



Student-Parent Handbook

SCHOOL YEAR 2026 - 2027



HOME OF THE STARFISH



Website: www.guahanacademy.org

Mailing Address: P.O.Box CS Hagatna, Guam 96932

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Main Phone Number: (671) 979-1065/6

Office Hours: 7:30 AM- 3:30 PM

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Instructional Hours: 7:45 AM - 2:15 PM

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GUAHAN ACADEMY CHARTER SCHOOL

VISION STATEMENT:

GACS students will become respectful, responsible, and resourceful.

MISSION STATEMENT:

At Guahan Academy Charter School, our mission is to empower our students with proven educational practices and social supports to be productive citizens in the community.

Schoolwide Learner Outcomes

Goal Oriented

Students will demonstrate organizational and time management skills.

Students will be able to set achievable goals.

Students will monitor and seek to improve academic performances.

Active Communicators

Students will listen and express their thoughts effectively.

Students will safely and creatively use technology in communicating their ideas.

Students will work positively in groups with respect to individual differences and needs.

Critical Thinkers

Students will develop critical thinking in solving problems.

Students will apply technology to enhance research skills.

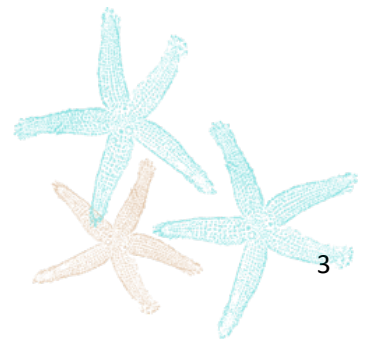
Students will be able to use acquired knowledge and skills in their daily lives.

Strive for Lifelong Success

Students will take responsibility for their own learning and actions.

Students will actively participate in school and community events.

Students will explore occupation pathways to be productive citizens of the community.





Strategic Plan: Our Compass to Continuous Improvement

Board Goals

Goal #1: Empower visionary leadership that fosters a culture of continuous improvement, where every decision is driven by the commitment to student achievement and holistic development. Leadership should inspire excellence, accountability, and a shared vision across the school community.

Goal #2: Implement a rigorous, inclusive, and culturally responsive curriculum that challenges students to achieve their full potential. Instruction should be data-informed, student-centered, and differentiated to meet the diverse learning needs of all students.

Goal #3: Utilize a comprehensive assessment system that provides timely and actionable data to drive instruction and interventions. Ensure that interventions are targeted, evidence-based, and designed to close achievement gaps, supporting each student in reaching their academic goals.

Goal #4: Foster strong partnerships with families and the community, recognizing them as essential stakeholders in the educational process. Engage families through regular communication, involvement in school activities, and collaborative decision-making to enhance student learning and well-being.

Goal #5: Cultivate a safe, respectful, and nurturing environment where positive behavior is modeled, taught, and reinforced. Implement fair and consistent discipline policies that promote responsibility, self-discipline, and the overall safety of the school community.

Goal #6: Maintain a clean, safe, and functional learning environment that supports the academic and cocurricular needs of students. Ensure that facilities are well-maintained, accessible, and conducive to learning, reflecting the school's commitment to excellence and care for the community.

Goal #7: Manage financial resources with transparency, integrity, and a focus on maximizing student achievement. Ensure that administrative services are efficient, aligned with the school's mission, and supportive of its educational goals, enabling a stable and sustainable operational environment.

Goal #8: Establish a robust data and accountability framework that drives continuous improvement and ensures that all stakeholders are aligned with the school's mission and goals. Use data to monitor student progress, evaluate program effectiveness, and make informed decisions. Accountability practices should be transparent, with a focus on achieving measurable outcomes in student achievement and overall school performance.

Accreditation



Welcoming Remarks



School Wide Learner Outcome
GACS STUDENTS WILL BE:
Goal Oriented Active Communicators Critical Thinkers who Strive for Lifelong Success
GUAHAN ACADEMY CHARTER SCHOOL

Coretech Buildings C, D, & E Mariner Ave. Tiyan, Guam
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Website: www.guahanacademy.org Phone: 979-1065

Ann Margaret Santiago, Ed. D.
Chief Executive Officer

Dr. Lalaine Manuntag Ph. D.
Principal, CIA

Maria B. Singh, MPA
Principal, SP



Håfa Adai and welcome back, GACS Students and Families!

It is with great excitement that I welcome you to School Year 2026–2027 at Guahan Academy Charter School. Our administration, faculty, and staff are prepared for another year focused on student growth, leadership, and academic success.

This year, GACS continues its commitment to preparing students for college, career, and life through meaningful learning experiences and student-centered programs.

iSLOPE Program (In-School Service-Learning Opportunities Enterprise)

This school year, GACS proudly launches the implementation of the iSLOPE Program, an innovative service-learning framework that provides students with meaningful hands-on learning opportunities connected to community service, workforce readiness, and career exploration.

Through initiatives such as the Starfish Aquaponics, Pantry, Community Garden, Tutors, and Reforestation projects, students will engage in collaborative experiences that strengthen leadership, accountability, teamwork, and civic responsibility while exploring career pathways in agriculture, environmental conservation, education, nutrition, public service, sustainability, and entrepreneurship.

GACS AmeriCorps – Year 2

Entering its second year, the GACS AmeriCorps Program will continue providing mentoring, tutoring, and student support services that strengthen academic achievement, leadership development, and civic responsibility across our campus.

Expanded Co-Curricular Activities and Student Opportunities

GACS remains committed to providing co-curricular activities and enrichment opportunities based on students' interests and talents. Through athletics, leadership activities, clubs, academic competitions, STEM initiatives, and the arts, students will continue to explore their passions while developing confidence, teamwork, and school pride.

As we begin another school year together, I encourage every student to take advantage of the opportunities available to you, challenge yourselves to grow, and continue striving for excellence.

On behalf of the GACS administration, faculty, and staff, thank you for your continued trust and partnership. We look forward to a successful and transformative school year with our Starfish Family.

Sincerely,

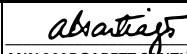
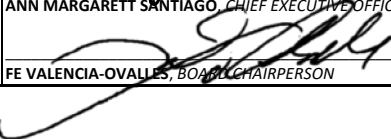
Ann Margaret Santiago
Chief Executive Officer

VISION STATEMENT

GACS Students will become respectful, responsible and resourceful.

MISSION STATEMENT

At Guahan Academy Charter School, our mission is to empower our students with proven educational practices and social support to be productive citizens in the community.

 GUAHAN ACADEMY CHARTER SCHOOL ACADEMIC CALENDAR FOR SCHOOL YEAR 2026 - 2027		
FIRST QUARTER		
August 3 - 6, 2026	Monday - Thursday	Pre-Service Training #1 - #3; Teacher Workday #1
August 7, 2026	Friday	Student-Parent Orientation (8:30-10:00 K-8th & 10:30-12:00 HS)
August 10, 2026	Monday	1st Day of Classes/ 1st Quarter Begins
August 17 - 21, 2026	Monday - Friday	Renaissance Assessment (Star Reading & Math)
September 7, 2026	Monday	Labor Day: No Classes
September 11, 2026	Friday	PD #4: No Classes / Progress Reports Due
September 14, 2026	Monday	1st Quarter Progress Reports Sent Out
October 5 - 9, 2026	Monday-Friday	1st Quarter Exam Week
October 12, 2026	Monday	1st Quarter Ends
44 INSTRUCTIONAL DAYS		
SECOND QUARTER		
October 13, 2026	Tuesday	2nd Quarter Begins
October 21, 2026	Wednesday	HALF-DAY (7:45am-11:55am); United Nations Celebration
October 22, 2026	Thursday	1st Quarter Report Cards Sent Out
October 23, 2026	Friday	PD #5 & Parent Teacher Conference (PTC) #1: No Classes
November 2, 2026	Monday	All Soul's Day: No Classes
November 11, 2026	Wednesday	Veteran's Day : No Classes
November 12, 2026	Thursday	Progress Reports Due
November 13, 2026	Friday	2nd Quarter Progress Reports Sent Out
November 25, 2026	Wednesday	Fall Festival
November 26 - 27, 2026	Thursday - Friday	Thanksgiving Break: No Classes
November 30 - December 4, 2026	Monday - Friday	Renaissance Assessment (Star Reading & Math)
December 8, 2026	Tuesday	Santa Maria Kamalen: No Classes
December 9 - 11, 2026	Wednesday - Friday	2nd Quarter Exam Week / Stakeholder Surveys
December 18, 2026	Friday	HALF-DAY (7:45-11:55); 2nd Quarter Ends & Christmas Program
December 21 - January 1, 2027	Monday - Friday	Christmas Break: No Classes
44 INSTRUCTIONAL DAYS		
THIRD QUARTER		
January 4, 2027	Monday	3rd Quarter Begins
January 7, 2027	Thursday	2nd Quarter Report Cards Sent Out
January 8, 2027	Friday	PD # 6 & Parent Teacher Conference (PTC) #2: No Classes
January 18, 2027	Monday	MLK Jr. Day: No Classes
February 5, 2027	Friday	Progress Reports Due
February 8, 2027	Monday	3rd Quarter Progress Reports Sent Out
February 16 - 17, 2027	Tuesday - Wednesday	ASVAB Testing
February 23, 2027	Tuesday	Career Fair
February 24, 2027	Wednesday	GCC Field Trip (Gr. 9-12)
February 25, 2027	Thursday	Trades Academy Field Trip (Gr. 9-12)
February 26, 2027	Friday	Guam Marianas Training Center Field Trip
March 1, 2027	Monday	Guam Heritage Day: No Classes
March 2 - 5, 2027	Tuesday - Friday	3rd Quarter Exam Week
March 11, 2027	Thursday	3rd Quarter Ends
46 INSTRUCTIONAL DAYS		
FOURTH QUARTER		
March 12, 2027	Friday	HALF-DAY (7:45-11:55); 4th Quarter Begins & Spring Concert
March 19, 2027	Friday	UOG Field Trip
March 22 - March 26, 2027	Monday - Friday	Easter Break: No Classes
April 1, 2027	Thursday	3rd Quarter Report Cards Sent Out
April 2, 2027	Friday	PD #7 & Parent Teacher Conference (PTC) #3: No Classes
April 5 - 9, 2027	Monday - Friday	WorkKeys Assessment Window (Gr. 11-12)
April 19 - 23, 2027	Monday - Friday	Districtwide Assessment Window
April 22, 2027	Thursday	Progress Reports Due
April 23, 2027	Friday	4th Quarter Progress Reports Sent Out
April 26 - April 30, 2027	Monday - Friday	Renaissance Assessment (Star Reading & Math)
May 3 - 7, 2027	Monday - Friday	Exam Week of Kinder, 5th Gr. & Seniors / Stakeholder Surveys
May 14, 2027	Friday	Last Day for Graduating Seniors
May 17 - 21, 2027	Monday - Friday	4th Quarter Exam Week
May 25, 2027	Tuesday	Last Day for Students
May 26, 2027	Wednesday	Kindergarten & 5th Grade Promotion; School Vacation Begins
May 27, 2027	Thursday	8th Grade Promotion
May 28, 2027	Friday	Senior Graduation & Teacher Work Day #2
46 INSTRUCTIONAL DAYS		
NOTE: This calendar is subject to be adjusted accordingly in the event make-up days are needed.		
SUMMARY	APPROVED BY THE BOARD OF TRUSTEES	
180 INSTRUCTIONAL DAYS	 ANN MARGARETT SANTIAGO, CHIEF EXECUTIVE OFFICER	June 3, 2026
3 PARENT TEACHER CONFERENCES & PD		DATE
4 PROFESSIONAL DEVELOPMENT DAYS	 FE VALENCIA-OVALLES, BOARD CHAIRPERSON	June 3, 2026
2 TEACHER WORKDAY		DATE
189 DAYS TOTAL		

Introduction

This Student-Parent Handbook is specifically designed as a quick reference guide to rules and policies of Guahan Academy Charter School (GACS). The unabridged version may be found on the school's website at www.guahanacademy.org. The school administration has broad authority to amend, introduce, and nullify any provision of the handbook to maintain health and safety standards for our school community. Please be guided by the information in this handbook.

