Family Handbook

Kindergarten—8th grade

Fall 2020

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www.gatewaysc.org

Accredited by:
California Association of Independent Schools
Western Association of Schools and Colleges

Member of:
California Association of Independent Schools
National Association of Independent Schools
One Schoolhouse Consortium
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Section One: Introduction

Welcome to Gateway School!

This handbook contains important information about Gateway School’s history, philosophy, goals, policies, procedures, and programs. Please read the handbook carefully and keep it in a convenient place for quick reference.

Our school community thrives on frequent and open communication among parents, administration, faculty, and students. The school welcomes input from its families. In order to advance the school's mission and best serve the needs of the community, the school reserves the right to interpret rules and policies as individual situations and needs arise. Any policy changes will be communicated to families and caregivers.

Our Mission, Vision, and Values

Our mission: to inspire children to lead lives of purpose and compassion through scholarship and citizenship.

Our vision: a dynamic and intellectually challenging educational environment rooted in Progressive philosophy and reflective of evolving research.

Our goal: for students to discover their individual and collective potential to make positive change in the world.

Our values:

- Integrity, responsibility, and discipline
- Metacognition and self-reflection
- Play, creativity, and innovation
- Curiosity, exploration, and discovery
- Critical thinking and reasoning
- Clear and effective communication
- Collaboration and community
- Education for environmental sustainability
- Courage to promote a just society

Our Mission, Vision, and Values are essential guideposts by which we make strategic, financial, and programmatic improvements. These statements of institutional identity were adopted by the Board of Trustees in 2015 after a widely inclusive process involving students, teachers, administration, and families.
**Board of Trustees**

As a 501(c)(3) non-profit organization, Gateway is governed by a Board of Trustees that holds responsibility for financial, strategic, and generative leadership of the school. The Board’s operations and organization follow a set of approved Bylaws. The Board ranges in size from 12-25 members. Trustees are elected to three-year terms and may serve on the Board for additional terms. The Board has a slate of four officers: President, Vice-President, Treasurer, and Secretary.

The Board functions through six standing committees; Development, Executive, Finance, Facilities, Personnel, and Trustee. By rule, only Trustees may sit on the Executive Committee and Trustee Committee; non-Trustees with appropriate skills may be invited to sit on other committees.

The Board meets on the fourth Thursday of every month September through May, and agendas are published on the school’s website no later than 48 hours prior to the meeting. The website also contains a roster of current Trustees.

**Administration contact information**

All phone numbers use (831) 423-0341, followed by the extension listed below. All email addresses are firstname.lastname@gatewaysc.org.

Head of School – Dr. Zachary Roberts

**Program:**
Assistant Head of School – Hannah Wikse x 327  
Director of Extended Programs – Megan Eldredge x 334

**Advancement Office:**
Director of Advancement – Jen Graham x 332  
Admissions & Enrollment Manager – Cindy Jones x 302  
Marketing & Communications Manager – Petra Bryan x 357  
Front Desk Receptionist – Nancy Eskilson x 300

**Business Office:**
Director of Finance and Operations – Shawn Padilla x 359  
Director of Information Technology & Facilities Manager – Jeremy King x 305  
Business Office Specialist – Yvonne Reynolds x 349
History of the School

Gateway School opened its doors in 1970 under the vision and leadership of Hannelore Herbig, the school's founder and principal from 1970 until her retirement in June of 1987. Beginning as one small Kindergarten class located in Aptos, California, Gateway has grown over the years to its present size. For 28 years, the school was located at 126 Eucalyptus Avenue. The school moved into the Natural Bridges Campus at 255 Swift Street at the beginning of the 2019-20 school year.

Gateway is an independent school and is not affiliated with any church or religious organization.

In 1977, Gateway became a non-profit 501(c)(3) organization. The school is governed by a Board of Trustees consisting of parents, grandparents, alumni, and professionals from the community. The Head of School is the chief administrator. The Board is responsible for setting school policies, long-range planning, and finances. The Head and teachers are responsible for setting curricular goals and standards, and for determining classroom practices.

The Gateway Board of Trustees discusses and votes on the budget, community relations, facilities, and policy issues. Board meetings are held monthly (except for June, July, August, and December). Board members welcome input from parents/guardians. The Board has several committees that meet regularly throughout the school year; caregivers and guardians who are not on the Board may serve on some of these committees. Those interested in committee work at the school should contact the Board President for more information.

Accreditation via CAIS & WASC

Gateway School is a fully accredited member of the California Association of Independent Schools (CAIS) and the Western Association of Schools and Colleges (WASC), and is proud to be the only K-8 school in Santa Cruz with this accreditation. CAIS is an association of approximately 250 independent schools across the state. Although each school is unique, members share a commitment to excellence and to nurturing the physical, intellectual, moral, and social development of students. Independent schools stress social responsibility and service to the community in their policies and programs and encourage enrollment from all segments of the community.

For more information, please visit www.caisca.org.
Section Two: The Program

Educational Philosophy

Gateway School’s program is designed to bring to life the school’s mission “to inspire children to lead lives of purpose through scholarship and citizenship” through its vision of “a dynamic and intellectually challenging educational experience rooted in Progressive philosophy and reflective of evolving research” while promoting the school’s core values.

Our child-centered, future-focused philosophy reflects the belief that students need to build knowledge and skills, not only as an end in-and-of-themselves but as a means to deeper understanding. To best prepare our students for their unknown futures in a changing world, we must make value-based decisions informed by new knowledge in teaching, learning, and understanding generated by valid and reliable research in the fields of education, psychology, neurology, biology, and child development. We aspire, therefore, to stay open, flexible, and nimble with new ideas and knowledge.

Our educational program weaves together instruction in the three domains of personal relationships, intellectual endeavor, and engagement with society through a developmentally-appropriate curriculum that is vibrant and relevant to the lived experiences of children, and that allows them to find lasting meaning in the work.

Our overarching view is the constructivist perspective that learning is an active process requiring students to construct knowledge, and create meaning and understanding of their world. We believe children are inquiring researchers, tireless observers, and capable problem solvers, who are continuously developing skills, and constructing knowledge and understanding as they interact with their environment. We know children are intrinsically social and learn through social interactions between both peers and the adults in their lives. We also promote a growth mindset that recognizes each person has natural strengths and challenges, and define scholarly self-concept as an incremental learner (not “fixed”).

The school curriculum meets our future-directed mission with the inclusion of new and evolving skills and literacies relevant to students today and to prepare them for the challenges of tomorrow. We ask faculty to be vigorous practitioners of curriculum development and to design curriculum with the end goals for student knowledge and skill in mind from the beginning. The Gateway School curriculum map is a living document that provides a starting place for our faculty to think about the knowledge and skills they will teach students; emergent child interests and opportunities in the community lead to
unique projects or in-depth studies, and interdisciplinary curriculum forms a central element of our program. While we regularly consult the various standards created by political and professional organizations, we cherish the freedom to be flexible with content and to be responsive to the skills and needs of the students in our school.

Our teachers are constantly developing their **instructional practices and pedagogy**. Because learning at Gateway is about asking questions, deeply exploring issues, making connections, and navigating within and between disciplines, teachers use a wide variety of instructional strategies to serve our vision of educating students -- there is no “one best way” at all times, but rather an intersection of science and art that faculty apply. Direct and didactic instruction, collaborative inquiry, workshop methods, project-based learning, independent research, gamification, thinking routines, place-based education, and many other strategies are employed across the grades when appropriate, so that students connect with the real world in the immediate Santa Cruz community, at the state and national level, and as members of an increasingly globalized humanity.

We also envision our faculty as **skilled practitioners of neuro-education** who are committed to evolving their instructional strategies by integrating the best available research. Our teachers use a variety of practices based on principles of neuro-education, including techniques such as asking for predictions, integrating movement, leveraging natural interest, making time for play, selecting attention, strengthening long-term memory, and teaching perseverance, among others.

**Differentiation** allows faculty to vary instructional techniques and use lesson plans that engage student interests and address distinct learning needs in order to effectively teach as many students as possible. Neither scaffolding nor individualized instruction, high-quality differentiation has teachers making choices about content, process, and product for each student; while most children will learn most concepts and skills through instruction that is primarily auditory, logical, and symbolic, almost all children will encounter areas of study where an alternative approach is necessary for them to consolidate and master a concept.

**Authentic and rigorous assessment** is a crucial component of the design of our instructional program. We view assessment as a continuum of practices ranging from a summative evaluation that occurs at the end of discrete units of time, to formative assessment that provides data for faculty to make informed instructional choices. Our program uses a wide variety of tools and techniques including tests and quizzes, public presentations and exhibitions of learning, portfolios of student work, rubrics and similar process-based assessments, guided peer and self-assessments, and of course individual conversation and direct observation by faculty. Through this rich array of approaches, our
teachers develop a keen insight into students' growth as measured against developmental norms and our curricular goals for knowledge and skills.

**Books and Supplies**

Students will receive required textbooks, workbooks, literature books, and other materials for each class at various times of the year. It is the student's responsibility to ensure that all books are properly maintained and protected from theft, misuse, and damage. All books must be returned to the school in an acceptable condition (with allowance for general wear).

*Students will be charged for replacement costs of all lost or damaged books.*

Certain classroom materials are included in tuition. Families are sent a supply list of materials to be purchased for individual students prior to the start of the school year.

When appropriate, students will be loaned additional supplies from the classroom to use at home, such as when the school is in Virtual Campus mode. This may include iPads, Chromebooks, or Macbooks. Families are required to sign technology cost replacement agreements prior to borrowing these items.

**Class Placements**

Each summer, the Assistant Head of School, Resource Support Coordinator, and the classroom teachers meet together to decide the appropriate placement for students in their next grade. This team is most familiar with the children’s strengths and areas of needed growth and can make the best placement to ensure the relative balance of the two receiving classes. Once the student is fully enrolled for the year to come, families will be provided with a form to provide any information about their child that would be helpful in placement. The school does not accept requests for a specific teacher. The Assistant Head of School makes final decisions regarding placement.

