in designated areas by the police, report to the reunification area and give the name of their child/children.
- A picture I.D. will normally be required to insure the person requesting the child/children is a match to the name of the person on the school's emergency release card.
- Parents/guardians will be asked to complete and sign the Student Reunification Card provided by the school in order to pick-up their child/children.
- Counselors, when available, will be located close to the first aid area in the event they are needed.

Students will not be released to people not listed on the Student Emergency Card. A well-intentioned friend may offer to take a child home; however, school staff must be certain that students are only released to the appropriate Emergency Contacts so students' families will know where they are. The Student Emergency Card may also include all pertinent medical information such as allergies, medications, and doctor contact information. These cards are completed by parents by the start of the school year and stored in the front office.

At Escuela de Guadalupe, the place of reunification will be in any of these places depending on the emergency situation:

- In the Church of Presentation of Our Lady
- In the classroom
- In the gym
- Another location as determined by Denver Police or First Responders

Bomb Threat

The police will be called, and the school will follow their instructions. Parents will be notified when the school is instructed to do so.

Students with Disabilities

If a child has functional or access needs, parents will sign a consent form at the beginning of the year consenting to or denying consent for the child to be taken out of the building (or in the case of temporary disability, the form will be given) at which time the parent notifies the school authorizing the President and the school Principal. Visitors must identify themselves in a log-in register if they have special evacuation needs.

Reporting

Escuela de Guadalupe personnel are legally obligated to comply with the Child Abuse and Neglect Reporting Act. All school employees are designated as "required reporters" by law and are responsible for reporting any suspected child abuse or neglect that they have seen or observed in our students. These reports will be made to the appropriate authorities (Child Protective Services, police department, sheriff's department, etc.). Teachers and employees should immediately notify the Principal or the President of Escuela. Although, such reports are generally confidential, if a parent / guardian discovers the identity of a school employee who made a report of child abuse, the parent / guardian may not retaliate against the employee in any way for making the report.

Report Child Abuse

Escuela goes out of its way to provide a safe and healthy environment for children. However, if you believe your child has been abused, all reports are strictly confidential and will only be reported to County Social Services. Parents can review the child abuse reporting procedure upon request. Please, call:

303-412-5212 (Adams County)

303-636-1750 (Arapahoe County)

303-271-4357 (Jefferson County)

720-944-3000 (Denver County)

719-444-5700 (El Paso County)

CHILD ABUSE HOTLINE: 720-944-3000

Safe2Tell: <https://safe2tell.org/> To make a report, call 1-877-542-7233 from anywhere, 24 hours a day, seven days a week. The call is free.

If you have any concerns regarding the school, we recommend that you speak with the Principal or the Pre-Kindergarten Director. If your concern is not resolved, you can contact the Colorado Division of Child Care provider:

**Office of Early Child Care and Learning: 303-866-5958
1575 Sherman Street, Denver, CO 80203**

Threats by Students to Themselves or Others

Escuela de Guadalupe will treat student threats to inflict harm on himself/herself, others, or to destroy property very seriously. Practical jokes or impromptu comments of a threatening nature will be considered serious and investigated. Reasoned threats can lead to disciplinary action, which may include expulsion. Anyone who hears or becomes aware of any threat should report directly to the Principal or his / her designee.

Threats of harm to self will be treated differently than threats of harm to others.

The student who makes the threat will be taken to the office and will remain under the supervision of an adult at all times; the student may be suspended pending an investigation.

All threats will be reviewed and investigated promptly and thoroughly, and the investigation will be kept confidential to the extent possible.

If the threat is deemed credible and serious, the principal will notify the following groups / individuals of the threat: parents, potential victims and their parents, counselors, and the police or health professionals, as appropriate.

The student will not be allowed to return to school until the investigation has been completed and the final disciplinary or therapeutic action, if applicable, has been determined.

If the Principal, after investigation and consultation, determines that there is sufficient evidence of a risk of harm by a student, others, and/or property, the principal will continue the suspension of the student and will not consider the student's readmission until appropriate counseling, that is acceptable, occurs.

The guidelines for this procedure are handled individually. In some cases, the nature and credibility of the threat is such that the principal may request the removal of the student or expel the student, without the possibility of returning to school.