SCHOOL-HOME PARTNERSHIP

The faculty, staff, and administration of GACS are dedicated to the mental, emotional, and physical well-being of each student. We recognize that there must be a partnership between our school, the student and family, and the community to accomplish our mission. Your involvement in this process is strongly encouraged, expected, and appreciated. GACS administration is committed to verifying the facts of an issue and helping our students and parents/guardians find solutions. If you are not satisfied with the resolution of an issue, follow the procedures for parental or student grievances prescribed within this handbook.

Parents/Guardians are responsible for:

- Providing attention and responsiveness to the student's overall attendance and behavior.
- Providing accessibility and communication with all school personnel by notifying us if there is a change of contact number(s) or residence.
- Providing involvement in the student's academic progress.
- Providing support and assistance to the student.
- Providing support and compliance with all school policies and procedures.
- Providing a safe, nurturing home environment in which the student's physical, mental, and emotional needs are met.
- Providing updates to medical and residential information as they change.

Students are responsible for:

- Being present at school regularly.
- Being focused on learning and their academic achievement.
- Being prepared and prompt for class.
- Being respectful and polite.
- Being responsible for one's actions.
- Being aware of and following all school rules and policies.
- Being considerate of others, the environment, and school property.
- Being communicative and working with the school to maintain a safe, clean, and harmonious environment.
- Being a positive and productive representative of GACS.

The school is responsible for:

- Ensuring teachers provide a syllabus at the beginning of each new course, which includes course description, grading system, classroom policies/procedures, teacher contact information, forms of parent communication, and interventions.
- Ensuring teachers maintain records of student work and performance and communicate student progress responsibly to students and their parents/guardians.
- Ensuring counselors keep parents/guardians informed of their child's graduation progress; parents/guardians may request a progress report.
- Ensuring the school nurse keeps the parents/guardians informed of the student's well-being, and that all medical records are intact and accurate.
- Ensuring the school administration establishes, reinforces, and maintains high standards of students' conduct on the campus.
- Ensuring school administration announces any upcoming school events or changes.

Parents' Rights & Responsibilities

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) is a federal law that entitles all parents of students under eighteen (18) years of age, and all students over eighteen the right to review, correct, and control access to student records, which may include: attendance reports, health files, test results, grade reports, discipline records, and any other information that is

gathered about each student and filed year to year. Parents DO NOT have to be shown: a teacher's or counselor's notes, records of school security police and personnel records of school employees.

PROCEDURES FOR REVIEWING RECORDS & OBTAINING COPIES

To review your child's records please make an appointment with your child's teacher, the school counselor, or the principal. Not only do you have the right to see your child's records, you also have the right to receive an explanation of any item that you do not understand. Copies of documents within the cumulative folder can be also requested. Duplicate copies can also be requested but with a charge and amount at the discretion of the Business Office. Barring any emergency situation, requests for appointments to review records or make copies should be made 24 hours in advance. Parents will also be given access to Parents Web Portal where they can check their child's attendance, grades, and discipline online via the RenWeb school information system.

CORRECTING THE RECORDS

If at any time the information contained in your child's records appears incorrect or false, please provide us with a written explanation of your concern and it will be forwarded to the school administration. Upon further investigation, the administration may grant the removal or revision of such documentation. Otherwise, parents have the opportunity to refute the decision by requesting a meeting with the CEO within ten school days.

CONTROLLING ACCESS TO THE RECORD

The school administrator is responsible for the maintenance of student records, but may delegate this responsibility to appropriate school personnel (i.e teachers, clerks, school aides, and/or the school guidance counselor). School personnel and school district officials have access to these records for purposes of recording information, preparing statistical report

PARENTAL GRIEVANCES

Parents/guardians who feel they have legitimate grievances related to pupil-teacher-staff relationships shall be expected to adhere to the following procedures:

1. **Discussion with Teacher** - Discuss the grievance or complaint with the child's teacher first, if it is a pupil-teacher problem. The parent/guardian must, via an Administrator, make an appointment to consult with the teacher at a time that will not interfere with the normal classroom procedures.
2. **Joint Meetings** - If, after consultation with the teacher, the parent/guardian is still not satisfied, he/she may then request a joint meeting with the teacher and an administrator. If after consultation with the teacher and the assistant principal, the parent/guardian is still not satisfied, he/she may request a joint meeting with the teacher, the assistant principal, and the principal.
3. **Appeal to CEO** - If a satisfactory solution to the grievance still cannot be reached, the parent/guardian may escalate the matter to the Chief Executive Officer (CEO) in writing.
4. **Appeal to the Board** - If after a written grievance has been made to the CEO, and a satisfactory solution to the problem still cannot be reached, the parent/guardian may submit an appeal, in writing, to the Board of Trustees (BOT).

PARENTAL LIABILITY FOR WILLFUL ACTS OF MINOR CHILDREN (Public Law 33-126)

Any act of willful misconduct of a minor that results in injury or death to another person or in any injury to the property of another *shall* be charged to the parent/guardian having custody and control of the minor for all purposes of civil damages, and the parent/guardian having custody and control *shall* be jointly and severally liable with the minor for any damages resulting from the willful misconduct.

The liability of the parent/guardian having custody and control of a minor *shall not* exceed \$25,000 for each offense of the minor, and in the case of injury to a person, charged liability *shall* be further limited to medical, dental, and hospital expenses incurred by the injured person and attorney fees *not to exceed* \$25,000.

Any act of willful misconduct of a minor that results in the defacement of property of another with paint or a similar substance *shall* be charged to the parent or guardian having custody and control of the minor for all purposes of civil damages, including court costs and attorney fees to the prevailing part, and the parent or guardian having custody and control *shall* be jointly and severally liable with the minor for any damages resulting from the willful misconduct, *not to exceed* \$25,000 for each tort of the minor.

An insurer *shall not* be liable for the conduct charged to a parent or guardian for any amount in excess of \$10,000. Parent or guardian liability *shall not* include "foster parent" unless there is negligence by said foster parent.

Communication

Conference Days

Parent-teacher conferences are scheduled at a minimum of twice a year. However, a teacher may request a conference with a parent or guardian at any time throughout the school year. In such cases, a mutually convenient appointment will be arranged.

Parents or guardians are also welcome to request a meeting with the teacher when needed. To ensure the teacher is available and adequately prepared, it is essential to schedule an appointment in advance. Unscheduled visits are discouraged, as teachers have limited availability during the school day. Before and after school hours are typically reserved for planning and providing additional student support; therefore, any conferences during these times must also be arranged ahead of time.

Effective communication between parents/guardians and teachers is vital to student success. Our school strongly encourages ongoing dialogue and collaboration whenever necessary.

Monthly Calendar

A copy of the school's monthly calendar, including scheduled activities as well as the breakfast and lunch menu, will be distributed to parents prior to the start of each month. The calendar will highlight holidays, marking periods, and other important events. We encourage parents to keep this calendar readily accessible and to take note of key dates for easy reference.

Bulletin/Newsletter

All school messages will be sent home prior to students going home. Newsletters or announcements may also be viewed on the school website under News and Events.

Official Website

Our school's website is www.guahanacademy.org. School bulletins and announcements as well as the latest functions, events, photos, newsletters and monthly calendars are regularly posted on the school website.

Social Media

Facebook

The official Facebook page of the school is the "Guahan Academy Charter School". Latest events and photos are regularly posted on this page. The school also uses Facebook Live for important events.

YouTube

The official YouTube channel of the school is the Guahan Academy Charter School GACS (@guahanacademycharterschool879). The school uses this

platform mainly for Board meetings and important school events.

Publication of Photos and Videos

Students and parents must be aware that, unless otherwise expressed in writing on the Media Release Waiver form, GACS reserves the right to photograph, record, and produce videos of the students and parents and may post or publish these videos in various media outlets. This includes, but is not limited to, newsletters, social media accounts, and school website.

RenWeb (Parent Portal)

Parents and students can access the student's grades online at www.guahanacademy.org/parents-portal.

Email

All teachers and most staff have email accounts to communicate with students and parents. Email addresses are posted on the school website and be seen on the Parent Portal. Teachers and staff do their best to respond within a timely manner. Any issues of an urgent nature should be phoned into the school. Teachers are not expected to reply to emails that contain hostile, accusatory, and overly rude comments and questions. These emails will be forwarded to the administration.

Change of Contact Information

A written or verbal notification of change of address, phone number, or email address must be sent to the office as soon as the information is available. Telephone numbers of additional persons who may be called in an emergency must also be up-to-date.

Non-Custodial Parents

GACS provides access to academic and school-related information regarding a child only to a person/s (whether parents or legal guardians) primarily listed in the completed GACS Registration Form. Before the school can provide access to a non-custodial parent/guardian, written authorization must be provided by the primary parents/legal guardian.

Telephone Calls

Except in emergencies, teachers, and students are not called away from the classroom. Each classroom is equipped with a telephone for emergencies. If parents need to contact their child, calls can be made through the main office and transferred to the appropriate classroom.

Visitors

GACS is a closed campus. All visitors must report to the Student Support office and sign in. "Visitors" include parents, friends, and members of the media.

Typhoons

Should the island be placed in Typhoon Condition 2, parents should not send children to school. Parents should depend on public media for announcements concerning the resumption of a school after a typhoon.

Grievance Procedure

Students, parents, guardians, teachers, and other school employees who believe they have a legitimate grievance

arising from an alleged violation of school policies or procedures are expected to follow the process outlined below. This procedure is designed to promote fair and timely resolution of concerns at the lowest possible administrative level, guided by principles of justice and mutual respect.

1. Initial Discussion:

As a first step, the individuals directly involved should engage in an informal discussion to address the concern as soon as possible after the incident occurs.

2. Request for Principal Involvement:

If the issue is not resolved through informal discussion, the concerned parties should jointly request a meeting with the principal to seek resolution.

Cell Phone Policy

In response to stakeholder concerns, this policy has been developed to ensure that student use of cell phones: 1) Supports educational purposes only, 2) Occurs safely and appropriately, 3) Complies with GACS and Guam laws and regulations, and 4) Does not interrupt instructional time or school safety operations.

- Cell phones **must** be turned off and **not visible** during instructional time (7:45 am – 2:15 pm).
- Phones are **not allowed** during: passing time, breaks, lunch, hallways, restrooms, locker rooms, etc.