When students are admitted during the summer, the Assistant Head of School will determine placement, in consultation with the classroom teachers.
Extended Day

Before School Care
Before Care begins at 7:30am daily. Students must enter the school through the Main Office, and proceed to the Extended Day room. At 8:00am, the Before Care staff will take all students to the blacktop, and open the playground. From 8:00am on, all arriving Elementary students should go to the blacktop; Middle School students are welcome at their lockers or in the outdoor Middle School areas. The Swift St. doors to the Lower School Atriums and Upper School Atriums are opened at 8:15am. Before School Care is included in tuition and there is no additional cost to utilize this program.

After School Care
After School Care (ASC) is available until 5:30pm on all regularly-scheduled school days. The After School Care program provides children with a selection of recreational, creative, artistic, and learning activities. All students who are not picked up at the end of the regular school day are automatically taken to the ASC program. Families are welcome to call the Main Office during the day to alert their child and the staff in advance if the child should plan to attend ASC. Daily ASC is charged at an hourly rate of $11/hour. Late pick-up after 5:30pm incurs an additional charge of $10 per 10 minutes. A monthly total of ASC fees is billed directly to a student’s account.

After School Enrichment Program
The school offers three sessions of specialty classes through the After School Enrichment Program. Class offerings include academic, athletic, creative, and technical options, and are based on student and instructor interest and availability. Class information and sign-ups are posted on the school’s website and distributed in the Gateway Family News. Fees vary by class.

Childcare
The school offers a variety of childcare options for different circumstances.

- 30-minute child care is provided for children in grades K-3 while families participate in Family/Teacher conferences. This service is free.
- All-day care is available on Family/Teacher conference days and most teacher in-service days. This care requires advance registration and has an additional charge.
- Childcare is available during select evening events, such as Back To School Night and Parent Education presentations. This care requires advance registration and has an additional charge.
- Please note that childcare is not provided during days that school is closed, during Winter or Spring Break, or on holidays.
Family/Teacher Conferences

Family/Teacher conferences are scheduled at approximately the mid-semester point in both the fall and spring. Please refer to the school calendar for this year’s dates.

- Fall Conferences provide families the opportunity to discuss academic, social, and other sorts of goals for their child with the teacher.
- Spring Conferences provide families the opportunity to reflect on their child’s growth and development across the year.
- Students participate in and lead conferences beginning in 4th grade. This allows them to build organization and leadership skills, to practice public speaking and self-advocacy skills, and to engage in metacognition and reflection about their growth.

Gateway reserves the right to withhold final evaluations and transcript releases to other schools until a student has returned all school property and/or textbooks at the end of a school year, and/or when all bills for a student have been paid in full.

Homework

Gateway’s homework policy is based on the following understandings:

- American society has swung through a regular pattern for and against homework over the past hundred years,
- Families have a wide range of views on how much homework they want their children to do and an equally wide range of experiences supporting their children with the work,
- Well-designed and targeted homework enables students to practice knowledge and skills, and develop habits and routines that will support their learning throughout their academic careers,
- Homework can have negative effects on stress, sleep, health, play, and overall sense of balance, well-being, and love of learning.

Our school is aligned with the American Psychological Association’s recommendations and guidelines in planning homework assignments:

- Students will have no more than 10 minutes per grade level per day. In Kindergarten or First Grade a child might have up to 10 minutes of homework, while in Sixth Grade a child might have up to 60 minutes.
- Every child should read (or be read to) for at least 20 minutes every day, in addition to any homework assignments.
● Weekends will generally be homework free, though teachers have latitude as needed for projects and assignments.
● Homework will not be assigned over Thanksgiving Break, Winter Break, or Spring Break (though some projects may be underway that span those school closures).

Families play an important role in ensuring the environment for homework is healthy and successful:
● Support your child in finding a homework location that is both visible and calm.
● Families should not do or correct a child’s homework. Any homework assigned by the teachers is intentional and meant to support a child; to have an accurate assessment of the child’s learning and mastery, the work must reflect the child’s authentic understanding.
● Families should contact the teacher if their child is:
  * spending more time on homework than appropriate to our guidelines above
  * struggling to complete assignments
  * showing emotional or behavioral responses to homework assignments.

**Interscholastic Athletics**

Gateway offers an after school interscholastic sports program for students in grades 5-8. Our teams include all-gender flag football, boys and girls basketball, boys and girls volleyball, and all-gender cross country running.

In order to cover some of the costs of operating this program, a per-student fee is charged for each team each season.

Depending upon the number of students wishing to play, field space, and other factors, the range of grades included may change annually. While the intent of the program is for teams to be competitive, any student who wishes to participate is welcome to join a team and will play in each game. We cannot guarantee that all players will play for equal amounts of time. In order to be eligible to play in a game, **students must be in attendance during the school day** and must meet the expectations listed below.

**Expectations for athletes:**
● A positive attitude
● Responsiveness to coaching
● Consistent participation at practices and games
● Meeting schoolwork standards
● 5th grade student-athletes must be in good standing by meeting the academic expectations of their teachers in order to participate.
6th-8th grade student-athletes must maintain a 75% grade in all classes in order to participate.
- Satisfactory citizenship on and off the school campus.

Family members are asked to remember that coaches make decisions in the best interest of the team and all its members, not just a particular child.

**Appropriate issues to discuss with the Coach:**
- The coach’s philosophy
- The coach’s expectations for your child and the team
- Scheduling
- Treatment of your child
- Ways to help your child improve
- Concerns about your child's behavior.

**Parents should refrain from discussing the following with the Coach:**
- Placement on teams
- Playing time of individual team members
- Strategies used by the coach during contests
- Other student-athletes.

**Physical Education and Movement**

**Physical Education**
Gateway believes that Physical Education (P.E.) is important for children of all ages. Our program is rooted in the concept of physical literacy: just like reading and writing, children need to learn to move correctly. They need to build the confidence and competence to move in multiple environments, which opens the door for young people to participate in life in a physical and active way. We know that movement is skill-based and takes practice.

We do not have a dress code for P.E.: we expect students to wear clothes that do not get in the way of their participation.

We do require safe footwear for class, which in general means closed-toed shoes.

If a student cannot participate in P.E. due to an injury or illness, the family should provide a note to the teacher in order for the child to be excused.

**Movement**
Movement is essential to children's health and tied to physical, emotional, and intellectual
growth. Our program provides mid-morning and mid-day recess breaks to give children the chance for free play and movement. Teachers have the flexibility to give additional brain breaks and movement breaks as appropriate and incorporate movement into the classroom in a wide variety of ways. Our classrooms are equipped with a range of seating options including wobble stools, Dynadisc exercise pillows, core-support chairs, and standing desks -- our most engaged classrooms are characterized by an active hum of learning, rather than still and silent obedience.

**Progress Reports**

Teachers provide written feedback on students’ academic performance and behavioral progress through end-of-semester Progress Reports in January and June. Progress reports include course descriptions covering the content and activities included in the class; a rating scale of student mastery on critical skills and standards; and personalized narrative reflections about the child by the teacher.

**Resource Support Office**

The Resource Support Office provides students, families, and teachers with support for children's academic and social development in situations of particular concern. The office handles the following responsibilities at Gateway:

- Coordinates the Student-Teacher Success Team process (detailed elsewhere in this handbook)
- Provides lists of outside support providers and resources to families as requested
- Supports families as they navigate assessment and/or testing with outside organizations such as private psychologists, occupational therapists, and school districts
- Reviews any documentation provided by families or outside assessment providers, and coordinates teacher implementation of any appropriate classroom modifications or accommodations
- Coordinates the creation and review of 504 Plans and Independent Support Plans
- Facilitates the school/family coordination of any classroom aides or shadows.

**Standardized Testing**

Gateway recognizes that standardized testing is inherently flawed for the following reasons:

- The tests are not aligned with our vision of our program
● The tests are not aligned to our curriculum
● The data they produce is not especially useful in either informing our future instruction or analyzing our past instruction
● They are massively time-consuming and impact valuable instructional time
● They create unnecessary stress and anxiety in children and families
● They are not necessary for our accreditation with CAIS
● **They are based on and reinforce explicit and structural racism**, and they don't measure what’s important in learning

In addition, states across the country are canceling fall testing, and many colleges are going test-optional for admissions in the coming year -- further revealing the flawed premise upon which the testing industry has infused its way into American education.

For this reason, the school is not giving a standardized test at this time. In 2020-21 we will be forming a task force of faculty and administrators to investigate options and opportunities for external assessments that may be effective and aligned with our beliefs about teaching and learning.

**Student-Teacher Support Teams (STST)**

Gateway's STST process provides students and teachers with strategies that help students reach their academic potential, meet behavioral expectations, and ensure appropriate social integration with peers and adults.

The STST consists of teachers, the Resource Support Coordinator, the Assistant Head of School, the child's parents or caregivers, and any other educational or medical professionals working with the child.

The STST is responsible for recommending modifications or accommodations to the student's academic program in order to meet the developmental needs of the child:

- The team will recommend an accommodation if a student is meeting the grade-level expectations but requires a special allowance or additional support in order to do so (e.g., using an electronic device to record a lesson or lecture; substituting an oral presentation in place of a written assignment; using spell check or a calculator; completing fewer problems than assigned on homework; working with a tutor).
- The team will recommend a modification to the program if the student's work requires a change in the curriculum expectations, either above or below the standard set for the class.

Situations occasionally occur in which parents and caregivers do not agree with the
school's recommendations and requirements that arise during the STST process. The school reserves the right to void a family's contract and/or decline to re-enroll the student for the following year if the school and family cannot align on a program of interventions and support.

**STST Goals and Responsibilities**

- To provide a forum for developing a student support plan that explains the responsibilities and roles of the student, caregivers, teachers, and administrators.
- To ensure the continuity of an action plan during a student’s time at the school.
- To establish timelines for specific outcomes to be achieved.
- To maintain ongoing documentation of the plans, actions, and outcomes.
- To advise the administration when the necessary improvement in student achievement/behavior is unlikely to occur or will have an unreasonable impact on teachers, peers, or the school.