Right to Search

While students generally possess the right to privacy of the person and personal effects, this right must be balanced with the responsibility of the school to protect the health, safety and well-being of the entire school community. Because school officials have a legitimate interest in the personal safety and protection of all students in their care and custody, the school administration reserves the right to conduct searches when there is reasonable suspicion that the search will reveal evidence that the student is violating the law or school policy.

School officials do not need a court order or permission from a parent or guardian to conduct such a search. Therefore, school officials reserve the right and responsibility to conduct a search, and a student must submit to a search of his or her person, car, clothing, bags, cell phone, locker, desk, and electronic equipment when there is reasonable suspicion.

Search of a student's person would only occur with the proper supervision of a faculty member or administration, and the school will notify parents / guardians of the fact that the search was conducted.

The school also reserves the right to search any area of the campus and school property, including all lockers and school computers and all electronic devices. Refusal to comply with a search process will be grounds for disciplinary action, which may include expulsion.

Police Interviews

Law enforcement officers have the right, during the school day, to interview suspected or witnessed students. Representatives from Child Protective Services can conduct interviews to investigate reported child abuse or neglect.

Before releasing a student for an interview, the school employee must confirm that the person seeking the interview is properly authorized and presents appropriate identification, as well as confirming that the interview is being conducted as part of the professional tasks of the interviewer.

The employee in charge of the school will inform the parents / guardians that such an interview will take place, except when the police or the agency have a specific reason for not informing the parents / guardians. In any event, an adult, either a parent / guardian or a school staff member, will be present for any interview unless the student being interviewed chooses otherwise.

Re-enrollment Procedure

Requirements for Enrollment for the Next School Year

Students will enroll at Escuela de Guadalupe based on an ongoing assessment and acceptance. The school reserves the right to dismiss students at any time for violation of any policy in this handbook, whether on or off campus, an unsatisfactory academic situation, or for other reasons that, in the judgment of the administration of the school, adversely affect the welfare of the individual student or other students, the school and its employees, the reputation of the school, or the school community. To continue enrollment at Escuela, a student must be in "good standing". A student who is considered to be in "good standing" is one who has not been subject to dismissal for academic reasons, one whose conduct history is at least satisfactory, one whose family supports the school's faculty, and the policies and procedures outlined in this handbook, and one that has fulfilled all financial obligations to the school or has made satisfactory arrangements for those obligations. Continued enrollment, then, is a privilege earned through cooperative personal conduct and compliance with academic and discipline requirements and financial obligations. The school reserves the right to refuse registration or re-registration. When the school judges that the parent/guardian does not support school policies, the school reserves the right to terminate the student's enrollment.

Process

The re-enrollment process helps Escuela plan for the following school year so that parents can be notified if there is an available space for the following year. To secure your place at our school, the re-enrollment process includes the following steps:

1. Complete an agreement form through VERACROSS, confirming enrollment for each one of your children who will be attending Escuela. The registration fee will be charged to the first of your children to be enrolled.
2. Pay the **registration fee per family no later than February 15. After this date, the registration fee, with a surcharge included.**
3. The deadline to apply for financial aid is **April 30**.

Financial Aid

Escuela considers the income of both parents in making a tuition assessment. In the case of divorced parents, Escuela requires that each parent submit their own financial aid application and awards separate tuition contracts. The school requires a court order indicating that only one parent has legal custody in order to consider only one parent's income. In some cases, a divorced or separated parent is able to pay their portion of the child's tuition and the other may need to apply for assistance for their portion of the tuition responsibility. If the tuition responsibility split is other than 50% / 50%, the school will require court documentation to support the split.

If either parent has remarried, Escuela requires that the partner's income be considered. Therefore, the partner's income must be included in the application in order for it to be accepted. Income for the entire household is considered.

Escuela can consider families demonstrating extenuating circumstances such as job loss, illness or divorce, among others, that impact the family's financial well-being. Each application allows space for families to explain any significant situation they would like us to consider while evaluating their application.

Once the financial aid application is complete, you will receive a scholarship offer from Escuela de Guadalupe and a tuition contract that you must sign. If after two weeks the school has not received the signed contract, you risk losing the scholarship.

If you do not want to apply for a scholarship, we will send you a contract for the total amount of tuition that you will have to sign and turn in. If after two weeks, the school has not received the signed contract, you risk losing your child's space for the next school year.

