



K-8 School Parent/Guardian and Student Handbook 2021-2022

Address:
3701 Stephen Drive
North Highlands, CA 95660

Main Office Number:
(916) 286-5158

Part of the



Mission Statement

Gateway Community Charters, Inc (GCC) is an independent non-profit 501(c) 3 agency that was created to support students, parents and communities through the conception, development, administration and governance of innovative, high quality, standards-based educational opportunities within charter school constructs. The GCC reaches out to the greater Sacramento County community to create schools that serve the educational needs of the underserved. For example, the disenfranchised, culturally diverse, economically disadvantaged, homeless, parenting teens, working young adults, fifth year seniors, English language learners and others.

Welcome Message

Dear CCCS K-8 Families,

Welcome to CCCS K-8! Thank you for choosing our school for the 2021/2022 school year. While we are currently living in a world of many unknowns, one thing is certain: our commitment to helping our students achieve their fullest academic and social potential, regardless of circumstance, has never been stronger.

The past eighteen months have been equal parts brutal and beautiful. School closures and distance learning created many challenges, but brought our school family closer together, even when we were quarantined. This year, we look forward to providing a full-time, comprehensive program. We will prioritize social-emotional learning and mental health supports for students who are recovering from the trauma of the global pandemic. We're committed to addressing unfinished learning due to COVID-19 school closures and will continue to rely on close partnerships with parents and caregivers to ensure our students get what they personally need to make significant growth this school year.

Whether you've been with us for years or are brand new to our school, you are a member of our school family. We will teach, support, and love your children like our own, and we will hold them accountable to the highest of expectations like we would our own children, too. We look forward to partnering with you in growing your children into kind and decent humans and in helping them achieve their fullest academic and social potential.

In partnership,

Sarah Scheeline
CCCS K-8 Principal

CCCS K-8

2021-22 School Calendar



SCHOOL HOURS:
 Monday - Thursday 8:30 a.m.- 3:00 p.m.
 Friday - CLOSED
OFFICE HOURS:
 Monday - Friday 7:30 a.m. - 4:00 p.m.



Independent Study

Coffee & Community

JULY'21

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JANUARY'22

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OCTOBER'21

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APRIL'22

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NOVEMBER'21

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MAY'22

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DECEMBER'21

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JUNE'22

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|-----|---------|---|
| AUG | 9 | Welcome Back Orientation w/ Mrs. Scheeline (Zoom) |
| | 11 - 13 | Classroom Orientations / 11th 1st day of IS Instruction |
| | 16 | First Day of School - On Campus |
| | 19 | Back to School Night Event |

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|-----|----|----------------------|-------------------|
| SEP | 6 | NO SCHOOL | Labor Day Holiday |
| | 23 | Family University #1 | |

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|-----|---------|---|--------------------|
| OCT | 11 | NO SCHOOL | Teacher in Service |
| | 25 - 29 | Parent-Teacher Conferences (Minimum Days) | |

| | | | |
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| NOV | 11 | NO SCHOOL | Veteran's day Holiday |
| | 22 - 26 | NO SCHOOL | Thanksgiving Recess |

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|-----|---------|----------------------|---------------|
| DEC | 9 | Family University #2 | |
| | 16 | Winter Celebration | |
| | 20 - 31 | NO SCHOOL | Winter Recess |

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|-----|----|-----------|--------------------------------|
| JAN | 3 | NO SCHOOL | Teacher in Service |
| | 17 | NO SCHOOL | Martin Luther King Jr. Holiday |

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| FEB | 11 | NO SCHOOL | Lincoln's Birthday |
| | 14 - 18 | Parent-Teacher Conferences (Minimum Days) | |
| | 21 | NO SCHOOL | President's Day |

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| MAR | 10 | Family University #3 | |
|-----|----|----------------------|--|

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|-----|---------|-----------|--------------------|
| APR | 11 - 15 | NO SCHOOL | Spring Recess |
| | 18 | NO SCHOOL | Teacher in Service |

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| MAY | 12 | Open House | |
| | 23 - 26 | Last Week of School | All Minimum Days |
| | 24 | Kindergarten & 8th Grade Promotion | |
| | 26 | Field Day / Last Day on Campus | |
| | 27 | Independent Study @ home / Last Day of School | |
| | 30 | NO SCHOOL | Memorial Day Holiday |

| End of Grading Periods |
|-----------------------------|
| Trimester 1 - November 4th |
| Trimester 2 - February 24th |
| Trimester 3 - May 27th |



Mission Statement

It is the mission of Community Collaborative Charter School (CCCS) to provide high-quality curriculum, instructional support, and community and social resources to families and students. We do this by:

- Integrating student-centered, standards-based curriculum;
- Engaging parents and guardians as partners in their students' educational experiences;
- Utilizing data, collaboration, and observations to identify student instructional needs and to provide a personalized instructional plan;
- Providing access to district, social, and community services and support, as well as mentoring opportunities;
- Fostering and nurturing positive relationships and providing opportunities for future success.

It is our belief that all students can learn and achieve if we first ensure that students' basic needs are met. We do this by connecting community resources and student support systems which create multiple pathways to meet the diverse needs of our student population.

Non-Discrimination Policy

Gateway Community Charters prohibits, at any school activity, discrimination or harassment, including sexual harassment, intimidation, and bullying based on actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics. This shall apply when applicable to interns, volunteers, and job applicants.