Permitted Usage Exceptions:

Students may use cell phones during instructional hours only *if*:

- Authorized by a teacher for academic purposes that cannot be met with school-provided devices.
- The student has an Individualized Education Plan (IEP), 504 Plan, or Individualized Health Plan (IHP) that specifically requires the use of such a device.

Conditional Usage:

The administration may grant conditional use of cell phones during non-instructional time (e.g., lunch or breaks) provided students follow the policy during class time.

- Conditions will be communicated through official school channels (written notice or announcements).
- This privilege may be revoked if students fail to comply with the rules.

In case of emergencies:

- Students may use phones to report threats, violence, or crimes.
- During school-wide emergencies, drills, or disasters, students must follow staff instructions. Phones must be turned off unless directed otherwise by school personnel.

Privacy and Digital Conduct:

- No unauthorized photography or recording of students or staff.
- Uploading or posting any content involving school personnel or students to internet sites, apps, or social media is strictly prohibited unless authorized by a school administrator, staff member, and/or parent/guardian.

Violations and Consequences:

Violation	Action Taken	Retrieval Process	Additional Notes
1st	Technology Violation - Level 1 Offense: Device will be confiscated.	Student may retrieve devices from the administrator after 2:15 pm.	Administrator will contact the parent/guardian and document details regarding the violation.
2nd	Phone confiscated and	Parent/Guardian must attend a	

	turned over to the administration.	mandatory conference to retrieve device.	
3rd	Defiance/Disrespect/Insubordination - Level 2 Offense: Device will be confiscated.	Parent/Guardian must attend mandatory conference to retrieve device.	Student loses phone privileges for the remainder of the year.

Subsequent violations will result in suspension(s).

Field Trips & Activities

Guahan Academy Charter School (GACS) recognizes the educational value of field trips and student activities in enriching the curriculum and supporting student development. Field trips may occur throughout the school year and are either initiated by classroom teachers as part of the instructional curriculum or offered as optional enrichment experiences. Curriculum-based field trips are mandatory for all students and require full participation, as they are an extension of classroom learning. Optional field trips, while encouraged, are not required. In all cases, students must submit a signed parental or guardian consent form to attend.

GACS is also in the process of re-developing and expanding student clubs and organizations to better reflect student interests and needs. These extracurricular groups are guided by school faculty or staff, with parent participation strongly encouraged. Current clubs and organizations include:

- Guma' Aniten I Puti'on Tasi
- Grade Level Class Councils
- Student Body Association
- National English Honor Society: Inetnon Manaita

These programs aim to foster leadership, collaboration, and school engagement among students.

Health Services/School Nurse

The primary function of the school nurse is to provide responsive services to students who are injured or become ill during school. This may also include recommendations and medical referrals for parents/guardians for their child/children. The nurse is also required to keep all medical records intact, accurate, and confidential and inform students, parents, and guardians in regards to health requirements and their child's well-being.

IMMUNIZATIONS

In accordance with federal mandates and Guam Law, Title 10, GCA Chapter 3: Vaccination and Immunization, all students must be up to date with all required immunizations prior to being enrolled in any school within Guam.

DISPENSING OF MEDICATION

The GACS school nurse and administrators (if the nurse is out) can administer prescribed or over the counter (OTC) medication to your child.

For prescription medications, a legitimate doctor's prescription with signature is necessary. In addition, medicine must be provided in a container with a label from the pharmacy indicating the child's name, name of medication, and dosage instructions.

Over the counter medicines (OTC) will be administered ONLY if parents fill out the GACS Medication Consent Form or write an authorization letter authorizing the school nurse or designee to administer meds. Parents must provide medication from home provided in the original container. Parents/Guardian can fill out medication consent provided by the school. These are available at the nurse's office. Students are prohibited from bringing non-prescription drugs to school or transferring any medication (prescription or non-prescription) to other students.

Public Law 34-114¹, gives parents the option to choose to have the school nurse train school personnel to tend to specific situations that arise when a child needs life-saving medication or attention that is required within minutes.

LICE NOTIFICATION

Centers for Disease Control (CDC) Guidelines state that if a child is found with head lice/nits (eggs) at school, the parents/guardian will be notified via phone call or lice notification letter. If a student is found having nits, they will not be sent home and will be allowed to complete the day. However, if live lice are found, students will be sent home. Students will then be given a two-day excused absence to clear any nits/lice. Parents/guardians will be required to accompany their child to school for clearance prior to them returning to class. Absences for more than three days due to live lice or due to repeated lice infestation may be cause for CPS referral.

COMMUNICABLE DISEASE

Parents/guardians are required to report any incidence of communicable disease to the school health office personnel. Communicable disease information will be released to Guam Department of Public Health and Social Services (DPHSS). A student known to have a chronic communicable disease will be assessed to determine whether there is a high risk of spread of disease. When a communicable disease is confirmed, a letter will be sent to all students informing parents/guardians that the school was exposed to the disease.

ILLNESS/INJURY

In the event of injury/illness on campus, the nurse is to be contacted immediately. If a student becomes ill during class, he/she should be given a pass to the nurse's office. Unless it is an emergency, students are not to go directly to the nurse's office without a pass. The nurse will screen the student and contact parents/guardians if necessary. GACS requires calling parents if there is serious injury or illness that occurs at school. Below are reasons for the nurse to contact parents: *Emergency, major head/facial injury, severe pain, fever², communicable disease³, alcohol/drug abuse, continuous diarrhea, asthma attack, continuous stomach ache, allergic reaction, continuous vomiting, parent's request, injury by others, major scrapes, cuts, lacerations, & abrasions, and other concerns⁴*

First aid treatment is given to minor injuries incurred at school. The school nurse or designee will attempt to notify you or your designated emergency contacts at the numbers listed on the emergency form. Report for Injury/Illness Notification (whichever applies) will be provided to parents via students for record keeping purposes. Parents are required to provide doctor's certifications for food allergies⁵, known medical conditions⁶, and physical education exemptions⁷.

PARENTS/GUARDIANS RESPONSIBILITIES

1. Submit and update as needed the **Emergency Information and Health Form (EIHF)** with the Nurse's Office.
2. Provide current and valid emergency contact numbers on file in case of emergencies.
3. Provide a doctor's certification of any physical or medical conditions including any allergies.
4. Present valid photo identification when picking up students due to illness or appointment. Students will only be released to parents, legal guardians, and emergency contact persons who are listed in RenWeb or EIHF.

WHEN SHOULD A CHILD REMAIN HOME?

When a child has a fever, severe coughing, red and running eyes, sore throat, swollen glands in the neck, skin rash, vomiting, diarrhea, aches (such as earache, backache, stomach ache) or severe pain anywhere, these are signs of illness and the child should be kept home from school. If a student is at school and not feeling well enough to stay based on the nurse's assessment, the parent/guardian will be notified and is expected to take the child out of school for at least that day. A student with a fever cannot return to school until the child is fever-free for 24 hours without the use of medication.

¹ "EVIE YOUNG STUDENT HEALTH SERVICES ACT."

² Greater than 100.0 F

³ e.g. as chicken pox, pink eye, etc.

⁴ LICE, frequent visits to the nurse etc.

⁵ The school will not be liable for any injury caused by a food allergy if there is no doctor's certification

⁶ If a student has a chronic medical condition, a doctor's certification is necessary if attendance from school is going to be affected.

⁷ A note from parents/guardians and doctor's certification is necessary to be excused from physical education classes if attendance is going to be affected.

Meal Services

Guahan Academy Charter School participates in the **Child Nutrition Program**, offering all enrolled students access to **free nutritious meals** each school day for qualified families. This program includes both **breakfast and lunch**, designed to meet USDA nutritional guidelines and support students' physical well-being and academic performance. Ensuring that students are well-nourished is essential to their ability to focus, learn, and succeed in school. Menus are thoughtfully planned to offer balanced meal options, and accommodations can be made for students with documented dietary restrictions. Families are encouraged to support the program by ensuring students arrive on time to receive their meals and by communicating any specific needs to the school office.

GACS is continuing its participation in the **Community Eligibility Provision (CEP)** for the **2026-2027** school year providing meals, regardless of eligibility, at **NO CHARGE** for all students. This program is available to schools that are participating in the School Breakfast Program or National School Lunch Program. This is made possible through the United States Department of Agriculture (USDA) Special Assistance Certification and Reimbursement Community Eligibility Provision.

No further action is required of you. Your child(ren) will be able to participate in these meal programs without paying a fee or submitting an application. In the operation of child feeding programs, no child will be discriminated against because of race, sex, color, national origin, age, or disability.

Additional information can be obtained from the Student Support Office or by contacting Mr. Patrick Carlos, our Child Nutrition & Meals Coordinator at cnp@guahanacademy.org.

This institution is an equal opportunity provider.

<https://www.fna.usda.gov/civil-rights/nds>

<https://www.usda.gov/about-usda/general-information/staff-offices/office-assistant-secretary-civil-rights/how-file-usda-discrimination-complaint/how-file-program-discrimination-complaint>

School Guidance Counseling Services

GACS provides two types of counseling services to students:

Direct Student Services: are in-person interactions between school counselors and students which include the following:

- **Individual Student Planning:** The school counselor will coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.
- **Responsive Services:** are activities designed to meet students' immediate needs and concerns. Responsive services may include counseling in individual or small group settings or crisis response.
- **Academic Counseling:** scheduling courses, credit recovery opportunities, advanced and remedial course placement
- **College/Career Counseling:** guidance in steps to take to prepare for enrollment into colleges or trade schools
- **Facilitate Student Assessment:** to include district wide assessments

Indirect Student Services: are provided on behalf of students as a result of the school counselors' interactions with others, including referrals for additional assistance (such as a CST), consultation, and collaboration with parents/guardians, teachers, other educators and community organizations.

- **Social/Emotional Counseling:** resolve school-related issues and cope with personal crisis
- **Personal Counseling:** coping with personal crises

Curriculum

As the first approved charter school on Guam, GACS is the first school on Guam to develop an innovative program of study for students who are significantly behind academically. The program, called the Literacy Institute, will provide comprehensive intervention that will allow students to catch up with their peers within the elementary and middle school years and successfully complete high school, while being prepared to enter the workforce or for post-secondary education.

DIRECT INSTRUCTION

Students from Kindergarten through grade 5⁸ focus on Direct Instruction (DI). “[DI] is a model for teaching that emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks. There are four main features of DI that ensure students learn faster and more efficiently than any other program or technique available:

- Students are placed in instruction at their skill level
- The program’s structure is designed to ensure mastery of the content
- Instruction is modified to accommodate each student’s rate of learning

iLEAD CURRICULUM

As part of our commitment to developing student leadership and character, Guahan Academy Charter School has adopted John Maxwell’s iLead Curriculum. This internationally recognized, values-based leadership program is designed to empower students with the tools to lead themselves and others effectively. The curriculum emphasizes key leadership values such as responsibility, respect, integrity, initiative, and self-discipline. Delivered through a peer-led discussion model, iLead encourages student voice, critical thinking, and meaningful dialogue. By participating in iLead, students gain practical life skills and a deeper understanding of how to become ethical, confident, and service-minded leaders in both school and the wider community.