**Progress Report Notations**

- If a tutor or learning therapist is solely responsible for curriculum material in a particular area, then the semester progress report will note “NA — see tutor for assessment.”
- If a student's program has a modification, an asterisk (*) will be placed next to a box to indicate a modified program. The teacher will note the type of modification in the narrative comments.
- If an Elementary student is working with a tutor, then the student will receive a “requires support” or “meets expectations” on semester progress reports in the appropriate academic discipline.
- Middle School students that work with tutors will receive a subject-level score on Middle School evaluations. If a student receives outside support for their work and is still not meeting expectations, this will be noted on the semester progress report.

**Student Aides and Tutors**

**Shadows**

Gateway may require families to hire a shadow/aide to provide academic, emotional, or behavioral support for a student. The best aides are those who are highly trained and/or supervised by a clinical psychologist or as part of an accredited agency. All shadow aides must be approved by the Assistant Head of School and must participate in a background check through the Live Scan fingerprinting system in order to work on campus. Families are solely responsible for all state and federal obligations, including any salary and tax requirements.
Tutors
The school may recommend tutoring as a means to assist a child in the development of their academic knowledge or skills. As a convenience, the school may allow tutoring to take place during the school day when it does not adversely affect the child or the other students’ learning. If this is not possible, tutoring will have to take place outside of school hours. Upon request, the Resource Support Coordinator can provide parents with the names and contact information of tutors with whom our students have previously worked and had success.

Gateway Teachers as Tutors
Gateway teachers are allowed to work as private tutors with students. We maintain the following restrictions to avoid any conflict of interest between families, staff, and school:

- Gateway faculty may not tutor enrolled students currently in their grade for pay.
- During the summer, Gateway faculty may not tutor students who will be or have been in their classes immediately prior to or immediately following the summer, unless special exemption is granted by the Assistant Head of School.
- Teachers may tutor in their classrooms, with the following restrictions:
  * Morning tutoring must end at least 15 minutes before the start of the day.
  * Afternoon tutoring may not begin until 15 minutes after the end of the day.
- The Resource Support Coordinator and Learning Specialist will not provide paid services for Gateway students beyond those within the scope of their roles at Gateway.
- The Resource Support Coordinator and Learning Specialist may provide private services for students once they no longer attend Gateway.

Coordinating on-campus after school tutoring
Families must receive permission from the Assistant Head of School for any on-campus after school tutoring services. Room assignments must be coordinated with the Director of Extended Programs.

Non-Gateway tutors:
- If on-campus tutoring services from outside tutors are beginning by or before 3:00, participating students should wait in the Main Office, where they will be picked up by the tutor.
- If on-campus tutoring services from outside tutors are beginning after 3:00, participating students must first check into After School Care (ASC), where the tutor will be able to pick them up.

Gateway tutors:
• Students who are participating in after school tutoring services provided by Gateway teachers should check into ASCare, where they will be picked up by the tutor.

Students who have completed tutoring will wait to get picked up in the Main Office for 10 minutes, after which they will be checked into ASC. If the Main Office is closed when the tutoring session is finished, and the tutor is not available to wait with the child, then the child will be checked into ASC and charged appropriately.

**Summer Program**

Gateway offers a summer program called Camp Gateway, which typically features a wide variety of specialty and academic enrichment classes as well as a more traditional day camp program. Information about Camp Gateway for the following summer goes out to our community in February or March and is also available on the school’s website.

**Technology**

Gateway integrates a wide range of digital technology in a developmentally-appropriate way across the grades.

The school makes every effort to protect students and teachers from misuse or abuse when accessing electronic information services. Students are responsible for their behavior on the computer and for ensuring that school guidelines are followed. All students review and sign a Respectable Use Policy that outlines the conditions of responsibility and acceptable use. Computer and internet rules at school may differ from those you have at home; families are encouraged to review the school’s guidelines and to support the school in its use of technology as a learning tool.

- Students must have permission from, and be supervised by, a Gateway School employee or designated adult volunteer when using a computer or Internet-enabled device (including laptops, tablets, cell phones, etc.). It is the responsibility of the adult in charge to be actively supervising at all times.
- Gateway School equipment is for learning and teaching only.
- Students may not deface a Gateway School computer in any way; this includes but is not limited to adhering stickers, writing on, and engraving. Students who deface school computers will be held financially responsible for any damage.
- Gateway School computers are loaded with standard, licensed software. Any additional software installed must first be approved by an appropriate staff member and must be properly licensed.
● Students may not change school information or portray themselves as another person over the Internet.
● Students are responsible for their own data. Gateway School may at any time erase all data from a machine in order to reinstall software that has become damaged.
● Downloading inappropriate materials, music, and video games is not allowed. The use of peer-to-peer downloading software and/or downloading copy-written material is strictly prohibited.
● Email, chat, and social networking at Gateway School is for communication of school information only. Personal conversations may not be conducted on school computers. All correspondence sent from a school device should be courteous and appropriate.
● Personal equipment such as laptops and Internet-enabled devices are subject to the school's Respectable Use Policy while on campus. The use of these devices must first be approved by a Gateway School employee. Students are responsible for the care and security of any personal property.
● The use of cell phones and other cellular or WiFi-enabled watches is not permitted during the school day.

Volunteer Participation During the School Day

The school appreciates and relies on adult volunteers. There are many opportunities for family members to contribute inside and outside of the classroom. A volunteer form goes out to the community at the beginning of the year asking for information about special skills, interests, and availability. We hope every Gateway family is able to support and enhance the school through some volunteer activity, though we understand that not all are able to do so. This is why Gateway does not require a specified number of volunteer hours for each family. Some examples of ways adults can support Gateway include putting on community events, helping with fundraising campaigns, making costumes for the class plays, working in the academic or specialist classrooms, chaperoning field trips, and helping on a campus workday.

We ask that parents observe the following guidelines when participating in the classroom:

● Observe Gateway's Standards of Community Behavior.
● Remember that you are there to assist the teacher. Please be flexible about what kind of help is needed. Be willing to sharpen pencils and sort papers if that best meets the classroom's needs.
● Reflect the tone of the classroom in your own demeanor. If the class is quiet, join in quietly. Keep adult conversation to a minimum.
● Always ask for help when needed, especially when you are uncertain of the expectations or the assignment.
• Keep confidentiality. If you observe something of concern, bring your concern to the classroom teacher; don’t discuss the students with other parents.
• Remember that the teacher has a schedule to keep, even during recess. If you need to talk with her or him, set up a time to meet after school.
• Please arrive on time.
• Do not use cell phones on campus.

Adults should adopt a professional demeanor when working with students. This means:
• Treating students in a fair and even-handed way and not showing favoritism, even when a parent’s own child is in the group.
• Using appropriate language.
• Refraining from touching students unnecessarily. Although hugging, cuddling, tickling, or rubbing may be appropriate behavior between a parent and their child, behaving in these ways with other children is almost always inappropriate. Such actions may evoke feelings of discomfort or threat in the child and/or violate our standards for physical contact with children.

In order to ensure the safety and well-being of all our students, adults who volunteer to work with students on a regular basis may be required to submit to a background check through the Live Scan fingerprinting system.
Section Three: Community Protocols

Arrival & Dismissal

Morning Arrival
From 7:30-8:00am, all students will enter through the main office, and proceed through both the Lower School Atrium and Lower School Commons to the Extended Day Room. Families are welcome to use curbside drop off, or park and walk in with their child.

From 8:00-8:45am, Lower School (K-4) students and families will enter the building either through the double doors into the Lower School Atrium or the Main Office. Students should continue through the back doors of the atrium onto the playground, and put their bags on the colored line corresponding to their class. The bell will ring for the start of the day to call students to line up. After 8:30am, fourth graders should enter through the Main Office and check-in at the front desk. After 8:45am, all other Lower School students (K-3) should enter through the Main Office and check-in at the front desk.

**Grades K-1:** Students and families are welcomed into the classrooms and Lower School Commons beginning at 8:30am to unpack, settle in, and adjust. All students will enter through the classroom’s outside door. If any students are on the playground when the second bell rings at 8:45am, they will line up at the classroom’s outside door for entry.

**Grades 2-3:** Students are expected to line up on the blacktop at 8:45am when the second playground bell rings. Teachers will greet students in line and walk them to the classroom.

**Grade 4:** Students are expected to line up on the blacktop at 8:30am when the first playground bell rings. Teachers will greet students in line and walk them to the classroom.

**From 8:00-8:30am, Upper School (5-8)** students and families will enter the building either through the double doors into the Upper School Atrium or the Main Office. Students are welcome to remain at their locker in the atrium or continue through the back doors of the atrium to the playground and Middle School lawn. At 8:25am the Middle School bell will ring, and the Upper School Classrooms’ outside doors will be opened. Students should report to their first classroom at or just before 8:30am and be ready for class. After 8:30am, all students in grades 5-8 should enter through the Main Office and check-in at the front desk.

On rainy days, students should go directly to their classroom if arriving after 8:00am.
Please keep in mind that teachers are generally not available for lengthy discussions in the morning, as they are busy preparing for the coming day. This may be a good time to schedule a later appointment.

**Afternoon Dismissal**
Gateway cannot release a child to anyone other than parents or guardians without prior parental consent. Parents should list authorized persons on their child's emergency card. Guardians can also notify the Main Office by phone or in writing if a specific person is picking up their child on a one-time or on-going basis.

Students may not leave the school during school hours without supervision by an authorized adult; the adult must check in with the Main Office before taking the child from campus.

**Grades K-1** dismissal begins at 2:30pm and runs until 2:45pm. Students who are staying for After School Care (ASC) will be taken directly to the Extended Day Room and checked in. Younger siblings who are being dismissed at the same time as their older siblings will also be supervised in the Extended Day Room, and then brought to meet their older sibling at the appropriate time by ASC staff. Families that choose to park and walk on campus are asked to wait in the Lower School Atrium, Hannelore Herbig Room, or on the playground, and come to the Lower School Atrium at 2:30pm to collect their children. Families are also welcome to use curbside pick up in the drive-through at the front of the school. Students not picked up by 2:45pm will be checked into ASC.