For questions, concerns, or complaints, please contact Equity and Title IX Compliance Officer Christine McCormick- Assistant Superintendent- 5112 Arnold Avenue, McClellan CA, 95652; (916) 286-5199; Christine.McCormick@gcccharters.org

SARC (School Accountability Report Card)

CDE requires our school to publish a School Accountability Report Card (SARC) annually that describes our school's demographics, academic achievement data, and other important characteristics of our school. A copy of the SARC can be found on our school web page or at www.sarconline.org

California School Dashboard

The California School Dashboard is a state run website that features easy to read reports on multiple measures of school success, including test scores, graduation rates, English learner progress, and attendance information. The dashboard is part of California's school accountability system. These dashboards support student learning and inform the public as to the progress of all California schools and students.

<https://www.caschooldashboard.org/reports/34765050108837/2019>



Three – Way School Pledge

It is important that families and schools work together to help students achieve high academic standards. Through a balanced educational approach we can ensure success. In addition to our CKH Social Contract and our Three Personal Standards, the following are agreed upon roles and responsibilities for staff, students and parents/guardians. Your signature signifies support of these actions.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Show respect, make good decisions, and solve problems
- Come to school on time ready to learn and work hard
- Bring necessary materials, completed assignments, and homework
- Know and follow my social contracts and school rules
- Ask for help when I need it
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school
- Balance afterschool activities with study or reading time every day after school
- I will leave toys and phones at home, as to not disrupt my learning or the learning of others

Parent/ Guardian Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Show respect, make good decisions, and solve problems
- Read to my child or encourage my child to read every day
- Provide a quiet place for your child to complete school work and ensure homework assignments are completed
- Communicate with the teacher or the school when I have a concern
- Ensure that my child attends school, every day, dressed appropriately, gets adequate sleep, regular medical attention, and proper nutrition
- Regularly monitor my child's progress in school
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences
- Communicate the importance of education and learning to my child

Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Show respect, make good decisions, and solve problems
- Provide high-quality curriculum and instruction
- Endeavor to motivate students to learn
- Have high expectations and help every child to develop a love of learning
- Enforce and follow school rules and social contracts
- Communicate regularly with families about student progress
- Provide a warm, safe, and caring learning environment
- Provide meaningful homework and IS assignments to reinforce and extend learning
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make our school an accessible and welcoming place for families

_____ Student Leader _____ Date

_____ Parent/Guardian _____ Date

_____ Principal _____ Date

Attendance Policies

Work Completion EQUALS Attendance

For all independent study schools, student attendance is not based on time on campus, but instead by the work a student completes. At CCCS K-8, this work is completed on Fridays at home (Independent Study Packet) and Monday through Thursday at school.

Attendance Sheets

Completion of attendance sheets includes three tasks. First, write your student's name and grade at the top of the page. Next, place an X in the box for each day your student completed schoolwork, either on campus or at home. Lastly, print and sign your name at the middle of the page. The bottom of this form will be completed by the teacher. Please complete each attendance sheet in blue or black ink.

******If your child is going to be absent or tardy for any reason, you must notify the office immediately.*** You must also make separate contact with your child's teacher to coordinate make-up work and deadlines.***

In addition to our independent study attendance policies and best practices, we also strongly adhere to all **legally required and traditional attendance policies** as follows:

1. Acceptable Reasons for Excused Absences

- Personal illness, medical or dental appointment
- Religious observance or exercise
- Personal court appearance
- Funeral service of parent, sibling, grandparent or any relative living in the immediate household of the child (limited to one day in the state and three days out of state)

2. Student Truancy

According to Education Code: "Any pupil subject to compulsory full-time education, who is absent from school without valid excuse more than three days or tardy in excess of 30 minutes on each of more than three days in one school year is truant and shall be reported to the attendance supervisor or to the superintendent of the school district" (Education Code 48260). School absences are monitored carefully throughout the year. If a student has five (5) excused or unexcused absences in a year a letter will be sent. If a student has ten (10) excused or unexcused absences a conference may be scheduled and the School Attendance Review Team (SART) process would be initiated. If attendance continues to be an issue, the student may be withdrawn from our charter and referred back to their school of attendance.

3. Arrival and Dismissal

Students are not to arrive before 8:00 a.m. as there is no supervision before this time. Upon dismissal, children are to promptly leave campus. For safety reasons, children need to be picked up within 15 minutes after the end of the school day. **Students are dismissed at 3:00 p.m. Students not enrolled in after school enrichment classes must**

be picked-up no later than 3:15 p.m. We do not provide after-school childcare on campus.

4. Late Arrival

School starts at 8:30 a.m. If a student is late upon arrival in the morning, he/she is to check in at the office for an admit slip before going to class. It is important to be on time. Tardies are excused only for doctor/ dental appointments, injury, or illness with a note from students' parents/guardians.

5. Early Release

Parent authorization is required for any student leaving school at times other than the normal dismissal time. Persons picking up a student during the school day must report to the office and sign out the student; they may not go directly to the classroom.

Only persons who are listed on the school emergency card may pick up a student.

Parents may add emergency contacts only in person, not by phone or note. Anyone not familiar to staff will be asked to provide identification before taking the student. The school must have an up-to-date home address, home phone number, cell phone numbers, email, and emergency numbers on file. Parents must keep the office informed of all changes during the school year.