EDGENUITY

Edgenuity is an online curriculum utilized by GACS in secondary grade levels as a credit recovery program, as well as a blended learning tool. It “partners with schools and districts to bring a world-class learning experience to classrooms of any size and shape using cutting edge digital tools and research-based instructional strategies. Credit recovery courses help high school students recover credits to graduate on time. The self-paced learning and pretesting in our online curriculum allows students to spend more time on what they need and less time on content they’ve already mastered.”⁹

EBSCO

In lieu of a traditional on-site library, Guahan Academy Charter School provides students with access to EBSCO, a comprehensive digital research platform that supports academic learning across all grade levels. EBSCO offers a vast collection of full-text articles, eBooks, scholarly journals, and educational databases covering a wide range of subjects, including literature, science, history, health, and current events. This resource empowers students to conduct credible research, develop information literacy skills, and complete assignments using reliable and age-appropriate content. To access EBSCO, students should reach out to their homeroom teacher to obtain their login credentials. Through this platform, students have 24/7 access to high-quality academic materials that support both classroom instruction and independent learning.

WAYFINDER CURRICULUM

Wayfinder is a comprehensive social-emotional learning (SEL) and purpose-driven education program designed to support students' personal growth, well-being, and sense of direction. Developed at Stanford University in 2015, Wayfinder is rooted in research on adolescent development, neuroscience, and educational best practices. The curriculum provides weekly lessons and activities that help students reflect on their values, set meaningful goals, and build essential life skills such as empathy, resilience, and responsible decision-making. By integrating Wayfinder into the school experience, students are empowered to navigate academic and personal challenges with confidence, strengthen their relationships, and cultivate a greater sense of purpose both in and beyond the classroom.

SPECIAL EDUCATION SERVICES

¹ “EVIE YOUNG STUDENT HEALTH SERVICES ACT.”

⁸ as students reach mastery the focus on DI is lessened and they enter the traditional curriculum

² Greater than 100.0 F

³ e.g. as chicken pox, pink eye, etc.

⁴ LICE, frequent visits to the nurse etc.

⁵ The school will not be liable for any injury caused by a food allergy if there is no doctor's certification

⁶ If a student has a chronic medical condition; a doctor's certification is necessary if attendance from school is going to be affected.

⁷ A note from parents/guardians and doctor's certification is necessary to be excused from physical education classes if attendance is going to be affected.

⁹ Information was quoted from edgenuity.com

Upon enrolling in GACS, parents/guardians should notify the school if their child has an identified disability and/or IEP. If parents/guardians wish to have their child evaluated to determine if their child has a disability affecting their ability to learn, they may request that the school initiate a CST or directly request an evaluation from the Division of Special Education. Anyone can initiate a CST, but for guidance on the procedures and needed forms, please contact the school's Consulting Resource Teacher (CRT).

ENGLISH LANGUAGE LEARNER (ELL) SERVICES

All parents/guardians must complete a home language survey upon enrollment of their child(ren). Students identified as second language learners will be individually assessed and placed within appropriate instructional groups. Students identified as ELL may also receive special accommodations in the classroom and on standardized tests. Translation/interpreting services may be provided upon parental request.

Grading System

Each student receives an academic grade and a citizenship grade. Ultimately, the grading of students is the teacher's responsibility. The grade given is the teacher's evaluation of student progress and achievement. Students are responsible for meeting the course requirements of each class with the teacher's guidance. Teachers will input grades at least on a weekly basis. Students and parents will then be able to see students' progress/grades via progress reports or the parent portal via RenWeb.

Should students be failing or near failing, communication efforts should be employed in order to provide interventions and support where necessary. Scheduling of a parent-teacher-student conference, whether via telephone, or in-person, should also be arranged. In the event a student or parent wishes to appeal a grade, the respective student and parent should contact the assigned teacher to schedule a conference to discuss academic/grade concerns. Grade changes are permitted at the discretion of the teacher with approval from an administrator. Grade changes may not exceed ten (10) school days after the end of the semester.

Percentage/Letter Grade	Description
93 - 100 (A)	Excellent
85 - 92 (B)	Above Average
75 - 84 (C)	Average
65 - 74 (D)	Passing
0 - 64 (F)	Failing

For high schoolers, a failing semester grade does not earn any credit, therefore, the failed course must be retaken or an alternative course taken, if acceptable.

RENAISSANCE STAR ASSESSMENT

All students from Kindergarten through Grade 12 take the Renaissance Star Assessments in Reading and Math three times a year—at the beginning, middle, and end of the school year—to track student progress and growth based on academic standards. These computer-adaptive assessments provide valuable data that help teachers identify each student's current performance level, inform instructional planning, and tailor interventions or enrichment as needed. To further support literacy development, students may also have access to **Renaissance MyOn**, a personalized digital reading platform that offers a wide range of books matched to their reading level and interests. The integration of Star Assessments and Myon allows for a comprehensive approach to promoting reading engagement, tracking progress, and fostering overall academic success.

CITIZENSHIP GRADING CRITERIA

Citizenship grades are based on the student's achievement of the GACS SLOs which is evaluated using the GACS SLO Assessment Rubric. Citizenship grades are as followed:

Letter Grade	Definition	SLO Assessment Score
E	Excellent	Exceeding (32-36)
S	Satisfactory	Highly Performing (25-31)
		Performing (13-24)
NI	Needs Improvement	Improvement Needed (12 & Below)

HIGH SCHOOL PROGRAM: WE CCaRE

GACS is committed to providing all highschool students with a balanced pathway for college and career readiness through the WE: CCaRE *Workforce Enabler: College and Career Education* program. Most GACS credits are transferable¹⁰ to other Guam public high schools, with the exception of certain off-island or specialized courses. Beginning with the class of 2028 (9th Grade cohort in SY 2024-2025), students must complete 26 credits across the subject areas below to meet graduation¹¹ requirements.

Courses	# of Required Credits
English/Language Arts <i>1 credit per course of English 9, 10, 11, & 12</i>	4
Math <i>1-Credit-Algebra I 1-Credit- Algebra II</i> <i>1-Credit-Geometry 1-Credit-Applied Math, Trigonometry, other course</i>	4
Social Studies <i>1 Credit-US History 1 Credit-World Studies (History or Geography)</i> <i>1 Credit-US Government</i>	3
Science <i>1 Credit-Biology 1 Credit-Physical Science</i> <i>1 Credit-Chemistry, Marine Bio, Physics, and other science course</i>	3
College & Career Readiness <i>1 CCR 9-E3 - Exploratory Exposure, and Explanatory</i> <i>1 CCR 10 - Workplace Essentials</i> <i>1 CCR 11 - Theory, Workplace Documents, and Certification</i> <i>1 CCR 12 - Capstone: Experiential Learning Theory, Work-Based Learning (WBL), and Dual Enrollment</i>	4
Health	1
Physical Education	1
Fine Arts¹²	1
Guam History	1

¹⁰ § 12118. Academic Credits; Transfer; 7 Gca Education Ch.12 Guam Academy Charter Schools Act Of 2009

¹¹ See the GACS High School Course Catalog for course information and details

¹² Introduction to Art; Art History; Performing Arts; etc.

Chamorro	1
Electives/Career-Based Courses	3
TOTAL	26

In terms of high school grade level, each student's grade level is determined by the number of credits he/she has earned and not by the number of years he/she has been attending high school.

In addition, aside from the 26 credits, all high school students are required to earn a total of 75 hours of service learning as dictated by the STANDARD OPERATING PROCEDURE FOR GUAHAN ACADEMY CHARTER SCHOOL SERVICE LEARNING¹³ and Guam Public Law 30-53. The chart below outlines the number of credit and service-learning hours a student would need to complete in order to be considered of a particular grade level.

Grade Level	Credits	Target Number of Service-Learning Hours	Maximum Number of Service-Learning Hours
9th Grade	0 - 5.5	20	20
10th Grade	6 - 11.5	20	40
11th Grade	12 - 17.5	20	60
12th Grade	18 or more	15	75

SERVICE-LEARNING REQUIREMENTS¹⁴

Service learning (SL) is defined as a teaching and learning approach that integrates service to the community with academic study to enrich learning, teach civic responsibility, and strengthen communities. This standards-based curriculum must (1) meet the needs of the community, (2) be coordinated with the elementary and/or secondary school, (3) help foster civic responsibility; (4) be used to integrate and enhance the academic curriculum of the students, and (5) provide structured time for the pupils to reflect on their service experience. The following must be considered for service learning activities:

- Activities shall only be with governmental entities and non-profit organizations, unless approved by the GACS Administration to include the *Chief Executive Officer, Principal, and/or the Assistant Principal*.
- Community Service assigned or work performed as part of a penalty or disciplinary action (such as detentions) shall NOT be considered for any hours earned towards SL.
- SL activities through a religiously-affiliated organization is permitted. However, the service shall NOT be religious in nature.
- There shall be NO SL hours earned involving monetary compensation, to include any fundraisers gained for social organizations not related to meeting community needs.
- SL hours shall be recorded on student report cards, credit trackers, &/or transcripts.
- Student-driven SL activities may be created utilizing the Planning, Action, Reflection and Celebration (PARC) Model, which will need to be approved by school-based authorized personnel or the SL website (<https://www.guamservicelearning.com/>).
- The Student Service-Learning Log Form (Form B) will be used to keep track of all SL.
- SL hours earned shall be documented on RenWeb by homeroom teachers on a quarterly basis as certified by the appropriate officials. Students will submit Form B to their homeroom teachers on the last day of each quarter¹⁵ who will input hours and ensure documents are properly filed.
- Students will seek out SL events and be responsible for completing SL hours in a timely fashion to include proper documentation¹⁶

¹³ may be viewed on the school website

¹⁴ NOTE: Current freshmen (Class of 2026) will require the completion of all 75 SL hours. Sophomores (Class of 2025) will require 55 SL hours to graduate. Juniors (Class of 2024) will require 35 SL hours to graduate, and seniors of the graduating class of 2023 will be required to earn 15 SL hours to graduate.

¹⁵ Accepting the SL forms for tracking via RenWeb is ultimately at the discretion of the homeroom teacher. Current SL hours must be logged into report cards. Early submissions are acceptable if the student completes the yearly target number of SL hours. Late submissions will be at the discretion of the teacher.

¹⁶ NOTE: Activities on the SL website have specific criteria that may not reflect the log form.

GRADUATION PROGRESS & CREDIT CHECK

Guidance counselors will provide and review graduation progress reports with all students during the 1st and 3rd quarters in a designated class period of their sophomore year and beyond. Students should take personal responsibility for the tracking of their progress through the GACS Credit Tracker and documentation of service-learning hours. To balance their records, students (and/or parents/guardians) may request for an updated graduation progress report that details the student's graduation status. Counselors will contact students who have failed one or more classes to develop a personalized graduation plan.

SENIORS

Clearance & Obligations

Seniors should be in constant contact with their respective counselors to ensure that they are on track to graduate. Additionally, all efforts should be made to clear any obligations as soon as possible to prevent possible roadblocks as graduation nears. Such obligations include: school issued books/materials, athletic equipment, and/or financial obligations.