**Grades 2-3** dismissal begins at 2:45pm and runs until 3:00pm. Students who are staying for After School Care (ASC) will be taken directly to the Extended Day Room and checked in. Younger siblings who are being dismissed at the same time as their older siblings will also be supervised in the Extended Day Room, and then brought to meet their older sibling at the appropriate time by Aftercare staff. Families that choose to park and walk on campus are asked to wait in the Lower School Atrium, Hannelore Herbig Room, or on the playground, and come to the Lower School Atrium at 2:45 to collect their children. Families are also welcome to use curbside pick up in the drive-through at the front of the school. Students not picked up by 3:00pm will be checked into ASC.

**Grade 4** dismissal begins at 3:00pm and runs until 3:15pm. Students who are staying for After School Care (ASC) will be taken directly to the Extended Day Room and checked in. Families that park and walk on campus can wait in the Lower School Atrium, Hannelore Herbig Room, or on the playground, and come to the Lower School Atrium at 3:00pm to collect their children. Families are welcome to use curbside pick up in the drive-through at the front of the school. Students not picked up by 3:15pm will be checked into ASC.
Upper School (5-8) dismissal begins at 3:00pm and runs until 3:15pm. Students who are staying for After School Care (ASC) are responsible for going directly to the Extended Day Room and checking in. Families that park and walk on campus are asked to wait in the Upper School Atrium, Hannelore Herbig Room, or on the playground, and come to the Upper School Atrium at 3:00pm to collect their children. Families are also welcome to use curbside pick up in the drive-through at the front of the school. Grades 5-6 will be picked up at the inner curb in the drive-through, and Grades 7-8 will be picked up on the outer curb on Swift Street. Students not picked up by 3:15pm will be checked into ASC.

Grades 6-8 students with written permission from families to leave campus may do so at dismissal. Students remaining on campus after 3:15pm will be signed into ASC.

N.B. re: On-Campus Arrival & Dismissal in the era of COVID-19
The policies and procedures outlined above may be altered while the school aligns its practices to ensure it is doing everything possible to promote health and safety during the COVID-19 pandemic, including meeting guidelines from the Santa Cruz County health department and California Department of Public Health. Please see our 2020-21 On-Campus Arrival & Dismissal Procedures for more information.

Attendance

We expect that all students will attend every class every day if able to do so.

The spirit of this absence policy is to promote the idea that every school day provides students with a new opportunity to grow, learn, and engage with the curriculum and their community. What takes place in our classrooms cannot be duplicated merely by reading a textbook, filling out a worksheet, reviewing a peer's notes from class, or completing an assignment from home.

We understand that, on occasion, a student will need to miss a class or a day of school. Families should give careful consideration to the impact a child's absence has on both them and the class, and promptly communicate with the school about the time and date of any planned absences.

Excused Absences
Student illness, a death in the family or other family emergency, religious holidays, and school-related activities are considered excused absences.

Appointments with medical providers are also excused absences. We encourage families to make appointments after the school day or when school is not in session when
possible.

If you know in advance that your child will be absent, please call the Main Office as soon as possible so that your child’s teacher may plan accordingly. Students should make arrangements with their teachers on the day they return to develop a plan for missed work. In the Middle School, students with excused absences will be afforded the same number of days as the absence to submit missed work and/or to make up assessments.

In the event of an extended absence, parents and children should be in communication with the teacher to keep up with assignments and projects.

**Unexcused Absences**

Absences for personal convenience or due to family trips and vacations that extend beyond school holidays will be deemed unexcused.

Students with unexcused absences may not be able to receive work ahead of time. They are responsible for all missed material, and all work and assessments must be made up according to the teacher’s recommendation and based on their schedule. Conflicts or questions will be resolved by the Assistant Head of School.

We do not assign grade penalties for work missed due to an unexcused absence. Children are expected to complete the work as assigned and/or modified by the teacher within the given time period after an unexcused absence; incomplete work at that stage may impact their performance.

In the Middle School, unexcused absences have an effect on the student’s learning. Teachers will continue to accept missed work from students whose absence is unexcused, and provide opportunities for students to catch up with work or the pace of the class; however, *it is the student’s responsibility to ensure all upcoming deadlines are met and to be apprised of the topics that were covered during their absence.*

**Excessive Absences**

If a student is absent for any reason for more than 20% of a school year, their mastery of grade-level learning outcomes may be undermined. The Assistant Head of School will meet with students who are frequently absent from school, and their families, to discuss the reasons for the absences. The family and the school will together develop a plan to improve the student’s attendance record and performance when absences begin to adversely affect the student’s learning and the classroom environment. This plan may include a contract that stipulates future expectations for the child’s attendance; a student’s failure to honor the terms of the agreement may result in removal from the school community.
**Timely and Tardy Arrivals**

If a student arrives at school tardy, they must report to the Main Office to sign in. Tardy arrival is defined as after 8:45am for grades K - 3 and after 8:30am for grades 4 - 8.

Children who arrive late to school or to class have missed the routines that welcome, settle, and engage them in the day’s learning, and may disrupt the learning already taking place in the classroom. Children also often feel uncomfortable walking into a class that is already underway. Please give your child the opportunity to begin each day on a good note by arriving at school on time.

Students who are routinely late to school, and their families, will meet with the classroom teacher or Middle School advisor to discuss the reasons and systems leading to the repeated tardiness. If this pattern begins to affect the academic and social/emotional development of a student, the family, teachers, and Assistant Head of School will work together to develop possible interventions and supports, such as behavior contracts, counseling, or other options. In extreme situations, natural consequences such as incomplete semester coursework or counseling out of the school may result because of chronic absenteeism or truancy.

**Behavior Expectations**

**Standards of Behavior**

Our community approaches behavior management in light of five key principles:

1. Belief in the dignity of every person
2. Community building
3. Equity and fairness
4. Respect for cultural differences
5. Respect for the safety and inclusion of all individuals and groups.

This has led to the development of three overarching expectations for all members of our community:

1. Respect for each individual, the community at large, and the physical environment
2. Integrity in our words, choices, and actions.
3. Compassion and awareness for self and others.

All members of the school community are responsible for aligning their behaviors with these central expectations. Examples include, but are not limited to, the following:

- Using polite and respectful language with others
- Moving our bodies safely
- Avoiding exclusive play or relationships
Progressive Discipline in the Classroom

Our disciplinary system is designed to allow students to grow from mistakes. Our approach is based on a sequence of scaffolded responses to unexpected or inappropriate student behaviors.

- **Reinforce**: teachers regularly review our expectations and agreements for student behavior and check for student understanding.
- **Remind**: at times a simple reminder about the task or expectation can help a child shift to appropriate behavior.
- **Redirect**: by specifically identifying a behavior to stop doing, and another to begin doing, teachers can help children recognize their divergence from expectations.
- **Reprimand**: when prior steps have not been effective, or a child’s behavior threatens the health or safety of others, teachers will rebuke students and have broad authority to implement consequences, such as removing a child from the classroom, or requiring reflection and repair prior to re-entry.

This scaffold provides a menu of responses for teachers to implement; we trust and empower their professional judgment in the moment about the appropriate response given a wide variety of dynamic factors they must consider, including the specific child, specific behavior, history/pattern, needs of the group, and more.

We know that student behaviors always have a "why" behind them. As adults, we have a choice in how we respond, and our goal is to address the underlying issues rather than the surface-level symptoms in disruptive or unexpected behavior. By using the scaffolded approach above and helping students think meta-cognitively about their behavior, we are able to surface the hidden need or belief, and address that, rather than simply responding to the misbehavior. This is both respectful of the child as a growing being, and more effective in the development of self-discipline and decision-making over time than a judgemental or consequence-first approach.

Zero Indifference

In alignment with our anti-bias framework and social justice standards, zero indifference is a concept from Teaching Tolerance that “means never letting disrespectful conduct go
unaddressed; school staff always name and respond to behaviors, but they do not implement automatic suspension, expulsion, or other punishments.” We will always respond to incidents and issues that take place on our campus (and sometimes beyond, whether in the community or online), but we understand that research has shown so-called “zero tolerance” policies do not make schools safe or reduce bullying or harassment.

Consequences of Record
At Gateway School, we differentiate between discipline in the traditional sense meaning consequence as a punishment for some misdeed, and discipline in the progressive sense of self-discipline meaning an individual's developing ability to make good choices in line with their moral and ethical character development. Our focus is firmly on the latter, and we believe the vast majority of incidents at school can and should be handled by that approach.

However, there are times when an external consequence is an appropriate response to specific behaviors, incidents, or circumstances. Implementation of punishments is at the discretion of the Head of School and Assistant Head of School and will factor in the nature and severity of the incident, the impact of the incident on others, the threat to health and safety posed by the behavior, and any other relevant factors. The school reserves the right to send home or suspend a student; require participation in detention or conflict resolution; implement behavioral contracts or other interventions; and to expel students when judged appropriate.

We do not tolerate violent, abusive, or dangerous behavior by members of the Gateway community. The following are examples of behaviors that will result in immediate consequences:

- Threatening or intimidating others physically or verbally, whether in person or via electronic means.
- Possessing or being under the influence of tobacco, drugs, or alcohol while at school or during school-related events and activities.
- Self-medicating with either prescription or non-prescription medications unless written permission is on file with the Main Office.

Gateway School also reserves the right to respond to actions by students when not under the supervision of the school if the actions are deemed to have a deleterious impact on the school community.

No set of guidelines can cover every conceivable situation that may arise. The disciplinary procedures in this handbook are intended to apply under normal circumstances. However, from time to time, there may be situations that require immediate or
non-standard responses. This handbook does not limit the school from deviating from normal practices, and to deal with individual circumstances as they arise in the manner deemed most appropriate.

**Family support**
By enrolling at Gateway, students and families agree to abide by all the rules and policies, both stated and implied. Families are expected to assist in upholding the standards and expectations of the school and to support any disciplinary action that the school may take.