6. Late Pick-up

When a child has not been picked up 30 minutes after the school day has ended and no parent contact has been received, the following steps may be taken:

- The staff will try to contact the parent.
- The staff will contact persons on the emergency card and ask them to pick up the child immediately.
- The staff will contact Twin Rivers Police's Department if all efforts to arrange pick-up have been unsuccessful.
- If there is a repeated pattern, Child Protective Services will be called.

7. Closed Campus

To ensure student safety and supervision of all students, once students arrives on school grounds, they must remain on campus until the end of the school day. If a student needs to leave school for a family emergency or doctor/dental appointment, parents/guardians must sign their student(s) out at the main campus. A clerical staff member will contact the classroom to notify the teacher prior to your entering the classroom. In addition, if a student leaves school grounds without this permission, a student is considered truant and is subject to disciplinary action.

8. Make-up Work

Students absent from school for any excused reasons shall be allowed to complete all assignments and tests missed during the absences which can be reasonably provided and shall be given credit for work satisfactorily completed.

Curriculum, Instruction, and Learning at CCCS K-8

Our primary goal is to ensure that each of our students meets or exceeds their grade-level standards. If a student is far below grade level, our goal is to make significant improvement each school year to reach grade level standards as soon as possible. Monday through Thursday, students will be at school working toward these goals with their teachers. On Fridays, students will be working towards these goals independently at home under the supervision of their parents or guardians.

School Work- Monday-Thursday

Integrated Thematic Instruction (Language Arts, History, Science)

All of our teachers are GLAD trained, so students at each grade level will receive integrated thematic instruction. This means that every classroom will explore between six and nine different standards-based science OR history units. ELA Common Core and ELD standards will be taught through our Next Generation science and history units. We are committed to differentiating curriculum, instruction, learning groups, and academic experiences to meet the diverse needs of our student body.

- Curriculum:
 - ELA- Wonders, McGraw Hill (K-6) and Pearson Common Core (7-8)
 - Social Studies- History Alive! (K-8)
 - Science- Science Alive! (K-8)

Math

Students will be placed in math groups or classes based on ability. Math concepts build on each other, so it's crucial to provide curriculum and intervention that meets students where they are in math ability. The decision to move students between groups throughout the school year will be based on mastery of Common Core standards determined through formal and informal assessment.

- Curriculum:
 - Pearson enVision (K-6) and Pearson Realize (7-8)

Intervention

This year, we are launching a Response to Intervention (RTI) system and schedule for reading. During daily What I Need (WIN) Time, students who are reading significantly below grade level will receive targeted reading intervention from a reading specialist.

- Curriculum:
 - SIPPS (K-8)- Systematic Instruction in Phonological Awareness, Phonics, and Sight Words

English Learners

All English Learners will receive daily designated English Language Development (ELD) instruction

- Curriculum:
 - Wonders ELD (pull-out) and GLAD strategies (integrated)

Physical Education

The goal of our physical education program is to promote physically active and healthy lifestyles for our students. The Physical Education Framework for California Public Schools is kept at the core of our physical education lesson design and instruction. Students will receive one, forty-five minute P.E. class each week and will complete one, forty-five minute physical activity at home on Fridays as part of their independent study coursework.

After School Enrichment Program

We will offer a variety of enrichment classes after school this year, including, but not limited to music, maker lab, sports, gardening and art. Enrichment classes will begin after school at 3:15 and will end at 4:00. If you are interested in signing up for enrichment classes, please be sure to complete the registration form that will be sent home at the beginning of September.

Independent Study Work- Fridays and Homework

Independent Study Packet

On Thursdays, each student will be sent home with a yellow independent study packet containing work that must be completed and returned by the following Thursday to earn Friday attendance. This packet will include a cover sheet detailing tasks and expectations for Independent Study work and worksheets and/or binder paper on which students will complete assignments. Students will also be expected to complete 90 minutes of personalized learning in reading and math on i-Ready and will be sent home with a school-issued Chromebook for this purpose, if necessary. Please carefully review and sign our Independent Study Contract at the end of this handbook.

Homework

Students will be assigned minimal homework Monday through Thursday. Every student will be expected to read and complete a reading log every night. In addition to reading nightly, students will be sent home with work that is not completed during school hours and work that prepares them for lessons being taught the next day.

Assessments

Students are required to participate in a number of assessments throughout the year. In addition to the curriculum embedded assessments administered by each teacher, the following state and benchmark assessments are required:

- California Assessment of Student Performance and Progress (CAASPP)
 - All 3rd through 8th grade students must take CAASPP tests in the spring. There are four required tests: English Language Arts, Mathematics, ELA Performance Task, and Math Performance Task.
 - 5th and 8th graders will also take the CAST- California Science Test.

- English Language Proficiency Assessments (ELPAC)
 - Students who are classified as English learners will take the ELPAC Summative Assessment every year until they are reclassified as proficient in English. Students are tested on their skills in listening, speaking, reading and writing. To learn more about the ELPAC, please read the *Parent Guide to Understanding the ELPAC*, which can be found on the CDE Parent Guide to Understanding the ELPAC Web page at <https://www.cde.ca.gov/ta/tg/ep/documents/elpacparentguide.pdf> If you have any questions about your child taking the ELPAC, please contact our school's office.

- Physical Fitness Test
 - All 5th and 7th graders will take the Physical Fitness Test in the spring.