Any issues related to scholarships or tuition will have to be resolved before June 8 in order for your child to return to Escuela de Guadalupe. Any debt will have to be resolved before receiving a tuition contract.

** Escuela de Guadalupe is committed to helping all families who need to apply for scholarships and trusts in a serious and comprehensive process for scholarship decisions. Intentionally providing false, incomplete, or inaccurate information may disqualify the applicant and will result in being dismissed from school.*

For questions about re-enrollment please contact the Director of Admissions.

Tuition

Full tuition: \$12,012 per year (Scholarships are available if the family qualifies). Payment can be done as a one-time payment, two payments, or monthly payments payable within 10 months.

A parent or guardian may withdraw their child from school during the first semester. After September 21st, they will not receive a refund. If full year tuition is paid, the refund will be issued only for the second semester. If you pay on a monthly schedule, payments will continue until the end of the first semester or will be paid in full. The 1st semester is from September to January.

Students who withdraw during the second semester, after February 1, will not receive a refund for the entire year. If you pay on a monthly schedule, payment will continue until the last payment is made or until it is paid in full. The second semester is from February to June.

Late Fee

If an account is past due, a late fee of \$50 will be applied through Veracross. A student may be excluded from the class until the account is updated. For special circumstances, where an account has two or more missed payments, arrangements must be made with the president and the Admissions and Financial Aid Director. All funds owed to the school must be paid in full before a student can enroll for the following year. Families with delinquent accounts may be asked to not continue their enrollment at Escuela. We strive to provide equity among our families and all must commit to their financial obligations in order to continue.

Student Records

It is the responsibility of the parents to share any official custody information determined by the courts. Official custody agreements will be kept in the student's file. In the absence of any court documents, the school will consider that each parent has full legal custody of their child. In the absence of a contrary court order, non-custodial parents have the right to receive records of their child's academic progress or lack thereof.

Registration Procedure

Registration is reserved for all families enrolled in Escuela de Guadalupe who are up to date on their

financial responsibilities. In order to secure a spot for your child, it is essential that you register during the time that is indicated to you since after the deadline, all of the remaining vacancies are filled in order of arrival. Please contact the Director of Admissions prior to registration week if there is any reason preventing your registration at that time. Outstanding balances must be paid before the registration date.

Admissions Priorities

The order of priority for acceptance at Escuela de Guadalupe is as follows:

1. Students who are continuously in good standing at Escuela de Guadalupe and who meet the registration deadlines (students who do not meet the registration deadlines may lose priority status).
2. Siblings of students already attending Escuela
3. New families
4. All students are admitted to Escuela de Guadalupe on a base probationary period. Probation covers conduct, as well as grades and general participation. School administration may terminate enrollment at any time
5. A child may be admitted to kindergarten who is 5 years old on or before September 15 of the current school year. Applicants must be developmentally ready, which will be determined by appropriate assessment.
6. A child may be admitted to the first grade who is 6 years old on or before September 15 of the current school year.

Documentation Requirements

As part of enrollment, the school shall require parents to provide copies of the student's birth certificate, health records that include an up-to-date immunization record, and a baptism certificate (and Certificates of Baptism, Holy Eucharist, and Confirmation if it is applicable).

Description of Annual Events

First Day of School

On the first day of school, all students are expected to arrive at 8:15 a.m. to start classes. They should have the complete uniform, backpack, a bottle of water and two boxes of tissues and disinfectant wipes. Please make sure that your student's name is written on all of their belongings as well as the uniform (shirt, sweater, etc.). At 8:30am all Pre-K, Kinder, and new parents are welcome to join the President, Principal, and Assistant Principal for breakfast in the gym.

Back to School

The annual "Back to School" meeting is an opportunity for you to meet your children's teachers, review the curricular program for the current school year, learn how your children will be evaluated and procedures to be followed in each subject. This event is mandatory for parents.

Mass

We will have weekly Mass on Tuesdays (with some exceptions) starting at 8:30 a.m. at the Presentation of Our Lady Church located at 695 Julian Street, Denver, CO. 80204, across from the school. Mass will be in English or Spanish, with the language alternating each month. Students who arrive on time will walk to church with their teacher. If your child is late, you will need to accompany him / her inside the church and make sure the teacher is aware of your presence. Students who are late to Mass will be marked late.