Graduation Ceremony

Participation in the graduation ceremony is a privilege and not a right; therefore, students may be banned from participation should dress codes, protocols, school rules and policies, Guam laws, or board policies be violated. Additionally, seniors who incur a disciplinary referral/action during the 4th quarter may not be able to participate in the graduation ceremony. This rule also applies to all other promotional ceremonies to include the kindergarten, 5th grade, and 8th grade ceremonies.

PROMOTION, PLACEMENT, & RETENTION POLICY¹⁷

[GACS] recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at various stages of their growth. It shall be the policy of the Board that each student be moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development. Such a pattern should coincide with the system of grade levels established by the Board and the instructional objectives established for each child. A student will be promoted to the succeeding grade level when he/she has:

1. Completed the course/government-mandated requirements at the presently assigned grade
2. In the opinion of the professional staff, achieved the instructional objectives set forth for the present grade
3. Demonstrated sufficient proficiency to permit him/her to move ahead in the educational program of the next grade
4. Demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade

A student may be retained at his/her current grade level when he/she has

1. In the opinion of the professional staff, failed to demonstrate proficiency [the core subjects of English, math, and/or reading]
2. In the opinion of the professional staff, failed to achieve the instructional objectives set forth at the current grade level that are requisite for success at the succeeding grade level
3. Scored at the below basic level on any State-mandated proficiency test

A student may be placed at the next grade level when retention would no longer serve any good purpose.

Attendance Policies & Procedures

ATTENDANCE LEADS TO ATTAINMENT!

A student's performance and academic success is highly impacted by the amount of time he/she spends in the classroom. Being in the classroom ready to learn is a vital step for a student to succeed. Families are strongly recommended to consider the effects of absences on their child's learning and academic performance. Guam Public Law 34-104 requires students who are 5 years of age and have not reached the age of 18 years to enroll and attend school full-time. Please note that disciplinary action will be enforced if attendance policies are violated. *Each instructional day begins at 7:45 AM and ends at 2:15 PM.*

ATTENDANCE PROCEDURES

The teacher or their assistant will take attendance at the beginning of every class period. When the tardy bell rings, teachers or

¹⁷ Source: *The GACS Policy Manual SY 2013-2014*

their assistant will mark students as P (Present), TE (Tardy Excused), TU (Tardy Unexcused), ADT (Absent Due to Tardy), AE (Absence Excused), or AU (Absence Unexcused), and record student's attendance in RenWeb.

EXCUSED STUDENT ABSENCES

Absences incurred for any of the following reasons are to be considered as excused absences. However, the school administrator shall have the discretion to decide whether an absence is considered excused. Excused absences are noted below:

- Illness. Students who are sick should be kept home to avoid spreading their illness to others. However, a student who is absent for three or more consecutive days due to illness is required to present a written certification from a physician attesting to the nature of the illness and the duration for which the student should be excused from school. In addition, school administrators may require written certification from a physician for any number of days of absences due to illness if a student's past attendance records show patterns of illness or reasons for absences due to illness, which the administrator finds questionable.
- Scheduled medical or dental visits.
- Death in the immediate family. Immediate family is defined as mother, father, stepmother, stepfather, guardian or caretaker, brother, sister, stepbrother or stepsister, spouse, grandparent, and child¹⁸.
- Required appearances at court or other legal related proceedings.
- Lack of available bus transportation, provided the student relies on bus transportation to come to school.
- Off-island travel, which has the prior approval of the school administrator.
- Natural catastrophe or disaster.
- When absence is addressed in a student's Individualized Education Plan (IEP) and/or Educational Accommodation Plan (EAP).
- Observance of holidays recognized by a religion of which the student is a member. Parents shall present evidence of religious affiliation.
- Students having, or suspected of having, a communicable disease¹⁹ (defined by Center for Disease Control) or infestation which can be transmitted are to be excluded from school and are not allowed to return to school until they no longer present a health hazard. Students are allowed a maximum of three excused days of absence for each infestation and must be cleared by the school health counselor. Upon return to school, students diagnosed with a communicable disease require clearance from a medical doctor or health professional.
- Participation in authorized school-related activities or compliance with administrative actions taken by the school, such as field trips, conferences, called by administrators, counselors, or nurse, suspensions, going home because of illness or injury, etc.
- Observance of holidays recognized by a religion of which the student is a member.

PARENT NOTES FOR EXCUSED ABSENCES

A student who is absent will be issued an admit slip provided he/she brings a parent note, and the absence does not exceed two consecutive days at any given time. Parents must furnish and sign these notes of absence. The excuse note must include the following information:

- Student's first and last names (avoid nicknames)
- Date(s) or periods of absence
- Reason(s) for absence
- Parent's/Legal guardian's full name
- Parent's/Legal guardian's signature
- Daytime contact number for verification purposes

Parents/Guardians are limited to write six (6) notes to excuse their child for missed instructional day per semester. Students are prohibited from writing any notes to excuse themselves unless they are 18 years of age or older.

PRE-ARRANGED ABSENCES

¹⁸ SOURCE: 5 GCA §5601 (g)

¹⁹ Examples of communicable diseases and infestations include, but are not limited to, fleas, head lice, ringworm, impetigo and scabies.

Students who are required to be absent from school for an extended length of time for emergencies (death of an immediate family member, medical referrals, etc.) may request for a pre-arranged absence. Examples of approved requests for pre-arranged absences may include illness, extensive medical procedures, serious injuries - accompanied by a doctor's note, off-island travel that is related to medical reasons, and/or the death/funeral of an immediate family member. Pre-arranged absences for vacations and other personal events will not be approved by administration. Excused and approved pre-arranged absences will not count towards a student's total number of absences for the quarter/semester. Most pre-arranged absences will not exceed 10 school days, but exceptions may be made as per administration discretion. Absences in excess of the pre-arranged absence dates will be recorded as absent-unexcused (beyond 10 days). Conditional approval may be granted pending the school receiving evidence justifying the request (airline ticket, funeral announcement, medical referral, etc.).

MAKE-UP WORK/ADVANCED ASSIGNMENTS

A student is entitled to make-up work only for those days covered by an excused admit slip. It is the teacher's discretion to allow for appropriate time for the submission of any make-up work. In the case of a pre-arranged absence, a student may request for assignments in advance, provided that approval has been granted by the school administration, but the teacher has the discretion to provide work then or upon return.

ATTENDANCE POLICY- ABSENCES

Below are the progressive actions to be taken in relation to student unexcused absences:

1. Three (3) unexcused absences

Intervention 1

- Teacher calls parent
- NOTE: Three consecutive absences requires a doctor's excuse note

2. Four (4) Unexcused absences

Intervention 2

- Teacher refers the student to the Attendance Office
- Attendance officer calls home for a Parent-Teacher Conference (PTC)
- If contact is not made, a home visit will be conducted.

3. Six (6) Unexcused absences

Intervention 3

- Teacher refers to Attendance Office for the second time (2x)
- Attendance officer calls home for a PTC (2x)
- If contact is not made, a home visit will be conducted.
- Parent Shadow for three (3) days: *Refusal or unable to fulfill = Attendance Contract Implemented (Next 3 absences = will result in NC and/or dismissal) *Student is sent back to District Home School

4. Nine (9) Unexcused absences

Intervention 4

- Teacher refers to Student to the Attendance Office for the third time (3x)
- Attendance Officer calls for a Parent-Teacher Conference (3x)
- Attendance Contract is implemented
- After School Detention
- Refusal or unable to fulfill = will result in dismissal *Student is sent back to District Home School (CPS referral will be submitted for truancy.)

ATTENDANCE POLICY- TARDIES

Below are the progressive actions to be taken in relation to student unexcused tardies:

1. Three (3) unexcused tardies equal to one (1) unexcused absence

Intervention 1

- Teacher calls parent

2. Six (6) unexcused tardies equal to two (2) unexcused absences

Intervention 2

- Teacher calls parent for the second time

3. Nine (9) unexcused tardies equal to three (3) unexcused absences

Intervention 3

- Teacher refers to SSO/Attendance officer using the OTR
- Attendance officer calls for a PTC

- Student will be counseled
4. Twelve (12) unexcused tardies equals four (4) unexcused absences

Intervention 4

- Teacher refers to SSO/Attendance officer using the OTR for the second time
- Attendance officer calls for a second PTC
- Attendance Contract is implemented
- Next unexcused tardy which will equal thirteen (13) unexcused tardies and will result in dismissal. Student is sent back to District Home School.

For dismissals due to absences and tardies, elementary and middle school students who are dismissed from GACS and wish to return will be considered for re-enrollment after they have moved on to the next level of schooling (middle and high school). Previously dismissed high school students will not be allowed to re-enroll.

EXCESSIVE ABSENCES & “NO CREDIT” (NC)

Students with an excess of 9 unexcused absences will not receive credit regardless of passing grade.

INVOLUNTARY WITHDRAWAL & NC

An involuntary withdrawal is the process of withdrawing a student from courses of the school without prior consent/notice from student and/or parents. Students who are 18 years of age and older may be involuntarily withdrawn for the class/school due to one of the following:

- 9 unexcused absences within one semester
- 12 total absences in one semester (excused and unexcused)
- Failure to comply with Attendance Contract
- No contact with school within first five days of instruction

EXPULSION/DISMISSAL & NC

Expulsion/dismissal happens when a student is denied continued enrollment with the school. Students who are 18 years of age or older may be voluntarily expelled/dismissed from the school with the final determination made by the administration, for the following:

- 9 unexcused absences within one semester
- 12 total absences in one semester (excused and unexcused)
- Failure to comply with Attendance or Behavior Contracts
 - Nullifies the documented intervention requirements for dismissal
- By order of the Family Court
 - Court order of removal will supersede all agreements and contracts unless proven unlawful

Student Discipline

GACS students are expected to exhibit good behavior and adhere to all school rules and policies in the following jurisdictions:

- All areas and at any time on campus
- All school-related activities (i.e. field trips, dances, car washes, etc.) regardless of location
- All school bus stops and buses
- At any time and place that the school determines the safety and well-being of other students are at risk by another student's actions

While GACS holds these expectations, we understand that making mistakes is part of the learning process when developing the whole child and we have developed our discipline procedures and interventions to guide students accordingly. School personnel are trained annually and are proficient with using these procedures. School personnel are also aware that a student's failure to perform academically is not a behavioral offense, as well as of students receiving special education services or Section 504 accommodations when addressing student behavior. Teachers have developed interventions and address these issues at the classroom level.

When a student does not conduct themselves accordingly, a student may receive an ODR which aligns with student conduct policies and procedures and is used to document student behavior infraction, and intervention and consequence assigned by the school administrator. It is also a communication tool between parents, teachers, students, and administration. All school

personnel are authorized to use the ODR, however, the school administrator is the only person responsible for investigating and adjudicating major offenses. Depending on whether facts support the initial charge, the administrator can lower or increase the charge. The backside of the ODR is a Behavior Incident Report (BIR) which notates classroom violations and interventions of the teacher to remedy the behavior before it becomes a referable offense.