- Renaissance Learning Reading and Math Assessments
 - 1st through 8th grades

- i-Ready Reading and Math Diagnostics
 - Kindergarten through 8th grades

- DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
 - Kindergarten through 3rd grades
 - As needed, in 4th through 8th grades

Success for ALL Students

The Student Success Team (SST)

An SST is a problem-solving and coordinated approach that assists students, families, and teachers to seek positive solutions for maximizing student potential academically and/or behaviorally. It provides opportunities for school staff, parents, and other important people in the life of the student to: discuss the strengths of the student, present their concerns about the student through discussion and study, plan a positive course of action, assign responsibilities, and monitor results. The team oversees the development of plans to meet students' needs, if possible without referral to assessment for special education. The team will monitor student progress and students can exit the SST process based on improvement.

Special Education

California law requires schools to make special programs available to all pupils with exceptional needs who are eligible for services. All of our students with learning disabilities are integrated into general education classrooms, where they receive instruction from their general education teachers that is designed with their unique learning needs in mind. Our RSP specialist ensures our students with IEPs receive their services. Most often, RSP services are provided in our general education classrooms by an RSP teacher; sometimes students are pulled-out of their classrooms to work on their specific learning goals. Parents of children who are suspected to have a disability, or

who are determined to be eligible for special education services, are entitled to receive a written copy of procedural safeguards which provides an explanation of their rights and will be required to sign an acknowledgment that they have been advised of their rights.

Section 504

Section 504 of the federal Rehabilitation Act of 1973, and the Americans with Disabilities Act (42 USC 12101 et seq.) prohibit discrimination on the basis of disability. Section 504 requires school districts to identify and evaluate children with disabilities in order to provide them a free, appropriate public education. Individuals with a physical or mental impairment that substantially limits one or more major life activities, including seeing, hearing, walking, breathing, working, performing manual tasks, learning, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, speaking, may be eligible to receive services and aids designed to meet their needs as adequately as the needs of nondisabled students are met. If a student has a disability that limits his or her ability to attend or function at school, a written accommodation plan may be documented under Section 504. Students have the right to be educated in the least restrictive environment.

English Learners

Our school ensures that English Learners have access to the full range of educational opportunities that we have to offer. We comply with all applicable federal laws in regard to services and the education of English Learners, and reclassify students as Fluent English Proficient when they have reached said level of language acquisition.

WIN Time

This year, we will implement a 40-minute block of WIN time into each class schedule. WIN stands for “What I Need” and refers to our goal of giving every student what they need, individually, to make significant growth in reading this school year. During WIN time, students will have their most urgent learning needs met.

Our WIN time groups include:

- reading intervention for struggling readers
- English Language Development (ELD) for English learners
- one-on-one or small group reading support for students with IEPs
- guided practice or extension activities for students who are reading at or above grade level.

Parent Expectations and Participation

Communication

All parents/guardians are expected to register for and use Class Dojo daily to communicate with teachers and school staff and to receive important school notifications.

Parent/ Guardian Volunteer Process

We are in need of volunteers in our classrooms each day to help supervise small groups of students while our teachers are working with other groups. Please coordinate with

your child's teacher if you are available and willing to volunteer. Before you begin working in your child's classroom you must first receive clearance from Mrs. Scheeline and be fingerprinted.

Parent/ Teacher/ Student Conferences

During your scheduled conferences, your child will lead you through their reflections of their academic and social strengths and areas in need of improvement. Much of the meeting will be spent planning how to meet your child's social and academic needs for the following trimester both at school and at home. Teachers, parents, or guardians may, at any time, request a conference to ask questions and/or address concerns.

Progress Reports and Report Cards

Progress reports will be sent home with students midway through each trimester. Report cards for the 1st and 2nd trimesters will be reviewed with students and families at our student-parent-teacher conferences in November and February.

Parent Support

The success of a school relies on effective parent/school partnership. The school does not assume total responsibility for the education of our students; it is vital that a consistent approach be developed and agreed upon by parents/ guardians, students and staff. Communication between home and school is key to ensuring student success.

Visits to the Classroom

We welcome parent/guardian visitors; however, it is important that parents make arrangements with the classroom teacher in advance, out of consideration for classroom instructional time. All parent visitors are required to check in at the office to get a visitor's badge. *If you wish to discuss your child's progress with the teacher, please arrange for a private conference with the teacher outside of instructional class time or transition times.*

Steps for Addressing Concerns

Uniform Complaint Procedure (UCP) – Gateway Community Charters/(Enter School Name) is responsible for ensuring compliance with state and federal laws and regulations governing educational programs and has established procedures to address allegations of unlawful discrimination and/or failure to abide by such laws. The GCC Board encourages early, informal resolution of complaints at the site level whenever possible. If parties feel further investigation and resolution are needed, concerns should be submitted as per the GCC Universal Complaint Procedure. A complete copy of the UCP is posted in the school's office and is available upon request.

Student Behavioral Policies and Expectations

It is our belief that students will be able to do their personal best when they feel fully supported and safe at school. In order to provide the best school culture possible, CCCS implements both the Three Way Pledge and Capturing Kids Hearts best practices with all students. In both cases, these agreements do not take place of the general school rules but instead provide a framework for which these practices can be supportive of all students. We encourage parent involvement and communication when you have a concern about the safety or emotional well-being of your student at school or during a school-related activity off campus.