The school reserves the right not to continue to enroll or to re-enroll a student if the school concludes that the actions of a parent (or guardian) make a positive and constructive relationship impossible or otherwise seriously interfere with the school's educational purpose.

**Birthdays**
Gateway celebrates each child's birthday in order to make them feel very special on this occasion. To celebrate, families are invited to provide a nutritious treat for all the children in the class (please see the Food and Nutrition Guidelines elsewhere in this document). Parents are asked to notify the classroom teacher in advance, as some students have special dietary restrictions. Treats brought to school without complying with the allergy guidelines or food policy will be refused by the teacher.

Students and families are asked not to distribute party invitations while on campus (even if you are inviting every child in the class or grade).

Please do not have balloons or flowers sent to school on a child's birthday.

**Conflict Resolution**
Children naturally come into conflict with each other, because this is part of the work of growing up. Most conflicts happen as children are learning how to express their needs, listen to others, and compromise. Children need direct instruction on these interpersonal skills, and Gateway embraces our role as a fertile space for this work. We teach children that conflict is not inherently bad; it is a crucial learning opportunity.

Gateway uses the RULER approach to creating healthy structures for children and classes to grow and navigate conflict. Students and faculty work together at the beginning of the
year to create Class Charters in Grades K-5 and Social Contracts in the Middle School which guide behaviors, how students respond to unexpected situations, and when and how to ask for adult help.

Our teachers provide students with structured opportunities for discovering peaceful ways of resolving conflicts with others. This may include using RULER tools such as the Meta-moment and Blueprint, as well as other techniques. Students are taught to resolve conflicts by speaking their truth and active listening while bringing respect and compassion to the moment. We teach students to listen carefully to what each person feels and wants, and to find ways to solve problems through compromise. As students get older, we expect them to demonstrate increased independence in these skills.

**Dress Code**

Gateway School supports a body-positive culture that encourages student self-expression.

- Students must wear a top, bottom, and shoes.
- Students must wear closed-toed athletic shoes for PE.
- Buttocks and nipples must be covered at all times with opaque material.
- Undergarments should not be visible.
- Students cannot wear clothing that displays violent images or language; images or language depicting drugs or alcohol; images that create a hostile or intimidating environment; hate speech, profanity, or sexually suggestive material.
- Students have a right to dress per their gender identity, within the confines of the dress code.
- In Middle School, students are responsible for managing their personal dress.

**Dogs**

Dogs are not allowed on any property owned by the Santa Cruz City School District, including the Natural Bridges Campus. Please stay with your dog and do not tie it up in front of the school.

**Fundraising Activities by Students**

All student-led fundraisers should be tied to and in support of the curriculum. If an individual, group, or class wishes to provide or raise funds as a community service project, they must receive approval from the Director of Advancement and the Assistant Head of School. The students must find a supervising teacher and satisfy all school policies, such as environmental and nutritional guidelines, in their efforts. All fliers and
other announcements must be approved by the faculty supervisor.

Gateway Families Association (GFA)

The Gateway Families Association (GFA) is a family-led organization that works in cooperation with faculty and staff to meet the mission of the school. All Gateway families are automatically members of this dynamic group and are encouraged to participate at any level. The GFA is a great way to meet other families across grade levels, get involved in the life of the school, and have fun.

Mission Statement
The GFA is open to the entire Gateway Community. The purpose of the GFA is to advance, through family participation, the mission and core values of Gateway School. The GFA brings families together for the benefit of all children at Gateway School. The GFA:

- Builds community among our families in support of Gateway School.
- Provides information to the Board of Trustees about upcoming GFA events.
- Promotes family engagement via volunteer support for the faculty and administration of Gateway School.
- Raises funds in support of the mission and programs of Gateway School.

At all times, the GFA cooperates with and consults with the school administration to ensure that the nature of its activities and the manner and timing of its contributions are consistent with the school’s educational purpose and financial needs.

Executive Committee
The Executive Committee includes the following positions:

- President
- Secretary
- Treasurer
- Scribe
- School Administrator

Activities
Typically, the GFA performs duties to support community-building events. Such duties include providing coordination, volunteers, and financial support for events including but not limited to the following:

- Open House and New Family Welcome Reception
- First day of school Community Coffee
- Spring Auction/Gala
- One World One Earth Day
Meetings
Monthly meetings are held at 8:45am on the first Thursday of the month during the academic year. The Annual Meeting, when elections occur, is held in addition to the monthly meeting in April and will be held in the evening. All members are invited to participate. Notice of meetings shall be in writing (via the Gateway Family News or posted at school) and distributed at least 10 days prior to the meetings. All meeting times and dates are posted on the school calendar.

Bylaws
In keeping with best practice according to the National Association of Independent Schools (NAIS), the GFA bylaws are approved by the Board of Trustees. They are available for review upon request from the Executive Committee.

Halloween
Our school community enjoys dressing up at Halloween and invites parents, siblings, and loved ones to join our students and staff in doing so.

The Kindergarten and First Grade students put on a parade for students and families before lunch. The Second Grade through Eighth Grade puts on a parade for students and families after lunch. K-5 costumes may be worn in the morning if they do not distract the child or other students. Middle Schools costumes should be put on at 1:45pm, prior to the parade beginning.

Please be sure your child adheres to the following costume guidelines:

- Costumes should be suitable for walking in.
- Costumes should not engage in cultural appropriation or fetish/mock any particular group.
- Costumes should not convey messages of violence or sex.
- Weapons must be left at home.
- Face masks must be left at home.
- Face paint is not allowed during the parades.
Lost and Found

Families should clearly label their child’s first and last name on all articles of clothing, lunch boxes, packs, and other bags. The lost and found racks are located in the Lower School Atrium and Upper School Atrium. Unclaimed clothing is donated to charity monthly after the First Friday assembly.

Lunch & Snack

The school encourages children to bring a nutritious mid-morning snack (along with their lunch) in a labeled lunch box or bag. We encourage parents to reduce waste by using reusable containers and minimizing items with excessive packaging.

Most of the year lunch and snacks are eaten outdoors, and we want to be careful about preventing litter. Students will be taught personal and collective responsibility about this and may be assigned cleaning or other stewardship activities on the campus.

Microwave ovens are available for student use to heat up lunches. Because many students are trying to use the microwaves in a condensed time period, we ask that you please not send items that require a long amount of time to heat.

The school uses an outside hot lunch provider called Ohlsen Foods to deliver nutritious, waste-free lunches for an additional fee every day of the week. The After School Care (ASC) program provides students who are staying for ASC with a snack each day.

Door Dash and other food delivery services are not permitted.

Students may not leave campus for lunch.

Nutrition Values

Food and Nutrition Values
We use the USDA Dietary Guidelines for Americans as the basis for our nutrition policy.

We encourage parents to provide lunch and snacks for their children that are nutritious and low in sugar.

We believe in the importance of nutrition education, both in the classroom and through
hands-on learning in the Life Lab Garden, and meet or exceed state standards for nutrition education.

We strive to reinforce good nutrition messages in all school functions.

We ask teachers to refrain from using food as rewards or as giveaways.

We educate about and encourage mindful eating practices.

We encourage students to take an active role in nutrition-related activities at school.

We recognize the impact of food-related activities on the environment and therefore try to support local businesses and farmers, buy locally grown and seasonal produce, use green cleaning products, emphasize waste-free lunches, and recycle whenever possible.

**Healthy Food Guidelines**
Healthy eating is an important foundation for successful learning and growth in school. Gateway's Student Council has created the following guidelines to help children and families pursue this goal. Please adhere to these when preparing snacks, lunches, and VIP, holiday, or birthday treats to share.

- All foods should conform to the school's low-sugar approach.
- Glass containers should not be used for any beverage brought to school.
- Water is encouraged over fruit juice or drinks with artificial flavorings and sugar.
- The following foods are not allowed at school:
  - High-sugar drinks such as soda or certain juice packs
  - Caffeinated beverages
  - Candy
  - Gum, unless approved as part of an STST plan.

**Personal Possessions**

All personal toys should be left at home.

Families should contact the classroom teacher if a younger child feels a strong need to bring a special toy from home to aid in the transition to school. The After School Care (ASC) program will also be made aware of the need a younger child might have for a comfort toy, and arrangements can be made to have such a toy safely stored until the ASC program starts.

Individual classrooms may have special sharing times as determined by the teacher. At
those times, teachers might allow toys to be shared as well as special objects such as pictures, travel souvenirs, and other assorted treasures.

Gateway discourages students from bringing electronic devices to school.

Students are prohibited from bringing knives or dangerous objects to school.

Personal possessions being used inappropriately (such as during class) or that create a disturbance may be confiscated by a teacher, to be returned at the end of the school day.

Cards games such as Magic: The Gathering or Pokemon may be played with the teachers permission. Card trading between students is prohibited.

**Puddle Policy**

The Puddle Policy was created by the Student Council in 1994.

- Any student wading in puddles must wear rubber boots, as well as appropriate outerwear.
- Appropriately dressed students may walk through or around puddles, without running or splashing.
- Students who wade in puddles must wipe their feet at the door and change into regular shoes when entering the building. Students are responsible for cleaning up any mud they track onto the floors or rugs. Cleaning supplies are available from the Main Office.
- It is suggested that students who often seem to get wet outside should have an extra set of clothes at school.

The following penalties will apply to students who do not follow this Puddle Policy:

- First warning: Out of puddles for the rest of the day.
- Second warning: Out of puddles for five days.
- Third warning: Out of puddles until further notice. Assist in school cleaning as directed by staff.

**Student Telephone Use**

**Cell Phone Policy**

All cell phones and smart devices must be “off and away” while students are on campus during the academic day between 7:30am - 5:30pm. Students’ backpack or locker is an appropriate storage place: a child's pockets are not considered “away”. Teachers will store
student devices if requested.

**Grades K-5**
Students may use the phone in the Main Office with adult permission. Students may not use cell phones or smart watches while on campus between 7:30am - 5:30pm.

**Middle School Cell Phone Usage**
Middle School students may use their cell phones or smart watches to make phone calls with the permission, and in the company of, a supervising adult.