Prayer Service

Prayer Service will be held in the gym once a month and will begin at 8:30 a.m. Prayer Service is presented monthly by a different grade. A specific topic will be discussed each month as part of the curriculum and during this time we will do Buen Compañero. All parents are welcome.

Student Pictures

For the September photo, students will be able to wear formal appropriate clothing for school. In March, students will wear their uniform to take a photo with their classmates.

Independence Day Celebration

Our Independence Day Celebration recognizes and celebrates our students' cultures and the history of the independence of each country. The teachers of Escuela organize this event.

Peace Day

On this day, we highlight the importance that some leaders have had in their fight to maintain peace in the world. Students are already aware of what's going on around the world with wars, with leaders who have helped their countries or states with peaceful activities. Students may wear a white T-shirt with their uniform pants, shorts, or skirt. This will take place in September.

Halloween

Halloween is celebrated on October 31 or the Friday before if the 31st falls on a weekend. Students will be able to wear a costume appropriate for school. No costume should cause fear, or show aggressiveness (weapons, blood, etc.). There will be a parade in the morning, and they will get sweets in the afternoon. All parents are welcome.

Science Fair (Middle School)

Middle School students will present a Science experiment that they have been working on. Judges will come to evaluate their projects as part of the competition. During this Science Fair, students will demonstrate their learning and abilities that they have developed in Science class.

All Saints Day

All Saints Day is a day when we honor the saints of the Catholic Church. There is a mass at 8:30 a.m.

Day of the Dead

The Day of the Dead is an opportunity to honor all of our deceased. Students will be able to bring photos of their relatives who have passed away. There will be an altar to place the photos on. A teacher is in charge of this altar.

Open House

The Open House is an opportunity for new families to get to know the school. If you know of any families who are interested in Escuela de Guadalupe, they can contact the Director of Admissions. For more information, you can call 303-964-8456 x226.

Our Families, Our Traditions

"Our Families, Our Traditions" is a family and cultural event. The objective of this event is to work together as a community and admire, respect, and learn about other cultures. Also, entertainment activities that represent the different cultures that we honor will be presented. This event is coordinated by Miss

Sandra García, with the Parents Association, as one of the fundraising events. All parents, family, and community are welcome.

One Child at a Time Breakfast

This fundraising breakfast is the most important event of the year where funds are raised for our scholarship program. Members of our board of trustees will invite community members to enjoy this event together. During the hour-long breakfast, these community members have the opportunity to learn about our school and the scholarship program. If you would like to volunteer, please contact the Development Office 303-964-0816. On this day, students should arrive at school at 7:00 a.m.

Virgin of Guadalupe

The day of the Virgin of Guadalupe is a religious and traditional Mexican event. Students bring flowers to offer to the Virgin at Mass.

Posadas

Posadas are a Mexican tradition that we celebrate the last week in December before going on Christmas break. A boy is chosen to play the role of José, the carpenter, and a girl to represent the Virgin Mary and they go door to door to ask for a room at the inn. At the end we have a celebration. (All parents are welcome).

Christmas Program

The Christmas Program will take place on the last Friday of December before going on Christmas break. Each grade level works with the music teacher to prepare a singing and dancing Christmas program. (All parents are welcome).

Valentine's Day

Valentine's Day is an opportunity to celebrate the friendships that students have made with their peers throughout the year. Students can exchange Valentine cards. Teachers coordinate an internal event in their classrooms.

Bilingual Exposition

The Bilingual Exposition is an event where elementary students present some topics from the units they have been working on throughout the year in both languages. (All parents are welcome)

Ash Wednesday

Ash Wednesday is the first day of Lent, a time of preparation for the resurrection of Jesus that occurs on Easter Sunday. Although Ash Wednesday is not a mandatory holy day, students go to Mass and receive the ash.

Sister Susan Service Day

Sister Susan Swain was one of the founders of The Escuela de Guadalupe. This day honors her spirit of servant leadership. Sister Susan Service Day is one of the community service days at Escuela. Sister Susan Service Day is when all our community including parents, staff, and faculty go out to different places to serve our community as part of Escuela's values of servant leadership.

May Crowning

May Crowning is the Virgin's coronation by a 5th grade girl who is joined by a kindergarten girl. This celebration takes place at the beginning of mass at the Presentation of Our Lady Church, across from the school. (Please see the school calendar for day and time.)