Capturing Kids' Hearts

“If you have a child’s heart, you have his head.” - Flip Flippen

Truly remarkable outcomes are possible in a classroom where trust, respect, and caring relationships flourish. Creating such an environment is a tremendous challenge. Capturing Kids' Hearts (CKH) provides tools for administrators, faculty and staff to build positive, productive, trusting relationships among themselves and with their students. These processes can transform the classroom and campus environment, paving the way for high performance. All CCCS staff are trained in CKH and have been taught skills that help:

- Develop safe, trusting, self-managing classrooms
- Improve classroom attendance by building students' motivation and helping them take responsibility for their actions and performance
- Decrease delinquent behaviors such as disruptive outbursts, violent acts, drug use and other risky behavior
- Utilize the EXCEL Model (Engage, Xplore, Communicate, Empower, Launch) and reinforce the role of emotional intelligence in teaching
- Develop students' empathy for diverse cultures and background

CCCS students will be introduced to CKH practices through building a social contract that creates a self-managing school environment. Students will shake hands with CCCS staff and other students every time they are on campus to promote professional etiquette. Each student will leave campus with a positive, motivational “Launch” from their teacher.

General School Expectations

CCCS students will show respect, make good decisions, and solve problems

This means students will also:

- Respect the rights and property of others
- Not physically or verbally hurt others
- Walk while inside buildings
- Not play in the restrooms
- Dispose of trash in the proper place and clean up after themselves

Playground Expectations

While playing on the playground, students will:

- Play safely at all times
- Finish snacks before playing
- Stop playing and walk to their line when the bell sounds or whistle blows
- Share playground equipment and return it to the proper place
- Not leave the school grounds unless given permission to do so
- Not bounce playground balls against the buildings
- Stay within the designated play areas

Classroom Behavioral Interventions

Behavior management is essential to academic progress, so our teachers and staff at Community Collaborative Charter School work together to encourage productive behavior in a firm, fair, and consistent manner. When a student makes a deliberate choice to disobey an established rule, some or all of the following interventions may be used at the teacher's discretion:

- | | |
|-----------------------------------|--------------------------------------|
| * Conference with student | * Student Study Team meeting (SST) |
| * Restorative Reflection | * Circle Conference |
| * Time to reset | * Classroom visitation by the parent |
| * Temporary change of environment | * Phone call to parents/guardians |

When these interventions fail to bring about proper conduct, or a case in which a serious behavioral incident occurs, a violation notice will be sent home for the parents to review and sign. After multiple violations, a student will be referred to the principal for further action. This may result in one of the following:

- * In-school or after school detention
- * At-home suspension

Protecting Learning Time

Learning time is precious and every minute counts. **Please leave the following items at home:**

- **Toys are prohibited at school.** Toys at school will be confiscated and will be returned to parents at the end of the school year.
- **Cell phones should be left at home.** If students must bring a phone to school for safety, they will be required to give them to their teachers at the beginning of the day and retrieve them at the end of the day.

Dress for Success

Our dress code policy is put in place to ensure a safe, respectful, and inclusive learning environment. All clothing must be appropriate for school. Clothing must be safe, worn in the manner it was designed to be worn, and must not promote conflict among students. Clothing that displays emblems of any sort which the staff and other students may perceive to be obscene, vulgar, racially biased, gang-related or in any other way distracting is not allowed. Students will be sent home to change if dress code is not followed or parents must bring appropriate attire.

STAND UP to Hate and Bullying

In order to create a safe, inclusive, and equitable learning environment for all students, we all agree to and sign our STAND UP pledge. We will STAND UP by:

- **S**peaking out when we see or hear hate
- **T**alking about how hate hurts our society
- **A**dvocating for other to help end hate
- **N**ever allow hate to go unchallenged
- **D**enounce online hate and report it to an adult
- **U**nite with people who are different from us and learn more about them
- **P**rotect each other by creating a welcoming community

Hate is...

- being unkind to others because they are different from you.

Bullying is...

- Intentional harm-doing
- Happens repeatedly over time
- Verbal: name calling, threatening and/or rumors
- Emotional: making faces, isolating others, gestures
- Unequal power (size, ability, popularity, money, clothing)
- Physical: hitting, kicking, pushing, and hitting someone else to hurt someone

Please refer to Appendix F of this handbook for our official district policies regarding bullying.

Safety

Emergency Procedures

The school has a well-developed and complete emergency response plan that is coordinated with local agencies. The Incident Command System (ICS) is a standardized approach to the command, control, and coordination of **emergency response** providing a common hierarchy. Students and staff practice emergency procedures such as fire drills and classroom evacuations during the school year and are familiar with how to respond in an emergency situation. California Code, Education Code - EDC § 32001

During an emergency situation, the school will only dismiss students to go home if there is time for students to safely return to their homes and a parent/guardian has been notified. If a student's parent cannot be contacted and/or the parent is unable to pick up their student, the school will maintain responsibility for the student until the parent or an authorized individual can pick up the student. The safety of individual students is our highest priority. Students will not be excused except to the care of a parent or another adult designated on the emergency card.

A complete copy of our school emergency plan is available for review in the school office.