DISCIPLINARY LEVELS OF OFFENSES & PROBLEM BEHAVIOR DEFINITIONS

The following information defines the common problem behaviors noted on the ODR:

PROBLEM BEHAVIOR	DEFINITION
LEVEL ONE: MINOR OFFENSES	
4 Minor Classroom Infractions	Student has 4 or more documented minor offenses recorded on the backside of the BIR.
Abusive Language / Gestures / Profanity	Verbal/written messages or physical expressions which are offensive and inappropriate but are immediately correctable.
Disruptive Behavior	Behavior causing an interruption/distraction from instructional time/other regularly scheduled activity.
Tardy (3 Unexcused)	Arrives after the class has started. The first 3 violations are considered behavioral incidents.
Dress Code Violation	Not dressed in compliance with school dress code policy.
LEVEL 2-MAJOR OFFENSES	
3 Level 1 Infractions	Student has 3 or more documented Level 1 Offenses recorded in the Level 1 section of the ODR.
Physical Aggression	Engages with others or self in actions involving physical contact where injury will occur.
Defiance/Disrespect/Insubordination	Does not comply with adult direction; lack of respect or courtesy.
Property Damage/Vandalism	Activity that results in destruction or disfigurement of public and personal property with a value of less than \$25.00. In the case of a minor, the parents or the legal guardian shall be jointly liable with the minor for the payment of all fines.
Theft	Possession of, having passed on, or being responsible for taking or removing someone else's property.
Instigating a Fight	Behavior that provokes or may lead to physical contact.
Skiping	Student leaves class/activity without permission or fails to attend class.
LEVEL 3- MAJOR OFFENSE	
3 Level 2 Infractions	Student has 3 or more documented Level 2 Offenses recorded in the Level 2 section of the ODR.
Bullying*	Aggressive, repeated behavior that involves a real or perceived power imbalance. These behaviors place others in fear for their safety, loss of dignity, or have the effect of demeaning them based on their race, religion, color, national origin, age, sex, sexual orientation, disability, or other personal characteristic.

Cyberbullying	Disrespectful messages and/or threats that place others in fear of their safety, loss of dignity or have the effect of demeaning them based on their race, religion, color, national origin, age, sex, sexual orientation, disability, or other personal characteristic through email, instant messaging, chat room exchanges, website posts, or digital messages or images sent to a cellular phone or electronic device.
Use/Possession/Distribution of Tobacco Products	Use of/possession of/distribution of/intent to distribute any tobacco product on school property or at school events.
Use/Possession of Weapon*	Use of/possession of/distribution of/intent to distribute any weapon representation/simulation thereof, or other objects readily capable of causing bodily harm, on school property or school events.
Use/Possession/Distribution of Alcohol Products*	Use of/possession of/distribution of/intent to distribute alcohol on school property or at school events.
Endangers/Fighting*	2-3 students engage in actions involving serious physical contact where injury may occur.
Assault/Battery*	Intentional attempt, using violence or force, to injure or harm another person; violent behavior that causes harm toward and/or fear with another person.
Use/Possession/Distribution of Drugs*	To possess, consume, distribute or intend to distribute any illegal drug(s), prescription drug(s) not prescribed for him/her, or representation/simulation thereof.
Sexual Harassment*	To deliver unwelcome sexual advances, requests for sexual favors and/or other verbal or physical conduct of a sexual nature when such conduct has the purpose or effect of unreasonably interfering with a student's academic performance creating an intimidating, hostile, or offensive learning environment.
Sexual Assault*	The use of force or coercion for sexual contact, such as sexual grabbing, kissing, fondling, and/or rape; the intentional touching of another's intimate parts or clothing covering the intimate parts for the purpose of sexual gratification.
Harassment*	Unwanted or unwelcome behaviors include which are meant to place others in fear of their safety, loss of dignity or have the effect of demeaning them based on their race, religion, color, national origin, age, sex, sexual orientation, disability, or other personal characteristic.
Sexting	The use of a computer or any telecommunications device by a minor to recklessly or knowingly create, receive, exchange, send, disseminate, transmit or possess a photograph, video, depiction or other material that shows himself or herself, or of another minor, in a state of nudity.

DISCIPLINE CONSEQUENCES

In the event proper behavior is not exhibited, disciplinary action will be taken. Disciplinary action may include, but is not limited to and will match the offense that had occurred:

<i>Counseling</i>	<i>Parental notification</i>	<i>Work detail</i>	<i>Parent shadowing</i>
<i>Community service</i>	<i>Suspension²⁰</i>	<i>Expulsion</i>	<i>Detention</i>
<i>Behavior contract</i>	<i>Referral: outside agency²¹</i>		

Further, parents of students who have violated school rules will be offered alternative retribution agreements. That is, in place of suspension, the student may be offered the opportunity to participate in other project activities such as:

<i>Parent and Family Support Group</i>	<i>Parent Volunteer</i>	<i>Attend workshops</i>
<i>Participate in focus group</i>	<i>Have families take surveys</i>	

²⁰ May include in-school or out-of-school

²¹ Sanctuary, Inc., CPS, GPD, etc.

Prohibited Activities

PROHIBITED ITEMS ON CAMPUS

GACS is a Drug-Free Zone, a Gun-Free Safe School Zone, and a smoke-free campus. The possession, use, sale, or distribution of unauthorized illicit drugs, including alcohol, all controlled substances, and drug use paraphernalia, including prescription and over-the-counter medications; weapons of any type; and all tobacco products is prohibited. Students and parents are reminded that while the following prohibitions are violations of GACS policies, some are also violations of local laws and legislation. Violators are subject to disciplinary and/or legal action.

GUNS & OTHER DANGEROUS WEAPONS

Public Law 27-116, also known as The Guam Gun-Free School Zone Act Of 2004 reads, “Any person who possesses a firearm in a place that the person knows, or reasonably should know, is a school zone [...] shall be punished as specified in Subdivision § 71.60. Furthermore, immediate suspension and a complete investigation will be conducted if any student (on campus or riding a school bus) is found in possession of any instrument in which the principal or her designee determines to be a dangerous and/or deadly weapon²². If the instrument is used to threaten or attack another person while on campus or at any school-related activity, the student shall be referred to the Guam Police Department, as well as receive disciplinary action from the school”.

DRUGS²³, ALCOHOL²⁴, & TOBACCO²⁵ PRODUCTS

GACS seeks to promote individual wellness, as well as in providing a safe and healthy environment for learning and development of our students. In that interest, smoking and possession of tobacco products²⁶, drugs/illegal substances, as well as alcohol by all students is strictly prohibited at all times on any school property, in all school buses and at school activities, both on and off-campus. Furthermore, smoking, vaping, and consumption of alcohol by adults (visitors and employees) is strictly prohibited on campus. GACS is committed to the improvement of the health and safety of students and employees. Smoking is not permitted in any building, shelter, indoor and outdoor athletic facility, indoor and outdoor seating area including and not limited to athletic fields, at open-air presentations or performances, outdoor dining areas, and GACS-owned or operated transportation. GACS prohibits smoking or carrying of any ignited tobacco containing products, within a 50-foot perimeter, to all facilities owned, operated or leased by GACS, at any GACS-sponsored event or program, or in any vehicle owned, operated or leased by GACS.

OTHER PROHIBITED ITEMS

Due to an influx in occurrence of disciplinary issues and/or nurse visits involving these items, the following items will not be allowed on campus:

- Celebratory-type material such as, but not limited to, fireworks, poppers, smoke/stink bombs, flares, whistles, pakpaks, etc.
- Bandanas of any color or headwear (hats, beanies, or other item that conceals the head) *
- Sunglasses, shades, or any other item used to conceal the eyes*
- Earbuds, headphones, or speakers of any kind*
- Water pistols; any other projectile shooter; facsimile of guns; or toys and accessories that could be used as a weapon such as, but not limited to, large belt buckles, chains, large keychains, yo-yos, sling shots, etc.
- Animals*
- Gambling devices or unusually large sums of money
- Pornographic material such as, but not limited to magazines, video files, access to or promotion of viewing through knowledge and/or distribution of internet sites, etc.
- Recreational items for leisure to include, but not limited to, rollerblades, roller skates, heelys, blades, skateboards, portable chairs, hammocks, or other items that require set-up or may hamper with existing structures²⁷

²²Source: BOE B.P. 425: DANGEROUS WEAPONS & CODE 58 Use/Poss. of Firearm /Explosives 9 GCA CRIMES AND CORRECTIONS CH. 16 CRIMINAL HOMICIDE: Deadly weapon means any firearm, or other weapon, device, instrument, material or substance, whether animate or inanimate, which in the manner it is used or is intended to be used is known to the defendant to be capable of producing death or serious bodily injury (E.g. Guns, starter guns, sports equipment such as baseball bats, bombs, kitchen knives, broken bottles, tools, grenades, axes, gardening tools, vehicles, brass knuckles, nun chucks, baton, etc.)

²³Source: 9 GCA CRIMES & CORRECTIONS CH. 67 GUAM UNIFORM CONTROLLED SUBSTANCES ACT “Use of a Minor in Drug Operations Act”.

²⁴Source: CODE 14 Use/Poss. /Distribution of Alcohol 11 GCA FINANCE & TAXATION CH. 3 ALCOHOLIC BEVERAGE CONTROL

²⁵Source: CODE 13 Use/Poss./ Distribution of Tobacco Product 11 GCA FINANCE & TAXATION CH. 6 TOBACCO CONTROL ACT OF 2006 & BOE B.P. 430

²⁶Electronic cigarettes, vapor pens, hookah related products & all other nicotine products or substitutes are considered “tobacco products”

²⁷Exemptions may be made only through administrative approval and for school-sanctioned activities

- Writing implements that might be used to deface school property such as, but not limited to - spray paint, permanent markers, correction pens, etc.
- Spicy snacks (i.e. Hot Cheetos, etc.), sodas, energy drinks, or other caffeinated beverages.

In addition to the items listed here, the school administration retains the right to confiscate any item that might jeopardize the safety or well-being of the students and/or the school community and/or disrupts or interferes with school operations. Items that are confiscated that are not illegal may be returned only to the parent or guardian. The school will not be responsible for the loss or damage of confiscated items. GACS is not liable for any personal items that are stolen, lost, or damaged.

*Medical exemptions can be made with administration knowledge and approval.

Student Dress Code & Uniform Policy

GACS has adopted a uniform policy inclusive of an official GACS polo shirt and khaki or black bottoms **ONLY**. Appropriate school uniform attire is as follows:

- Official uniform top for students (kindergarten to 12th grade)
- Black or khaki bottom (appropriately sized)
 - Uniform bottoms must not be excessively tight or constrictive
 - Proper undergarments must be worn and not visible
 - Bottoms with holes or are ripped that exposes the skin, tights, or leggings are **NOT** allowed
- Closed toe shoes
- Sweaters, cardigans, and jackets are allowed, but **hoodies are not allowed**

The intent of the policy is to promote appropriate attire, unity and pride, safety and security of all school personnel, minimize or eliminate any socio-economic distinction, and promote an environment free of harassment. Students are expected to wear the official school uniform every day to school with the exception of school-sponsored dress down or spirit days.