**Text Messaging**
Text messaging is not permitted on campus during the academic day.

**Consequences for Improper Use**
If a cell phone is seen in a student’s hand, an adult will first:

- **Check-in**: does the child need something? If it's to call home, the adult will remind them of the proper procedures (ie. asking to make a call in the office).
- **Take the phone**: remind the child that we keep phones away and turned off at all times.
- **Bring the phone to the Main Office and log the student’s name, date, and time of cell phone infraction.**

**First Infraction**: The student may pick up the device from the front desk at the end of the day. The adult who took it will meet the child there to review our cell phone policy.

**Second Infraction**: The Assistant Head of School (AHOS) will call the family and send an email to the child’s teacher/advisor, explaining that the caregiver needs to come in and get the phone from the desk at the end of the day. The AHOS and Receptionist will ensure follow-through.

**Third Infraction**: The AHOS will email the family with the plan going forward: the student will need to turn in their phone/device at the front desk at the start of the school day for two weeks, where they may pick it up at the end of each day.

**Talent Show**
A beloved tradition at Gateway, our Talent Show gives children (and staff) the opportunity to shine in front of the entire community. The event is coordinated through our Extended Day program and held in late May or early June.
Talent Show Guidelines

- Kindergarten students do not participate as performers in the Talent Show.
- Performances should meet all guidelines and expectations of appropriateness as outlined elsewhere in this handbook.
- Performances should be no longer than two minutes.
- All performances should be scripted and must be previewed in their entirety at the audition. Performances that have not been approved are not permitted.
- Performers may sing over recorded music; lip-syncing is not permitted.
- Any recorded music must be given to the Talent Show Coordinator prior to the audition.
- Singers should bring a printed copy of the lyrics to the audition. Performances with inappropriate lyrics will not be permitted.
- Dancing and gymnastic performers may have lyrics with their music.
- Students may be in a maximum of two performances: a solo act and a group act, or two group acts. Two solo acts are not allowed. The committee may limit students to a single performance depending on the overall number of acts.
- When choosing acts, the committee will look to offer a variety of performances. If multiple acts perform the same activity or sing the same song, the committee will work with both groups to find a solution.

Traffic, Parking & Bike Parking

The school works with its neighbors to make the street a safe place for students, neighborhood children, neighborhood pets, and residents.

It is important that Gateway-affiliated vehicles not block or park in the neighbors’ driveways. The school monitors traffic in front of the school during drop off and pick up times. It may be necessary for the school to place restrictions on families who violate our use permit or negatively impact our relations with neighbors.

Our traffic and parking plan reflects our goal to provide a safe environment for our students and families, and our commitment to act as good neighbors with the other tenants at 255 Swift Street and the surrounding residents. Please do your part to follow the guidelines below!

Parking
The parking spaces in the pull-through directly in front of the school are clearly labeled as reserved, visitor, and 15-minute max. We ask all families to refrain from using these spaces unless appropriate to do so. Grandfriends and special guests are welcome.
to use the visitor spaces. Please do not ever leave your car in the pull-through without it being in a marked space.

Families are welcome to park in the parking lot on the south end of the school. Four spaces are marked as reserved for the Natural Bridges Children's Center. All other parking spaces in this lot are available on a first-come, first-served basis.

If no spaces are available in the parking lot, please make use of the copious free parking in the neighborhood. We encourage families to park on the west (non-residential) side of Swift Street whenever possible. The curb alongside the Head Start program on the north end of our campus is used for parking by those families. We ask Gateway families to find other places to park.

The portion of the Swift Street curb directly in front of the school is painted white. This area is for pick-up and drop-off only. Please do not leave your vehicle unattended on this curb.

Please help keep all of our children and families safe by coming to a complete stop at the intersection of Swift Street and Chase Street, using turn signals, and obeying all traffic laws.

**Bike Parking**
The school has secure bike parking but we ask that you bring and use a lock. Bike racks are located at the south end of the building, near the parking lot and adjacent to the Middle School classrooms.

**Transportation & Field Trips**

Field trips are an important part of the school program and occur throughout the school year. The cost of these trips is included in enrollment with some specific exceptions. Families receive notification of field trips through the teachers’ classroom letters. Often, teachers will ask families to drive on these trips. Gateway owns a van equipped to handle six passengers, which may occasionally be used for field trips.

**Overnight Field Trips**
Gateway School sponsors overnight field trips starting in Fourth Grade and continuing through Eighth Grade. These trips are chosen to both complement the curriculum and to help the individuals and the group develop independence and self-reliance. If families are uncomfortable with the requirements of a trip, they may decline to have their children participate.
Students Not Participating in Daily or Overnight Field Trips
Families are responsible for providing supervision if they choose not to have their child participate in a school field trip. Gateway is unable to provide alternative programming or supervision in these instances.

Chaperones for Overnight Field Trips
All caregivers who chaperone students on overnight trips must submit to a background check through the Live Scan fingerprinting system.

Driving on Field Trips
The school is very appreciative of caregivers who are able to drive on field trips. If family members are interested in being field trip drivers, two documents must be filed, and kept current, with the Business Office.

These documents are:
- A copy of your current proof of vehicle insurance.
- A DMV clearance. For the DMV clearance, adults may submit either a DMV EPN program registration form plus $10.00 (checks made out to Gateway School) for clearance information that will last throughout your child's tenure at Gateway School, or a new driver record report each year (these are obtained by the parent from the DMV for a small cost). Adults cannot drive on field trips if these forms are not up-to-date and on file at Gateway. The school may prohibit adults with adverse information on their DMV driver record reports from driving on school business. All DMV record information will be kept in strict confidence.

All drivers must agree to adhere to the following guidelines for driving:
- Comply with all California driving laws and regulations, including speed limits and prohibitions on the use of cell phones.
- Ensure that the vehicle has had a pre-trip safety inspection, checking for the proper functioning of tires, horn, brakes, lights, and mirrors.
- Refrain from driving more than 10 hours in any 24-hour day.
- Refrain from driving when the driver’s ability to operate a vehicle is adversely affected by alcohol, fatigue, illness, medication, or any other cause.
- Refrain from any consumption of alcohol for at least six hours prior to driving.
- Ensure that all passengers and the driver wear functioning seat belts, with no more than one person per seat belt.
- Follow all California laws regarding when and how to use booster seats.
- Do not allow students to ride in the front passenger seat, regardless of size or age, unless the driver is the child's parent or guardian.
- Never pick up hitchhikers or any other passengers who are not part of the field trip.
Do not stop for food or drinks unless explicitly authorized to do so by the supervising teacher.

Visitors on Campus

All individuals visiting the school must register at the Main Office before proceeding to their desired destination. Parents/Guardians do not need to sign in during regular drop off and pick up times but must register at the Main Office at all other times.

The school generally does not permit visiting friends, cousins, or relatives to spend an entire day with a child in the classroom, as this can cause significant disruption. We encourage families hosting relatives to instead have their child spend the day with their family enjoying the beauty and richness of our community.
Section Four: Office & Administration

Accidents

All Gateway School students are covered by Gateway’s accident insurance policy, which is a secondary policy only, with no deductible. If you have other health coverage for your child, our insurance company will work with yours to coordinate benefits.

Filing an Accident Insurance Claim
Within 30 days of the child's accident, bring the Explanation of Benefits forms from your insurance company and any bills not covered by your insurance to the Business Office.

- The school will work with its agent to activate the secondary policy.
- If you have no other insurance, the Gateway policy becomes primary.

Note: This is a limited accident-only policy. Benefits are not payable for loss due to sickness. This policy pays benefits for specific losses from accidents only.

Communications

In order to further the school's commitment to environmental responsibility, the school will communicate primarily electronically for regular communications and only occasionally by regular mail.

Families should ensure that the school has accurate email addresses, cell phone numbers, and home addresses so that they can receive all communications from the school.

Email: Teachers, the Head of School, the Assistant Head of School, and room parents will email families as needed about classroom activities, happenings, updates, and logistics.

SMS Alerts: SMS text alerts will be used in urgent situations. Please ensure that the school has accurate cell phone numbers for your family so that you can receive emergency communications from the school.

Gateway Family News (GFN): This is the school’s weekly electronic newsletter with information about important all-school news including upcoming community and parent events, Gateway Families’ Association (GFA) activities, health alerts, and interesting student, parent/guardian, and faculty accomplishments and activities.

If you are not receiving the GFN or would like your child’s grandparents to receive it,
please submit email addresses to the Advancement Office.

**Mailings**: The school sends letters, forms, and information several times per year:

<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>Welcome packet (class lists, teacher supply lists, volunteer forms, athletics waivers, field trip driver forms, etc.)</td>
</tr>
<tr>
<td>October</td>
<td>Annual Giving appeal</td>
</tr>
<tr>
<td>January</td>
<td>Fall Term progress reports</td>
</tr>
<tr>
<td>February</td>
<td>Re-enrollment documents</td>
</tr>
<tr>
<td>March</td>
<td>Annual Auction Gala invitation</td>
</tr>
<tr>
<td>June</td>
<td>Spring Term progress reports</td>
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**Development Program**

The Advancement Office is responsible for raising funds and support for the school's mission. The office is staffed by a Director of Advancement, and activities are carried out by volunteers serving on the Board of Trustees, the Development Committee, and on committees in support of our Auction and annual appeal.

The Annual Fund for Gateway is the primary vehicle used to ask families and alumni for tax-deductible donations. It is launched in the fall and pledge payments and gifts are accepted until the close of the fiscal year on June 30. All families are asked to contribute to the Gateway based on their individual abilities. Contributions allow Gateway to keep tuition as low as possible and provide support for a variety of programs.

The winter calendar is highlighted by an annual fundraising event that features an Auction, paddle raise for a special project, and an opportunity for our community to celebrate together.

Major gifts help implement or further develop curricular programs, assist with faculty professional development, enable improvements to the campus, and/or build endowment funds. Families with the financial capacity are asked to invest in Gateway as part of their family's overall charitable giving.