Safety Drills

Fire and safety drills are held periodically to teach students the proper way to leave the building or to find alternative exit routes in an emergency. Fire drill instructions are posted in each classroom. Students are to quietly and quickly follow all directions given by teachers or other school or fire department personnel. California Code, Education Code - EDC § 32001

Parking and Driveway Safety

We need your help to keep the school and your students safe. It is imperative that families adhere to our parking safety rules. Every student's safety is important to us. At no time, should anyone drive fast or recklessly through the parking areas or surrounding streets. At no time should parents park their cars in a drop off zone. Parents must always park in a designated parking spot. The handicapped zone is reserved for those with handicap permits. Please be courteous and follow all safety guidelines at all times.

Student Emergency Cards

Parents/guardians are responsible for keeping current emergency contact information on file. It is extremely important to have updated information in case of emergency, in order to ensure there is no time delay that can cause a sick child unnecessary discomfort or anxiety. The school must know how to reach you in case of emergency. Persons other than guardian who pick up students should be prepared to show identification.

Custody Disputes

Parent/guardians are responsible for contacting the school if there is a court order stipulating that one parent may not have access to a student at the school. A parent/guardian must notify the office and the teacher, and provide the office with a current court order. Otherwise, both biological parents (with appropriate identification) have equal rights to participate in their child's education including the right to: come to school to see their child, obtain school records for their child, or pick the child up from school.

Health

It is not always easy to know when to send your child to school and when to leave your child home. These guidelines are based on public health science. If you have any questions about them, please contact the school nurse.

Do not send a child to school with any of the following symptoms:

- **Fever** - 100.5°F or more, taken orally (or 101°F taken by ear, rectally or temporal scan). Note that ear temperatures are often not accurate and temperature should be taken using another route, if the temperature is high.
- **Cough and difficulty breathing** – do not send to school if child has labored breathing (heaving of chest muscles with each breath), rapid breathing at rest, blue color to skin, or wheezing (if never previously evaluated and treated), instead, see a doctor. If your child has pertussis (whooping cough) keep them home until 5 days of antibiotics have been received, or tuberculosis (until treated).
- **Rash** - that is undiagnosed, especially when there is a fever and behavioral change.
- **Chicken pox** - keep home until all blisters are scabbed over and there are no signs of illness. Must have a note from the doctor to return to school.
- **Diarrhea** - keep home if there is blood or mucous in the stool (unless from medication or hard stool), if the stools are all black or very pale, or if the stools are very watery and are increasing in frequency. See a doctor immediately if diarrhea is accompanied by: no urine output for 8 hours; jaundiced skin; or child looks/acts very ill.
- **Vomiting** - more than once a day or accompanied by fever, rash or general weakness.
- **Ringworm** - (a contagious skin fungus infection). Keep home until treatment is started. If it is in an exposed area, upon return, cover visible area with dressing and/or clothing. Ringworm on the scalp requires an oral medication, but child may return to school if covered with appropriate cream or covered.
- **Antibiotics**- Children who are placed on antibiotics for impetigo, strep throat, and several other bacterial infections, should be on them for a FULL 24 hours (longer for Pertussis/Whooping Cough) before returning to school to prevent the spread

of those infections. If you are uncertain, ask your school nurse. If at any time you are unsure if your child's illness is contagious, you may want to call your child's primary care provider. If you have further questions, please contact your school site to speak to the school nurse. Thank you for your continued support of the families in our school community.

School policy mandates that students with a contagious disease stay home. In order to ensure the health and welfare of all students, school personnel can request a doctor's note to confirm that the student is no longer contagious, upon his/her return. School personnel will provide minor first aid treatment, but will contact a parent or guardian if a student vomits, suffers a severe injury, or is running a temperature.

Immunizations

Students must be current on required immunizations. Students who do not have all required immunizations must receive the next required dose by the specified due date or they will be excluded from school until the dose is verified by staff.

Prescription Medicine

An authorization form must be completed by the student's parent/guardian and doctor before the school can administer prescription medications. All prescription medications must be brought to school by the parent, in the original container with the prescription label attached. This form is available in the school office and on our website. In the rare circumstance that a student needs to self-carry a prescribed medication such as an inhaler, the parent and student's doctor must complete a self-carry authorization form. Please see the front office for this form.

Over-the-Counter Medications

The school **cannot** administer any over-the-counter medications. If a child needs an over-the-counter medication at school, the parent/guardian must come to the school to administer it. Students must not bring over-the-counter medication to school and cannot carry over-the-counter medications in their backpacks.

Head Lice

Students found with active, live head lice will be allowed to remain in school in class until the end of the school day. The student will be discouraged from having close contact with anyone. The parent/guardian will be given information about head lice treatment and will be encouraged to start treatment immediately. The student will be checked upon returning to school and will be allowed to remain at school as long as no active, live head lice are found.

Outside Food and Beverages

We serve breakfast, lunch, and supper daily at no cost to our families. Students who bring lunch or snacks from home are strongly encouraged to bring nutritious food. Our brains function better when we fuel of our bodies with healthy foods. Families may choose to bring a small, sweet treat to school in celebration of student birthdays or other celebrations at the teacher's discretion. All treats must be store bought and in their original containers.

APPENDICES

Appendix A: Suspension and Expulsion of Pupils

*Governing Law: The procedures by which pupils can be suspended or expelled.
- Education Code Section 47605(b)(5)(J).*

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Gateway Community Charters (GCC). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* GCC is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the GCC's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. GCC and Charter School staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students.

This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, the use of alternative educational environments, suspension and expulsion. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employees, students, staff or other persons or to prevent damage to school property.