Students whose personal attire distracts the attention of other students or teachers from school work, or can be hazardous to themselves or others in the course of school activities, shall be required to make the necessary alterations as the principal or designee may judge necessary to maintain social standards appropriate to a proper learning atmosphere. The following are minimal expectations for dress while in uniform and during school-sanctioned dress down/spirit days:

- Clothing should be free from inappropriate/offensive messages and/or images. Clothing should not display images or messages that promote alcohol, tobacco, drugs, promiscuity, vulgar language, or violence.
- Shorts, skirts, and dresses should be at least mid-thigh length or below fingertips when arms are at their side.
- Students shall wear clothing that allows for reasonable movement without inappropriate exposure. Students are not allowed to wear revealing clothes, blouses, spaghetti straps, midriffs, mini-skirts, or high heels.
- Hats or other head-coverings should not be worn inside the building (except on "Hat Day" or "Accessory Day" or religiously affiliated head-coverings)
- Sunglasses are prohibited with the exception of prescription sunglasses
- Reasonable care and neatness in regard to dress and appearance is encouraged for all students.
- Sweaters without hoods are encouraged and allowed to be worn. **Hoodies are not permitted.**
- Wear closed-toed shoes at all times.
- Not wear any types of clothing or accessories that may be related to a group or gang which may provoke others to violence or to be intimidated by fear of violence.
- Not wear any types of clothing or accessories that are deemed by the school as a concern or danger to self or others.

Any student that is not in compliance with the school uniform policy or is not dressed according to the dress down expectation or theme will be required to change into appropriate clothing or make arrangements by calling parents/guardians to have appropriate clothing brought to school immediately or to pick-up their child. Excessive uniform violations may result in suspension. Should families be facing hardships or difficulties in obtaining a uniform for their child, it is the parent's responsibility to make contact with the administration to find a solution.

Use Of Security Cameras for Safety Purposes

Surveillance cameras were installed and are being used to support our efforts in securing a safer school environment. The security system would enable the school to monitor and ensure public safety for all stakeholders and be used as a deterrent to acts of vandalism, diminish the potential for property loss, or destruction of school property.

Security camera systems are installed in the public areas only. These areas may include school grounds, exterior entrances or exits to school buildings and larger gathering spaces, such as classrooms corridors, hallways, breezeways, cafeteria, lobby, and main entries. The administrative offices and restrooms are excluded from security camera placement. Security camera usage is prohibited in any space where there is a reasonable expectation of privacy. The security camera live feeds are secured and authorized access is provided only to designated IT personnel and school administrators. Video recording may be shared with law enforcement officers, as warranted in police investigation of school-related cases.

School Forms

HIGH SCHOOL CREDIT PLANNER



School Wide Learner Outcome
GACS STUDENTS WILL BE:
Goal Oriented Active Communicators Critical Thinkers who Strive for Lifelong Success

GUAHAN ACADEMY CHARTER SCHOOL
P.O. Box CS, Hågatña, Guam 96932
Website: www.guahanacademy.org Phone: 979-1065/66



GUAHAN ACADEMY CHARTER SCHOOL HIGH SCHOOL GRADUATION REQUIREMENTS

Student Name : _____ Grade: _____ Expected Graduation Date: _____

Credit Summary

Category	Credits Required		Credits Completed	Credits Remaining
Language Arts	4	4		
Math	4	4		
Science	3	3		
Social Studies	3	3		
Health & Physical Education	2	2		
Guam History & Chamoru	2	2		
Art	1	1		
College & Career Readiness CCR	-	4		
Electives	5	3		
Total Required:	24	26		
Total Credits Earned:				
Total Credits Remaining:				

This document serves as an up-to-date calculation of the number of credits the above mentioned student has earned. It is important to know that each student requires 24 credits to graduate and those 24 credits must include a specific number of credits per subject area (indicated in the chart above). Students have the opportunity to earn 7 credits a year. Credits are earned on a semesterly basis (0.5 in the fall and 0.5 in the spring) and through scores of 65% or above.

Service Learning Hours

Grade Level	Target # of SL Hours	Recommended Maximum Number of SL Hours	Total Number of SL Hours Accumulated
9th	20	20	
10th	20	40	
11th	20*	60*	
12th	15	75	

*A student must acquire a minimum of 60 Service Learning Hours to be eligible for Senior Status as cited in Public Law 30.53. A total of 75 Service Learning hours must be attained in conjunction with the required graduation credits.

NOTE: NEW incoming public high school students' Service Learning hours will be prorated according to the enrollment date.

Seniors of Graduating Class of 2023 will be exempt from accumulating Service Learning Hours. Only 15 Service Learning Hours will be required for graduation in the Spring of 2023.

Please sign the portion below and return to your child's counselor. A copy will be provided for your records.

Prepared By: Counselor _____ on _____
Acknowledged By: Principal _____ on _____
Student Signature: _____ Date: _____
Parent Signature: _____ Date: _____

* Updated on _____ by: _____

* Maintain Schedule

VISION STATEMENT
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MISSION STATEMENT

At Guahan Academy Charter School, our mission is to empower our students with proven educational practices and social support to be productive citizens in the community.



OFFICE DISCIPLINE REFERRAL (ODR)



MARIA BARQUE-SINGH
ASSISTANT PRINCIPAL

ANN M. SANTIAGO
CHIEF EXECUTIVE OFFICER

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Home of the Starfish
www.guahanacademy.org

LALAIN S.J. MANUNTAG PH. D.
PRINCIPAL

GACS Office Discipline Referral (ODR)

Student Name:		Grade:		COMMUNICATION LOG (Clerical Staff Only)			
Reporting Person:		() Teacher () Staff () Other		Parent/Guardian:			
Administrator:				Contact Numbers: (H) (W) (C)			
Date:		Time:		Location of Incident:		☐ Student Hand Carried ☐ Delivered By:	
Incident Notes: other sheets may be attached				Attempt		Date:	
				1		Time: Y / N	
				2		Contacted: Y / N	
				3		Notes: Y / N	

FUNCTION OF BEHAVIOR:			
☐ Obtain Peer Attention	☐ Obtain Items/Activities	☐ Avoid Peer(s)	☐ Other: _____
☐ Obtain Adult Attention	☐ Avoid Tasks/Activities	☐ Avoid Adult(s)	
Others Involved ☐ None ☐ Peers ☐ Teacher ☐ Substitute ☐ Staff ☐ Other: _____			

TEACHER/STAFF SECTION		ADMINISTRATION SECTION	
LVL	Discipline Subtype/Problem Behavior	INTERVENTION/CONSEQUENCE ASSIGNED	
LEVEL 1 OFFENSES	☐ 4 Minor Classroom Infractions	☐ Conference with Student Warning	
	☐ Abusive Language/Gestures/Profanity	☐ Reprimand	
	☐ Disruptive Behavior	Loss of Privileges: _____	
	☐ Tardy (3 Unexcused)	Parent Contact: Date: _____ Time: _____	
	☐ Dress Code Violation	☐ 3-5 Days Student Placed on Contract	
	☐ Endangers: Horseplay/Sparrring	From: _____ To: _____ Return: _____	
	☐ Technology Violation	Referral to Counselor: Date: _____	
	☐ Found Off-Limits Area	☐ 1-3 Days: () Detention or () Work Detail	
	☐ Littering	From: _____ To: _____	
	☐ Inappropriate Physical Contact	☐ Other: _____	
☐ Public Display of Affection			
LEVEL 2 OFFENSES	☐ 3 Level 1 Infractions	☐ 3-5 Days: () Lunch Detention or () Work Detail	
	☐ Excessively Tardy/Absent	From: _____ To: _____	
	☐ Physical Aggression	Mandatory Parent Conference: Date: _____ Time: _____	
	☐ Defiance/Disrespect/Insubordination	Referral to Counselor: Date: _____	
	☐ Deceptive Behavior	☐ 2 Weeks Student Placed on Contract: From: _____ To: _____	
	☐ Property Damage	☐ 5-10 Days: () Lunch Detention or () Work Detail	
	☐ Theft	From: _____ To: _____	
	☐ Instigating a Fight	Referral to Counselor: Date: _____	
	☐ Use/Possession/Distribution of Contraband	☐ 3 Weeks Student Placed on Contract: From: _____ To: _____	
	☐ Reckless Conduct ***	1-3 Days: () Parent Shadowing () Suspension () In-School Suspension	
	☐ Forgery	From: _____ To: _____ Return: _____	
	☐ Gambling	Referral to Counselor: Date: _____	
	☐ Use/Possession/Distribution of Unauthorized Medium	☐ 4 Weeks Student Placed on Contract: From: _____ To: _____	
	☐ Obscenity	Mandatory Parent Conference: Date: _____ Time: _____	
	☐ Skipping	☐ Other: _____	
☐ Academic Dishonesty			
LEVEL 3 OFFENSES	☐ 3 Level 2 Infractions	☐ 3-10 Days: () Parent Shadowing () Suspension () In-School Suspension	
	☐ Bullying	From: _____ To: _____ Return: _____	
	☐ Cyberbullying	Referral to Counselor: Date: _____	
	☐ Use/Possession/Distribution of Tobacco Products **	4 Weeks Student Placed on Contract: From: _____ To: _____	
	☐ Use/Possession/Distribution of Alcohol Products *	Mandatory Parent Conference: Date: _____ Time: _____	
	☐ Use/Possession of Combustibles	☐ 5-10 Days: () Parent Shadowing () Suspension () In-School Suspension	
	☐ Vandalism Property Damage	From: _____ To: _____ Return: _____	
	☐ Terroristic Conduct *	Referral to Counselor: Date: _____	
	☐ Arson Property Damage *	6 Weeks Student Placed on Contract: From: _____ To: _____	
	☐ Use/Possession/Distribution of Weapons *	Mandatory Parent Conference: Date: _____ Time: _____	
	☐ Intoxication *	☐ 10 Days: () Parent Shadowing () Suspension	
	☐ Endangers: Fighting *	From: _____ To: _____ Return: _____	
	☐ Assault/Battery *	Referral to Counselor: Date: _____	
	☐ Assault/Battery to Employee *	8 Weeks Student Placed on Contract: From: _____ To: _____	
	☐ Endangers: Rioting (4 or more Individuals) *	Mandatory Parent Conference: Date: _____ Time: _____	
	☐ Use/Possession/Distribution of Drugs *	DAC Hearing: Date: _____ Time: _____	
	☐ Use/Possession/Distribution of Inhalants	☐ Other: _____	
	☐ Extortion	Referral to Other Agency: Specify: _____	
	☐ Use/Possession/Distribution of Firearms/Explosives	Service Call #: _____ Case #: _____	
	☐ Graffiti Property Damage	Police Officer Name: _____	
	☐ Sexual Harassment		
	☐ Sexual Assault *		
	☐ Left Campus without Permission		
	☐ Intimidation		
	☐ Harassment		
☐ Sexting			
☐ Other:			
* Results in an automatic 10-Day Suspension and a possible DAC. ** Refer to BTI to follow a different schedule of discipline. *** Suspended first offense for selected behaviors. Refer to Handbook.		Additional Notes:	

Revised as of 05/16/25



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ANN M. SANTIAGO
CHIEF EXECUTIVE OFFICER

LALAINA S.J. MANUNTAG PH. D.
PRINCIPAL

Parent Shadowing may be used in lieu of suspension. If a student is assigned Parent Shadowing, he/she is NOT authorized on campus without the parent/guardian present at all times. If the parent/guardian is unable to shadow, the student must stay home for the duration of the consequence. Any student on Parent Shadowing/suspension found on campus without authorization from the administration may be charged with criminal trespassing. During the time of Parent Shadow/suspension, a parent conference with the school administrator is required. Failure of the parent to adhere to this policy may result in a Persons in Need of Services (PINS) petition to Family Court for Educational Neglect. The consequences in each level are progressive in nature. School administrators have the discretion to decide consequence.