In October 2019, the Board of Trustees adopted a policy of allocating 10% of every donation to our endowment fund to build a foundation for Gateway's future financial stability.
Family Directory

A Family Directory is published each year which lists each child's name, parents or caregivers, and address and phone number. Directory Information Forms are provided in the August mailing and are also available in the Main Office.

The Directory is provided so that Gateway families can contact others in the Gateway community. The Directory and any class email lists or other lists of Gateway parent contact information are for legitimate school business only and are not to be reproduced or used for non-Gateway business, fundraising, advocacy, or solicitations of any kind.

Forms and Records

Families are asked to submit all forms to the Main Office on or before the first day of school.

Emergency Cards: Families are asked to fill out an Emergency Card for their child each year. These are provided in the August mailing and are also available in the Main Office.

Vaccinations: All students must provide the school with immunization records demonstrating compliance with California law. Upon registration, the Main Office will provide parents with specific details.

Permission forms: Each student must have written permission from parents/guardians to participate in field trips and other off-campus activities. A completed liability waiver form is required for participation in some field trips, Middle School electives, and all after school sports.

School Website

The school maintains a website, www.gatewaysc.org as a marketing tool for prospective families and a source of information for enrolled families. Enrolled families may visit the following pages to obtain up-to-date information about the school:

Online School Calendar – the source for the most updated information on school events.

Giving Page – This page contains information about ways of donating to the school online, information about the annual school fundraiser, and the annual report.
Parent Page – visit the Parent's page for helpful links and resources and to get information about the Gateway Families Association.

Social Media

Gateway maintains an active social media presence where many of the school's events and activities are highlighted. Please follow our pages:

- **Facebook**: [https://www.facebook.com/GatewaySchoolSantaCruz/](https://www.facebook.com/GatewaySchoolSantaCruz/)
- **Instagram**: [https://www.instagram.com/gatewayschoolsantacruz/](https://www.instagram.com/gatewayschoolsantacruz/)
- **Twitter**: [https://twitter.com/gatewayhos](https://twitter.com/gatewayhos)

If you have photos or videos you think the school might want to post, please send them to our Marketing & Communications Manager.

Please be mindful of children's, family member's, and teacher's right to privacy before posting their pictures and videos on your personal social media channels. Many families have strong feelings about protecting the privacy and safety of their children, and the school restricts the use of some children's image and schoolwork in accordance with their wishes. In addition, some adults object to being included in personal postings made by other adults.

Before posting pictures and videos of school activities on your Social Media channels, speak to the parents and/or teachers, please talk to the teacher supervising the recorded activity first, so that they can make sure that children with image or schoolwork-publishing restrictions are not included in your post, and that the posted material accurately and positively portrays Gateway and other members of the community.

The last names of children and adults should never be included in any material, and their names should never appear with their images (including verbal mention of their names in videos, or “tagging” of photos).

While on campus, students may take or use photos for class projects of other students without specific permission from that student.

Tuition and Registration

Tuition and any special program fees are determined by the Board of Trustees and voted upon at the Board meeting each January. The school offers monthly, semi-annual, and
annual payment schedules. Families electing to pay monthly or semi-annually must participate in a tuition insurance program and may be required to participate in a tuition management program. An enrollment deposit, and, if applicable, the tuition insurance and/or management fees are due in March in order to reserve a student’s class space for the following year.

Gateway uses SMART Billing to manage all semi-annual and monthly payment plans. The service charges a small annual registration fee.

Participation in the Extended Day Program, the Camp Gateway summer program, after school sports teams, the 8th grade Washington DC trip, and some Middle School electives require additional fees.

All bills for a child’s participation in all Gateway programs must be paid up to date in order for the child to enroll in the following year.
Section Five: Health & Safety

Allergies

Allergies can be life-threatening. The risk of accidental exposure can be reduced in the school setting if staff, families, and physicians work together to minimize risks and provide a safe environment for highly-allergic students.

Family Responsibilities and Expectations

- List all significant allergies on your child's Emergency Card.
- Notify your child's classroom teacher(s) of the allergies.
- Work with the classroom teachers and the Assistant Head of School to develop a plan that accommodates the child's needs throughout the school day (including the classroom, Extended Day program, field trips, etc.).
- Provide properly labeled medications, and replace medications as necessary.
- Provide written documentation and instructions as directed by a physician.
- Educate the child in the management of his/her allergy.
- Review policies/procedures with the school staff, the child's physician, and the child (if age-appropriate) after a reaction has occurred.
- Keep up-to-date emergency contact information on file with the school.

School Responsibilities and Expectations

- The administration will follow applicable laws regarding medical privacy, secure storage, and administration of any medication.
- Review the health records submitted by families.
- Work with families to establish a prevention plan.
- Educate all staff who interact with the student on a regular basis to understand their allergies, recognize symptoms, and know what to do in an emergency.
- Reduce the use of allergens in the allergic student's meals, educational tools, arts and crafts projects, or incentives.
- Practice allergy response before an allergic reaction occurs to assure the efficiency/effectiveness of the plans.
- Ensure medications are appropriately stored and that an emergency kit is available that contains a physician's standing order for medication.
- Review policies/prevention plans with the core team members, parents/guardians, student (age-appropriate), and physician after a reaction has occurred.
- Include students with allergies in school activities.
Student Responsibilities

- Avoid trading food with others.
- Avoid eating anything with unknown ingredients or known to contain any allergen.
- Be proactive in the care and management of their food allergies and reactions based on their developmental level.
- Notify an adult immediately if they eat something they believe may contain the food to which they are allergic.
- Notify an adult immediately if the presence of an allergen is suspected.
- Carry their own epinephrine, if age-appropriate, after approval from the student’s physician/clinic, and guardian, and allowed by state or local regulations.

Campus Safety

Campus Perimeter
The school campus is surrounded by secured fencing. All gates are kept closed and locked during the school day.

Emergency Cards
All families are required to complete a new Emergency Card at the beginning of each school year. These are kept on file in the Main Office, and copies are placed in the Emergency Backpacks in each classroom. Please be sure to update the administration if you have any changes to your family’s contact information during the school year.

Emergency Notification System
Our emergency notification system is used to quickly communicate vital information to our community in the event of an emergency or unexpected closure, via automated phone messages to your phone numbers and/or via text messages to your mobile device.

Video Surveillance
Our school has a number of video surveillance cameras around the campus. These are monitored overnight.

Child Abuse Reporting
All school employees are required by California law to report any and all cases of possible or suspected child abuse including physical abuse, sexual abuse, emotional abuse, and neglect. Our staff is required to undergo regular training on recognizing and reporting suspected abuse or neglect.
Emergency Preparedness

Gateway School has developed a detailed safety plan with the help of our emergency service consultants and local emergency response agencies. A detailed Incident Command System (ICS) has been created to guide administrative and staff roles and responsibilities in an emergency situation. Every staff member is trained on our safety handbook, which contains protocols for a range of situations, from initial emergency response to family reunification and ongoing communication.

Each classroom has an emergency backpack stocked with supplies, first aid kits, and a student roster including family contact information. Additional emergency packages with water, food, first aid kit, and blankets for each student are stored in a secure location on campus.

All-school safety drills are conducted approximately once a month during the school year for a variety of scenarios, including fire, earthquake, shelter-in-place, and tsunami. Students are expected to take all drills seriously and move quickly, quietly, and safely.

All employees are certified in CPR and First Aid annually.

The school conducts an annual staff training on lockdown and Code Red scenarios with the Santa Cruz Police Department.

Health and Medications

COVID-19
Please see the school's COVID-19 plans for additional information about health and safety during on-campus operations

General information
Families are responsible for making sure their children come to school each day feeling healthy and well-rested. Please do not send a child to school with a fever. If a child becomes ill while at school, the Main Office will call parents/guardians to pick up the child promptly. Children must wait 24 hours after a fever (without the aid of a fever reducer) or vomiting to return to school.

The control of contagious diseases, as well as head lice infestations, depends on family cooperation. Parents and caregivers must keep children at home when sick or contagious so that they do not expose others to the illness. Please notify the school immediately if your child has contracted lice or a contagious disease.
Medication
The school must receive a written release and specific instructions from a child’s legal guardian(s) before it can provide medication to a student. Verbal approval may be given for over-the-counter medication such as Tylenol or Advil in specific situations.

If a medication such as an inhaler or epi-pen is needed, your child may keep it with them if age-appropriate and pre-approved. We request that you leave an additional dose of all medications, clearly labeled, with the administration in the Main Office.

If a family provides permission for medications to be given to the child, this information will be noted on the child’s emergency card.

When a new medication is administered, the first dose should always be given at home to check for possible side effects.

All medication must be kept in its original bottle or container, and clearly labeled with both the student’s name and the dosage directions.

Emergencies
In case of a serious emergency, the school will call the emergency numbers on the student’s emergency card. If we are unable to reach any of the individuals listed, the school will take the child by ambulance to the nearest hospital emergency room and continue attempts to reach the emergency contacts.

Immunizations
The State of California School Attendance Law requires that all children entering school comply with the Department of Health regulations summarized below. California School Immunization Record forms are completed upon registration. California School Immunization Law requires that all children entering school for the first time submit evidence of their completed immunizations.

Required immunizations include:
- Polio
- DTP or DtaP (diphtheria, tetanus, pertussis)
- MMR (measles, mumps, rubella)
- Hib
- Hep B
- Varicella (Chicken Pox)
Requirements vary depending on the age and grade of the entering student. Additionally, all students entering the 7th grade are required to have and submit documentation of a Tdap booster.

Gateway School complies with all California vaccination and reporting laws and encourages parents to make informed vaccination decisions in partnership with their family health care provider. The school operates in accordance with the California Health & Safety Code 120325(c).

**Sexual Harassment**

Gateway School is obligated and committed to preventing sexual harassment from occurring to students, parents, or staff. Sexual harassment is defined as unwanted sexual advances or visual, verbal, or physical conduct of a sexual nature.