The Charter School Principal shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this policy is available upon request at the school administrative office. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. A student identified as an individual with disabilities or for whom, GCC has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular

education students except when federal and state law mandates additional or different procedures. The School will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Act (IDEA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom GCC and/or the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. The full GCC suspension & expulsion policy can be located in the main office/front desk of all CCCS campuses upon request.

Appendix B: CCCS Computer Use Rules

When using school computers, students are expected to adhere to the following expectations. Violation of these rules will result in revocation of computer use privileges.

1. I will use the computer for school work and to learn
2. When using school computers, I will
 - a. Use good manners
 - b. Use appropriate language
 - c. Never tell anyone my home address or phone number
 - d. Never post my picture on the Internet without permission of my parent(s) and teacher
 - e. Not look at or use anyone else's work without permission
3. I will show respect for all hardware and software that I use.
4. I will not install "pirated software" or knowingly use disks with viruses on any equipment.
5. I will use only appropriate language when writing on the computer.
6. I will limit my use of the internet to only appropriate learning activities and respect the Internet filter's usage restrictions.
7. I will not share personal information about myself or anyone else on the Internet. This includes
8. name, address, phone number, photograph, etc.
9. I understand that anyone can read the messages I send from the computer and that work stored on the computer is not private.
10. I understand that from time to time the computer or Internet connection may not be working when I plan to use it.
11. I will share the computer and the network.
12. I will keep my passwords private.
13. I will not use anything from the computer or Internet or send anything over the Internet that belongs to someone else without their permission.
14. I will not download and share copyrighted music, videos, and other digital media.
15. If I am unsure how to use any or part of the computer system, I will ask for help.
16. I will not use the computers and the internet to gossip about, harass, or intimidate fellow students or staff.
 - a. I will not post on newsgroups or other message posting systems any communication containing profanity, racially disparaging remarks, or lewd and/or obscene language.

- b. I will not at any time use speech that is not appropriate for an educational setting. Examples of speech that is not appropriate for an educational setting includes, but is not limited to, inflammatory language, profanity, personal attacks, harassment, threats to do personal harm or other criminal activity, and language that is intended to be racially derogatory.
 - c. I will not make threats of any kind against others.
17. I will respect other peoples' work and not copy it as my own. I will not access anyone else's computer or accounts.
18. I will conserve our valuable natural resources by limiting my paper use
- a. I will only print when I am allowed.
 - b. I will only print school work.

Appendix C: CCCS Code of Academic Conduct

The Code of Academic Conduct prohibits such violations of academic integrity as: cheating; plagiarism; falsification and fabrication; abuse of academic materials; complicity in academic dishonesty; falsification of records and official documents; personal misrepresentation and proxy; bribes, favors and threats.

Definitions:

Abuse of Academic Materials: Destroying, stealing, or making inaccessible books, supplies or other academic resource material, or attempting to do so; stealing or otherwise obtaining advance copies of tests, examinations or other course materials or attempting to do so; duplicating copyrighted software without authorization or using such software on school computers; "hacking" on school computers or installing "virus" programs.

Bribes, Favors, Threats: Bribing or attempting to bribe, promising favors to, or making threats against any person, with the intention of affecting an evaluation of a student's academic performance; conspire with another person who then performs one of these acts in one's behalf.

Cheating: In any work submitted for evaluation (tests or assignments), copying or attempting to copy from another's work; using or attempting to use unauthorized information, notes, study aids, or other materials; any unauthorized collaboration with others, who may or may not be students, in work to be presented for a grade; altering graded work after it has been returned, then submitting the work to be re-graded; tampering with the academic work of other students.

Complicity in Academic Dishonesty: Helping another to commit an act of academic dishonesty, especially providing material or information to another person with knowledge that this material or information will be used deceitfully in an academic evaluation activity; permitting one's own work to be submitted by another person as if it were that person's original work.

Falsification and Fabrication: Altering, counterfeiting, or inventing information or material presented in any assignment; "padding" a bibliography with made up titles or works not consulted, or providing false citations in footnotes; using inappropriate

methods for collecting or generating data or including a substantially inaccurate account of the method by which the data were gathered or collected.

Falsification of Records and Official Documents: Altering transcripts, grade reports, or other documents affecting academic records; forging a signature or falsifying information on any academic document, such as permission forms, petitions, or other documents.

Personal Misrepresentation and Proxy: Taking another person's place in an exam, test, or other academic activity, either before or after enrollment; having another person participate in an academic evaluation activity or evaluation in place of oneself.

Plagiarism: Presenting the work of another as one's own (i.e. without proper acknowledgment of the source or sources), or submitting material that is not entirely one's own work without attributing the unoriginal portions to their correct sources. The sole exception to the requirement of acknowledging sources occurs when ideas or information are common knowledge.

Appendix D: Independent Study Program Expectations

Manner, Time, Frequency: Students will meet weekly with their assigned teacher in order to review and submit assignments and review the student's progress toward achieving the educational objectives for Independent Study. The parent and student shall be notified of the date, time, and place of meetings on the Assignment Sheet. The Assignment Sheet and Attendance Record shall be considered a component of the Independent Study Agreement. *All students must spend a minimum one hour with their teacher and two hours in the lab. Additional hours will be assigned by the Independent Studies teacher.*

Student Educational Objectives and Methods of Study: The student understands that they must make adequate and appropriate progress toward the attainment of the State Standards and that the course objectives will be consistent with the guidelines established in this handbook. A student's progress will be reported on the Assignment Sheet, on student work samples, and on the front of the portfolio folder. Activities selected as the means to reach the objectives may include, but are not limited to: reading, research, essays, term papers, flash cards, illustrations, oral reports, demonstrations, participation, group projects, lesson exercises, games, comprehension questions, computer programs, field trips, simulations, discussions, note-taking, videos, audio tapes, compact discs, and other educational activities. Individual course objectives are consistent with and evaluated in a similar manner that they would be if he or she were enrolled in a traditional school program.