Administrator's Signature

Date

Student's Signature

Date

Parent/Guardian's Signature

Date

BEHAVIOR INCIDENT REPORT

This report is to help document the items that involves a specific incident where inappropriate behavior has been shown. It is very important that parent contact is made When an incident occurs in the school setting. This report does not warrant any person to make an automatic Office Discipline Referral.

STUDENT NAME: _____ GRADE: _____

FIRST BEHAVIOR INCIDENT	DATE OF INCIDENT:	TIME OF INCIDENT:	LOCATION OF INCIDENT:
OFFENSES ☐ Disrespect ☐ Tardy ☐ Defiance ☐ Inapp Language ☐ Disruption ☐ Phy Cont/Aggression ☐ Dress Code Violation ☐ Tech Violation			
PARENT COMMUNICATION: ☐ Parent Contact by Teacher ☐ Parent Note by Teacher ☐ Parent Conference with Teacher			
TEACHER/STAFF INTERVENTIONS PROVIDED: ☐ Student Warning ☐ Use of Time-Out ☐ Removal from activity/area ☐ Time with Teacher ☐ Re-teach/practice expected behavior ☐ Individual Behavior Plan ☐ Referral to School Counselor ☐ Previous Referral to Office ☐ Other _____		PROVIDE SPECIFIC INFORMATION REGARDING INTERVENTION/S: 	
_____ Teacher/Staff Name & Signature		_____ Date	

SECOND BEHAVIOR INCIDENT	DATE OF INCIDENT:	TIME OF INCIDENT:	LOCATION OF INCIDENT:
OFFENSES ☐ Disrespect ☐ Tardy ☐ Defiance ☐ Inapp Language ☐ Disruption ☐ Phy Cont/Aggression ☐ Dress Code Violation ☐ Tech Violation			
PARENT COMMUNICATION: ☐ Parent Contact by Teacher ☐ Parent Note by Teacher ☐ Parent Conference with Teacher			
TEACHER/STAFF INTERVENTIONS PROVIDED: ☐ Student Warning ☐ Use of Time-Out ☐ Removal from activity/area ☐ Time with Teacher ☐ Re-teach/practice expected behavior ☐ Individual Behavior Plan ☐ Referral to School Counselor ☐ Previous Referral to Office ☐ Other _____		PROVIDE SPECIFIC INFORMATION REGARDING INTERVENTION/S: 	
_____ Teacher/Staff Name & Signature		_____ Date	

THIRD BEHAVIOR INCIDENT	DATE OF INCIDENT:	TIME OF INCIDENT:	LOCATION OF INCIDENT:
OFFENSES ☐ Disrespect ☐ Tardy ☐ Defiance ☐ Inapp Language ☐ Disruption ☐ Phy Cont/Aggression ☐ Dress Code Violation ☐ Tech Violation			
PARENT COMMUNICATION: ☐ Parent Contact by Teacher ☐ Parent Note by Teacher ☐ Parent Conference with Teacher			
TEACHER/STAFF INTERVENTIONS PROVIDED: ☐ Student Warning ☐ Use of Time-Out ☐ Removal from activity/area ☐ Time with Teacher ☐ Re-teach/practice expected behavior ☐ Individual Behavior Plan ☐ Referral to School Counselor ☐ Previous Referral to Office ☐ Other _____		PROVIDE SPECIFIC INFORMATION REGARDING INTERVENTION/S: 	
_____ Teacher/Staff Name & Signature		_____ Date	

SCHOOL COUNSELOR REFERRAL FORM | FOR FACULTY/STAFF MEMBERS



School Wide Learner Outcome

GACS STUDENTS WILL BE:

Goal Oriented Active Communicators Critical Thinkers who Strive for Lifelong Success

GUAHAN ACADEMY CHARTER SCHOOL

CoreTech Buildings C, D, & E Mariner Ave Tiyan, Guam

P.O. Box CS, Hågatña, Guam 96932

Website: www.guahanacademy.org Phone: 979-1065

Ann Margaret Santiago
Chief Executive Officer

Lalaine S.J. Manuntag Ph. D.
Principal

Maria B. Singh
Assistant Principal



School Counselor Referral Form Students For Faculty/Staff Members

A referral to counselling services should be considered when the student's issues(s) is interfering with his or her personal life or academic work or because an observation of a student's behavior raises concern. Here are some common reasons to refer students for counselling:

- A student's grade suddenly drops or some apparent change in behaviour.
- A student cries often, gets sick daily, or expresses anger or frustration regularly.
- A student has difficulty functioning in the classroom (i.e. behavioural issues like consistent disruption, aggression, or uncooperativeness).
- A student is going through a traumatic or difficult life event (i.e. death in a family, divorce, signs of neglect, etc).
- A student exhibits signs of depression and/or withdrawal.
- A student is in a crisis situation. Crisis situations such as mention of social ideation or intent and threats to harm to self or others. Referrals for this should be immediate.

Faculty/Staff First Name and Last Name: _____

Student's First and Last Name: _____ Grade Level: _____

Reason for Referral:

- ☐ Adjustment/Transition
- ☐ Anger
- ☐ Attention Span
- ☐ Anxiety/Nervousness
- ☐ Confidence/Self-Esteem
- ☐ Effort/Motivation
- ☐ Friendship/Peer Interactions
- ☐ Grief-Loss/Death
- ☐ Personal Hygiene
- ☐ Sadness/Depression
- ☐ Self-Control
- ☐ Study Skills
- ☐ Other: _____

VISION STATEMENT

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MISSION STATEMENT

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School Wide Learner Outcome
GACS STUDENTS WILL BE:
Goal Oriented Active Communicators Critical Thinkers who Strive for Lifelong Success
GUAHAN ACADEMY CHARTER SCHOOL



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Assistant Principal

What are some strategies or interventions that you have tried using with this student(s)?
Regarding these strategies, please include start date/frequency/ and how the student responded.

Any other comments or relevant information:

I would like the counselor's next step to be:

- ☐ Set up a time to meet with me to further discuss the referral.
- ☐ Observe the student(s) in the classroom setting.
- ☐ Meet individually with the student(s).
- ☐ Other: _____

Is the student aware of this referral?

- ☐ Yes
- ☐ No

Have you notified the parent of this referral (preferred)?

- ☐ Yes
- ☐ No

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to be productive citizens in the community.

SCHOOL COUNSELOR REQUEST FORM | FOR PARENTS/GUARDIANS



School Wide Learner Outcome
GACS STUDENTS WILL BE:
Goal Oriented Active Communicators Critical Thinkers who Strive for Lifelong Success
GUAHAN ACADEMY CHARTER SCHOOL



CoreTech Buildings C, D, & E Mariner Ave Tiyan, Guam

P.O. Box CS, Hågatña, Guam 96932

Website: www.guahanacademy.org Phone: 979-1065

Ann Margaret Santiago
Chief Executive Officer

Lalaine S.J. Manuntag Ph. D.
Principal

Maria B. Singh
Assistant Principal

School Counselor Request Form For Parents/Guardians

The school counselors do their best to respond to request forms within 3 days of receiving it. If you need more immediate assistance with, please contact the school and ask to be connected with the school counselor's office.

First Name and Last Name: _____

Your child's First and Last Name: _____ **Grade:** _____

Preferred contact method and information: Please include if you would like to be contacted by phone or email as well as your current phone number or email address.

I would like:

- ☐ To schedule a time to talk with the school counselor regarding my child.
- ☐ To schedule a time to talk with the school counselor regarding my community resources.
- ☐ The school counselor to arrange a time to talk with my child.
- ☐ Other:

Please describe any other relevant information that you would like to include with this request.

VISION STATEMENT

GACS Students will become respectful, responsible and resourceful.

MISSION STATEMENT

At Guahan Academy Charter School, our mission is to empower our students with proven educational practices and social support to be productive citizens in the community.

SCHOOL COUNSELOR FORM | FOR STUDENTS



School Wide Learner Outcome
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School Counselor Request Form For Students

The school counselors respond to request forms as soon as we can. If this is an emergency situation (someone is/was/might be at risk of hurting self or being hurt by others) make sure to tell a teacher, parent, or other safe adult about your emergency.

My First Name is: _____ **My Last Name is:** _____

Grade Level: _____

I would like to talk with the counselor about:

- ☐ School
- ☐ Myself
- ☐ Friends
- ☐ Family/Home
- ☐ Other:

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STUDENT BEHAVIOR/ATTENDANCE CONTRACT



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GACS STUDENT BEHAVIOR/ATTENDANCE CONTRACT

Student Name: _____ DOB: _____ Teacher: _____

Students at Guahan Academy Charter School are expected to be SAFE, RESPECTFUL, RESPONSIBLE, and RESOURCEFUL. The student above is/was in violation of these behavioral expectations. Therefore, the school will implement this behavioral/attendance contract between the administration of GACS, the student, and their parents/guardians. The purpose of this behavior contract is to give the student fair warning and the opportunity to improve his/her behavior before more serious consequences are imposed.

This contract may also be used for students that are new to GACS who may have been expelled from their previous school and have decided to attend GACS. This is to ensure that the culture and climate of our school is maintained and that the new student is aware of the expectations of their new school.

The above mentioned student has been in violation of the following offenses:

The above mentioned student has been unresponsive to the following interventions:

Therefore, the administration will implement this behavior contract for the remainder of the Disciplinary

Disciplinary Probation Start Date: _____ End Date: _____

GOALS FOR THE STUDENT

1. Student must comply with all rules, regulations, and behavior expectations set forth by GACS. This includes the directives of their teachers, substitute teachers, school aides, and other staff members.
2. Student must attend all classes regularly and be on time for those classes. If a student is late, a pass from a faculty or staff member is required. Absences will require a parent-written excuse note or a doctor's note if the student is absent for more than three days.
3. Student must not engage in 3 or more "Level 1 Offenses" in a school week, as defined by the Office Discipline Referral.
4. Student must not engage in 3 or more "Level 2 Offenses" as defined by the Office Discipline Referral
5. Student must not engage in ANY "Level 3 Offenses" as defined in the Office Discipline Referral..

CONSEQUENCES IF GOALS ARE NOT MET

- ☐ Suspension from GACS. The student will not be allowed on campus for a duration determined by the administrative team.
- ☐ Voluntarily Withdrawal from GACS. The student will not be allowed campus for the remainder of the school year and may not be admitted for any subsequent school years. Students may return to a GDOE school, but the school has the authority to deny the student's enrollment for up to one academic year.
- ☐ Expulsion
- ☐ Other:

As a condition of this contract, the school is also requiring the following actions to be taken by the parent and/or student:

By signing this contract all parties agree to the stipulation in this document and agree to follow accordingly.

Printed Name of Student	_____	Signature & Date	_____
Printed name of Parent/Guardian	_____	Signature & Date	_____
Printed Name of Administrator	_____	Signature & Date	_____