Human Rosary

Within our curricular program, we teach children to pray the Rosary, that is why we have an annual event with the whole school. In this activity, students form a human rosary, and each grade participates as part of the rosary. Eighth grade students form and represent the mysteries while the other grades recite them. (All parents are welcome). This event takes place in May.

Teacher Appreciation Day

Teacher Appreciation Day is sponsored by the Parent Association and recognizes our teachers and administration for their efforts and dedication to our students.

First Communion and Confirmation (3rd Grade)

First Communion is one of the three sacraments of initiation. First Communion is when our 3rd grade students receive the Holy Eucharist for the first time. Confirmation is when the baptized person is "sealed with the gift of the Holy Spirit" and is strengthened for service to the Body of Christ. Catechism is held during the school day for students. Mass will take place at Presentation of Our Lady Church, 695 Julian Street, Denver, CO. 80204.

Parents Day Program

On this day, all the parents of Escuela de Guadalupe are celebrated. The program is coordinated by the music teacher. The information will be sent in advance before the event. (All parents are welcome)

Spring Carnival

The Spring Carnival is coordinated by the Parent Association and will take place after the Parent Program in May.

6th and 7th Grade Retreats

As part of the faith formation program for middle school students, they will participate in two retreats per year. The intention is to deepen students' faith and to experience components of our faith outside of traditional class time. Likewise, these retreats aim to strengthen the integration and relationship between the students of these grades.

6th Grade Orientation

At the beginning of sixth grade, the fall orientation helps students join as a class as they begin their journey in middle school. Through guided activities, students come to a deeper understanding of themselves as individuals and as a group. Focused reflection will help students recognize the unique gifts each has and how they can use them to benefit the community.

Cal-Wood 8th Grade Retreat

Students will have a spiritual retreat with the intention of developing the capacity to serve the community in an environment that is in contact with nature and in relation to God. Cal-Wood is a MANDATORY, three-day Rocky Mountain experience 15 miles northwest of Boulder, just outside of Jamestown, Colorado. Designated eighth grade teachers, staff, and/or parents will supervise students.

Cal-Wood (5th grade)

Cal-Wood's mission is to offer a unique nature education experience to youth and adults in ways that carry the vision of Roger and Oral Calvert. Cal-Wood's goals are: (1) to help students appreciate nature more; (2) offer environmental education to those who cannot have the opportunity to receive it; and (3) provide a unique education in the mountains. Since 2006, Escuela de Guadalupe, in collaboration with Cal-Wood, has strived to provide a unique experience for our 5th grade students. Cal-Wood is a MANDATORY, four-day

Rocky Mountain experience 15 miles northwest of Boulder, just outside of Jamestown, Colorado. Designated fifth grade teachers, staff, and/or parents will supervise students during their time at Cal-Wood. The cost will depend on Cal-Wood, but information will be sent to parents in advance.

Graduation

Pre-Kindergarten students will graduate with a morning-hosted program. 8th graders will graduate to high school and will have a ceremony at Presentation of Our Lady Church.

Field Day

Field Day is an event in which Pre-K-7th grade students compete in sports and collaborative activities. The Physical Education teacher is in charge of this event. Students will wear a specific color of shirt and any type of shorts for that day. A letter will be sent prior to the event with details regarding dress code for this day.

Birthdays

Children can celebrate their birthdays at school by providing and sharing simple refreshments with their classmates. Due to allergies, sodas (snacks and treats) must be purchased at the store. Gifts of any kind are not to be brought to school. Parents are also asked to send out-of-school party invitations to classmates' homes instead of delivering them to school unless they invite the entire class. While we realize that it is difficult to invite an entire class to a child's birthday party, we ask that you consider the feelings of our young children and be fair when issuing invitations. Students may wear "free dress" attire on their birthday. If the child's birthday occurs on a mass day, weekend, or holiday, the child may choose to wear "free dress" attire the last day of the week before the birthday or the first day of school after the birthday. Summer birthdays will also be celebrated.

Parents should contact the classroom teacher for additional information on policies and information on allergies in the classroom for birthdays, holidays, and other special celebrations. As a general rule of thumb, keep it simple. Do not bring balloons or treats that need refrigeration. Bring individual treats that do not require utensils.