Methods of Evaluating Student Work may include, but are not limited to: Semester Portfolio, weekly review of assignments by a credentialed teacher, student demonstration, teacher observations, teacher evaluations, on-line exams and written and oral tests and quizzes.

Appendix E: Sexual Harassment Policy

Sexual harassment of or by any student or member of Gateway Community Charters (GCC) and/or its charter school staff shall not be tolerated. The GCC Board of Directors considers sexual harassment to be a major offense, which may result in disciplinary action including dismissal or expulsion, of the offending student or staff member, or other appropriate sanction.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when it interferes with an individual's performance at school and/or creates an intimidating, hostile or offensive educational environment. The conduct described above is also sexual harassment when submission to it is made either explicitly or implicitly a term or condition of an individual's access to education.

Sexual harassment regulated by this policy pertains to behavior of a sexual nature while students are under the jurisdiction of the GCC and/or its charter schools.

Students may receive age-appropriate training and/or instruction on the prohibition of sexual harassment at the School. Copies of this policy shall be available at the GCC Offices as well as at each School's Administrative Office.

Any student who believes that he or she has been harassed or has witnessed sexual harassment is encouraged to immediately report such incident to his or her teacher, counselor or principal. Alternatively, students may contact the Gateway Community Charters Assistant Superintendent, who will promptly investigate all such incidents in a confidential manner.

Appendix F: Anti-Bullying Policy

The Gateway Community Charters (GCC) Board of Directors prohibits acts of harassment or bullying. The board has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

Harassment occurs when a pupil has intentionally engaged in harassment, threats, or intimidation, directed against school, school personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment. Pupils grade 4 to 12 may be suspended or expelled for any such action.

Bullying is any gesture of written, verbal, graphic, or physical act by a pupil or group of pupils directed at a pupil or school personnel committed by any means, including but not limited to an electronic act. An "electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager. Acts of bullying include:

- Committed sexual harassment as defined in Education Code Section 212.5. The conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.
- Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Education Code Section 233. Hate violence includes any injury or threat to a person or damage to property based upon perception of a person's race, ethnicity, religion, ancestry, nationality, disability, gender, sexual orientation.
- Under Assembly Bill 9 (AB9) the "Safe Place to Learn Act", discrimination, harassment, intimidation and bullying based on actual or perceived characteristics is prohibited. School personnel who witness such acts must take immediate steps to intervene, when safe to do so. Employees of Gateway Community Charters will use existing complaint investigation processes, timelines to investigate, and the appeals process for all such incidents.

Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

The Gateway Community Charters Board of Directors expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

The Gateway Community Charters Board of Directors believes that standards for student behavior must be set cooperatively through interaction among students, parents and guardians, staff, and community members of the GCC, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for GCC, charter school and community property on the part of students, staff, and community members.

The Gateway Community Charters Board of Directors believes that the best discipline is self-imposed, and that it is the responsibility of staff to use disciplinary situations as opportunities for helping students learn to assume responsibility and the

consequences of their behavior. Staff members who interact with students shall apply best practices designed to *prevent* discipline problems and encourage students' abilities to develop self-discipline.

Since bystander support of harassment or bullying can support these behaviors, the GCC discourages and provides consequences for both active and passive support for acts of harassment or bullying. The staff should encourage students to support students who walk away from these acts when they see them, constructively attempt to stop them, or report them to the designated authority.

Appendix G: Federal Educational Rights and Privacy Act

Model Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day Community Collaborative Charter School receives a request for access.

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask Community Collaborative Charter School to amend a record should write the school principal (or appropriate school official), clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official

has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

[NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Community Collaborative Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

[NOTE: In addition, a school may want to include its directory information public notice, as required by §99.37 of the regulations, with its annual notification of rights under FERPA.]

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))

- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student’s State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system’s ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to:
 - (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as “directory information” under §99.37. (§99.31(a)(11))

Appendix H: Opt-Out Form

Opt-Out of Photographs, Video, Name, Information

There are many positive accomplishments and activities that our students are involved in each school year. The news media, CCCS, and the Gateway Community Charters staff occasionally photograph or film these events for the purpose of sharing information about our programs and highlighting positive activities in our schools. These images may be used in the CCCS or GCC newsletter, handbook, Facebook page, website, promotional materials, or the news media.

If you do not want your child's name or picture/likeness used, please fill out this form and return to the front desk. If it is acceptable with you that the minor under your charge appears in the above media then you do not have to do anything.

- I request that my child's photo and name not be used in any school, GCC or media publications or presentations.
- I understand that this request may prevent my child from participating in some activities.
- I agree to also notify my child's teachers and confirm with the school that the student is on the "opt out" list.
- I will instruct my child to avoid photo and media situations or tell the teacher should their photograph be taken.

Print Student's Name

Grade

Parent or Guardian Name

Parent or Guardian Signature