This definition includes many forms of offensive behavior and includes gender-based harassment of a person. The following is a partial list:

- Unwanted sexual advances
- Offering benefits in exchange for sexual favors
- Threatening reprisals after a negative response to sexual advances
- Visual conduct: leering, making sexual gestures, displaying of sexually suggestive objects or pictures, cartoons, or posters
- Verbal conduct: making or using derogatory comments, epithets, slurs, or jokes
- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations
- Physical conduct: touching, assault, impeding, or blocking movements.

An act of harassment, by itself, is an unlawful act. A report of sexual harassment should be made to the Assistant Head of School, who will fully investigate the complaint within 48 hours of the report. If proven, prompt and effective remedial action will be taken, and steps will be taken to prevent any further harassment.

The school expects that all staff and volunteers act within the guidelines of the school's sexual harassment policy in interactions with children and adults. Staff members at Gateway must ensure a safe and secure environment for children by carefully monitoring interactions between the children themselves and reporting to the Assistant Head of School any incidence of sexual harassment between one child or group of children, and another child or group.
Section Six: Middle School-Specific Policies

Academic Integrity

We expect Gateway students to follow the teachers’ guidelines for researching, citing, and submitting original work. Students should act honorably and get confirmation of the teachers’ expectations for work when unsure.

In teaching appropriate research skills and habits, we want students:
- to develop the ability to find information from a variety of sources
- to actively take notes, rather than copying entire articles
- to assess which sources are reliable and which are not
- to select, compare, and contrast information from different sources
- to separate supported fact from opinion
- to integrate the results of their research into an original report.

When working on an assignment, students should not:
- integrate excerpts from other people’s writing into their reports without quotations and attribution
- use an entire report, or large segments from research sources, and present it as their personal work
- present excerpts from other people’s work, even with acknowledgment, unless there is a personally developed section which shows active consideration on the student’s part of the information found in the research. This section should evaluate the quality of the material, critique it, offer comparisons and contrasts, etc.

While we often allow and encourage cooperative learning, we expect the final product, on which an individual is assessed, to be completed without the help of others unless there is specific direction from the teacher. Cheating undermines the trust relationship between the student and the teacher and will be considered cause for disciplinary action. The response to incidents of plagiarism and cheating is dependent on the grade of the child and the circumstances. However, students who repeatedly engage in cheating will be subject to disciplinary action.

Academic Program

Authentic Academic Work
For teachers to help students perform at their best, we must know what work has been completed by the student alone, and what work was done with the assistance of an adult. Therefore, when a student receives assistance on a particular piece of work, families should inform the teacher; otherwise, inappropriate expectations for student work will be established and the student will be less likely to get the support needed in class where most assessed work is expected to occur.

**Deadlines and Late Work**

Students are responsible for ensuring that homework and other assignments are submitted on time. Students who do not submit work on time are still expected to complete the assignment. Students who fail to meet assigned deadlines may lose credit and/or be asked to meet with a teacher during breaks or lunch.

Work that is not completed on schedule must still be completed in order to be assessed. Unless excused, late work will be penalized at a minimum rate of 10% per day. Teachers may apply a higher penalty after discussion with a student and their family. Students may be given a limited amount of time in which they may turn in late work, and they must communicate with their individual teachers regarding class guidelines.

**Grade Promotion and Graduation**

Teachers will notify parents *one month prior to the end of each semester* if a student’s score in a class is below the passing level. Students who fail to score a passing grade, or who do not satisfactorily complete a probationary period, may be denied promotion to the next grade. Eighth-grade students who fail to score a passing grade in a class will receive a Certificate of Attendance rather than Graduation Diploma. The school will work with a family to create a schedule for the student to complete missing or unsatisfactory work in order to receive a diploma.

**Grading System**

Middle School students are scored on a percentage basis at the end of each semester. A score of 70% is considered passing. If a child is below passing in any subject, the family, Advisor, and Assistant Head of School will meet to develop a support plan that may include tutoring, educational therapy, assessment, assigned Study Halls, or other interventions.

If a student repeatedly falls below our standards of achievement, their re-enrollment contract may be withheld.

Gateway School will consider a modified plan for students who fail to meet standards, but
remain productive, active, and engaged in the class.

If a semester score is below the passing level at the end of the school year, 6th and 7th grade students will receive an “Incomplete” and must work during the summer to successfully acquire the course content and/or make up missing work.

**Incomplete Work**
A teacher may mark incomplete work with an “I” if the requirements of the assignment have not been met adequately. The student is responsible for completing all incomplete work by the end of the marking period. An “Incomplete” score will be given on Progress Reports and Semester Evaluations if:

- a large project or numerous assignments are outstanding at the end of a semester
- a student would not receive a passing score without the missing assignments
- special student accommodations have been made.

Teachers are expected to give clear notice to parents that work is incomplete prior to the end of a semester. If the notice has been given, assignments that are not turned in will be given a value of zero, unless otherwise indicated by a teacher.

A student will have four weeks to complete work in a course where an “Incomplete” score has been given.

Incomplete scores due to excused or unexcused absences are eligible to receive full credit.

**Support for Children with Learning Differences**
Students with a 504 plan will be offered accommodations in the classroom to support their learning.

A student who qualifies for an Individual Educational Plan (IEP) may be allowed to omit some elements of the academic program – for example, Spanish – and still receive a Graduation Diploma in keeping with Federal ADA requirements. The faculty and administration will determine whether a modification is appropriate or possible.

Please contact the Resource Support Coordinator or your child’s Advisor for more information and assistance with the Student-Teacher Success Team process in our Middle School.
Advisory

Gateway Middle School teachers implement an advisory program based on the Developmental Designs approach to address the social-emotional needs of adolescence in the school context. Through this, we seek:

- to have students feel connected, empowered, and safe to take academic risks, so they engage more with each other and the curriculum
- to support students as they actively construct their own understanding and meaning
- to have Gateway Middle School be a supportive community of problem-solvers where students can learn from their mistakes both academically and socially.

The Developmental Designs approach brings everyday strategies for relationship building, social skills building, safe community, cultural responsiveness, and intrinsic motivation to advisory, content area classes, and across the school, throughout the day. Components of the Developmental Designs approach include The Circle of Power and Respect, The Social Contract, Modeling and Practicing, Empowering Language, and Tab In/Tab Out.

The Circle of Power and Respect
The Circle of Power and Respect (CPR) is a daily whole-group gathering that builds community. CPR is based on democratic, group-centered principles, and uses its structure to create a safe space where middle-school students can meet face-to-face and build the trust and strong relationships necessary to their learning.

The Social Contract
The Social Contract is the statement of beliefs by which the community agrees to abide - beliefs that represent the core values of the group, the social climate they are trying to create as a collective order for all of them to fulfill their goals for the year. In other words, the Social Contract needs to express what the students and their teacher feel is right. They agree to abide by this Social Contract through a consensus process that leaves nobody behind.

Modeling and Practicing
Modeling is a fair and effective way to create a safe, courteous learning environment capable of upholding the Social Contract. Classroom routines and procedures are designed to ensure the protection of the group's ideal environment, and modeling is what teaches and supports the routines and procedures.

Empowering Language
The way we talk to young people has everything to do with how they respond. If we can
direct students with authority while preserving their sense of dignity, they are much more likely to follow directions. If we encourage them when they do well, remind them when they forget, and redirect them when they make mistakes, we can maintain our relationships with them in the hard times. Every time we lose our tempers, every time we lather on broad strokes of praise, every time we use sarcasm to make a point, we do so at the expense of our precious teacher-student relationship. Language is the vehicle with which we maintain and nurture those relationships, and skillful, intentional use of it can save the day. An additional payoff is that students tend to pick up the skills and empower their own communications.

**Tab In/Tab Out**

Our Middle School program uses the Tab In/Tab Out system for helping students manage their self-control and regain their composure when needed. Tab In allows for students to remain in the classroom, while Tab Out allows students to go to a different space and return when ready.

**Attendance**

In order to sustain intellectual and social progress and participate fully in our larger school community, students are expected to maintain regular attendance and be on time for each class every day. The direct consequence of excessive tardiness and absences is the impact on a student’s learning and growth. In cases of serial tardiness, students may be deemed ineligible for participation in school activities like sports teams, student council, and grade-level field trips. In extreme situations, the school may withhold a Graduation Diploma and/or counsel out a child who does not attend enough to meet minimum academic expectations.

**Dances**

The Student Council hosts one or more dances each year for our Middle School students. Student Council representatives will work with the Student Council Advisors to determine the dates, themes, and costs of all dances in the school year. It is the students' responsibility to ensure that there is advertising for each dance. Gateway School will not host or recommend dances where students above 8th grade will be attending. In order to be eligible to attend an evening dance, students must be in attendance during the school day.
Detention

Teacher-supervised After School Detention lasts from 3:15-4:15pm. Students can be assigned to Detention for serious or repeated violations of the student behavior code or classroom policies, or the inability to resolve a disagreement through conflict resolution.

The purpose of this consequence is to provide students an opportunity to review their actions and to create a plan of action that will prevent the action from recurring. During Detention, students complete a reflection form on which they explain what happened, why they believe the incident occurred, and how to resolve the matter more constructively and in accordance with the school's standards of behavior in the future.

Students will remain in Detention after completing their reflections, during which time they may work on homework or read. They will bring a copy of the reflection home to discuss with their caregivers who must sign the reflection form, and students should return it to the teacher the following day. Failure to bring in a signed form will result in a phone call by the teacher.

Extracurricular Activities

Students must maintain at least a 75% in every class in order to be eligible to participate in school-sponsored extracurricular activities, including sports teams (practices and games) and Student Council.

Student Council

One opportunity for Middle School students to demonstrate leadership in the school community is through the Student Council. The Student Council officers for the coming school year will be elected from the 6th and 7th grades in the spring.

The following requirements must be met for a student to be eligible to run for office:
- be enrolled for the upcoming year
- maintain a 75% average in each of their classes
- be in good behavioral standing and have the consent of each of their teachers.

Any student wishing to run for Student Council will be given a copy of the rules governing student campaigns. Food, swag, and other giveaways are prohibited.